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AND BUSINESS

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Reconstructing the process of leadership development

Rekonstrukcja procesu rozwoju przywództwa

Doctoral dissertation

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Dedication

I dedicate this PhD to my dear wife, Ilana, and my dear mother, Yaffa.

Ilana – without you this study could never have happened. You are the wind beneath my wings and partners together on this journey of life.

Mum – you opened the way for me to be a leader, to believe that I can achieve my dreams. This is one of them – thank you.

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Introduction

Background

Looking back, you could say that leadership has been part of my life since childhood. The eldest son of immigrants who had fled Iraq in 1950, arriving in Israel with little more than a small suitcase of belongings, their absorption into the language and culture of this small but very complex country was not easy to say the least. Struggling to make a living and to provide for us, I cannot put my finger on the precise moment when I understood that the responsibility for representing my parents and siblings opposite the authorities, especially the education system, had become my duty and my calling.

Coming to me quite naturally, acting as a leader and taking roles of leadership quickly became a way of life, and later a value with which to measure how groups and organizations work - from family and friends, to school, to the military, and from there to the world of international business. It also became my way of succeeding in the world, since I quickly understood which skills are necessary, what talents need to be developed.

Slowly but surely, I became fluent in the language of leadership and I have not stopped speaking it since! Reaching senior executive positions in MNCs (multi-national corporations) in the field of FMCP (fast moving consumer products), the moment I decided to grow and develop in the direction of a PhD, it was clear to me that my empirical research will be in the field of leadership development. For many years I have observed the practices and directions that leadership development has in MNCs. What truly interested me was to understand what happens under and beyond the surface in the eyes of executive managers, who as leaders of their organizations oversee these programs but do not necessarily understand what happens there – what actually happens in the process of leadership development.

Rationale

Leadership development is a critical activity for executive managers, especially human resource development professionals, and one of their central interventions (Turner et al., 2018). Organizations are prepared to invest vast resources into developing their leadership since it is perceived as a central resource to reaching organizational targets especially in uncertain times (Zhang et al., 2012 in Shufutinsky et al., 2020). With the necessity of leadership development having been recognized, so too has its importance,

which has grown as contemporary organizations find themselves operating in global environments characterized by rapid change and growing complexity (DeRue & Myers, 2010). In fact, globalization and changing geopolitical circumstances, and shifts in competitiveness of whole industries have had an enormous impact on organizations who find themselves in a position where they have no choice but to change in order to become more agile and relevant (Reuven-Lelong, 2013).

There is a growing understanding within organizations that to thrive in an environment which is unpredictable and unstable, they need to develop the leadership ability of their people (Van Velsor et al., 2010). Beyond being a measure to face external factors, Christoffels (2019) found that organizations realize that leadership development generates internal gains in the form of competitive advantage and differentiation. Kets de Vries & Korotov (2010) expressed what more and more organizations finally comprehend: that although most resources can be bought for money – equipment, infrastructure, technology, financial loans – leadership cannot be purchased, leadership needs to be developed. Therefore, understanding the process of leadership development will give organizations the ability to develop their leadership in order to face today's challenges and opportunities.

Scientific problem

But what exactly is leadership development? What is the process that facilitates it? The concept of leadership development has and is still going through a process of evolution. Within the definitions emerging from the literature and the field, there is often a vague line between concepts of leader, leadership and leadership development (Boaden, 2006). To clear the fog in order to reconstruct and understand the process of leadership development, one has to go back to its foundations in leadership (Hartley & Hinksman, 2003).

In general, when we think of leadership, we automatically imagine leaders and their traits. Even today, decades after the coining of theories of leadership such as Great Man Leadership Theory created by Carlyle in 1841, and Trait Leadership Theory created by Cowley in 1931, we tend to think of a single charismatic, persuasive and successful leader. However, findings from studies conducted since the beginning of the millennium continue to find that the concept of leadership is still vague, indistinct and not well defined both in the literature and in the field (Lee et al., 2020; Bryman et al., 2013; Noria & Khurana, 2010; Alimo-Metcalfe & Lawler, 2001).

Since leadership influences leadership development, vagueness in the understanding of the concept of leadership no doubt affects the understanding of leadership development (Hartley & Hinksman, 2003). To bridge this gap of understanding, Avolio (1999) explored the previously held concept that if we could only find the 'ideal' leadership theory, we could automatically derive its 'developmental' derivative. Unfortunately, since no single theory of leadership has reached consensus, Day et al. (2014) stated that *"If the field could just identify and agree on the 'correct' leadership theory, then the development piece would inevitably follow. It turns out that this is not so simple". (p. 64).*

An additional reason for the vagueness surrounding leadership and leadership development stems from the changes that have taken place in organizations, such as the flattening of organizational structures which have become less hierarchical, the need to operate in dynamic and uncertain environments, technological developments which often give younger and less experienced members of organizations positions of power unheard of in the past (Surty & Scheepers, 2020). Models of leadership that were clear in the past, and for the most part leader focused and top-down, no longer provided appropriate leadership. The new organizational environment created a situation where developing a single leader was not enough, and the understanding that organizations need to develop multiple individuals (Day & Dragoni, 2015).

Moreover, with organizational changes came the understanding that neither leadership focusing on 'the leader' (intrapersonal) nor leadership focusing on 'leader-followers' (interpersonal) is enough to deal with the challenges of today (Day, 2001). This finding reinforced the fact that by tracking the development of leadership theories, we can see how gradually followers, leader-follower interactions, and situations began to be included in the theories, taking leadership from a one-man show to a phenomenon that includes other elements beyond the leader himself. But perhaps one of the most important conclusions regarding leadership is that of Day & Dragoni (2015) who found that organizations need the participation and development of all their members, with the understanding that each individual is an important part of the collective.

This finding reflects on leadership development with the understanding that it involves multiple people. Research in leadership development has found that it: (1) is systemic and not a single event (Fulmer, 1997); (2) belongs to the whole organization and not to the individuals in the organization (Day & Dragoni, 2015); (3) creates a change in the

behavior of employees, including commitment and motivation (DeRue & Myers 2014); (4) connects to the strategy of the organization (DeRue & Myers, 2014), and; (5) increases the capacity of the organization (Van Velsor et al., 2010 and Day & Dragoni, 2015).

Despite the numerous studies exploring various aspects and perspectives of leadership development, several gaps remained in the literature which can be divided into four main categories: (1) leadership development has been investigated more as a practice and less as a process (e.g., Turner et al., 2018); (2) studies have focused more on leader development and less on leadership development (e.g., Day et al., 2014); (3) studies have focused more on the perspective of organizations as opposed to the perspective of managers (e.g., Fusco et al, 2015), and; (4) although change has been the main construct of most models of leadership development, it has mostly been presented as an output and not as a trigger (e.g., Roberts & Roper, 2011).

Furthermore, although there are many studies exploring leadership development, there is no single agreed upon definition in the literature or in the field. Thus, for the purpose of this thesis, I have defined leadership development *as the expansion of individual and collective leadership ability within an organization to meet the needs of that organization resulting from planned or emergent change.* Individual leadership capacity relates to human capital while collective leadership ability relates to social capital.

One of prominent researchers into leadership development and the process of leadership development is David Day who in his research of 2001 differentiated between two integral parts within the process of leadership development: leader development and leadership development. He claimed that leader development impacts individual knowledge, skills and abilities, i.e. human capital, while leadership development strengthens the connection among individuals, increases trust, improves inter-communication, builds networks, creates cooperation, i.e. social capital. Therefore, Day (2001) concluded that the process of leadership development develops both human capital and social capital. No longer is the focus only on leader development because leadership development has expanded to include both individual development and collective development (Bandow & Self, 2016).

Although the findings presented above indicated that individual and collective development are part of the process, the actual process of leadership development remained unclear. As an executive manager from the field with a broad understanding of the challenges and opportunities facing organizations, I wanted to reveal what happens within the process.

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For this reason, I wanted to approach it as it appears in the field and through the eyes of executive managers, to gain insight into a process that interests and draws such high investment from them - leadership development.

<u>Research design</u>

The **aim of my study** was to reconstruct the process of leadership development from the perspective of executive managers. Following careful consideration, the path became clear and pointed in the direction of a qualitative methodology using a constructivist qualitative paradigm. The use of a constructivist qualitative paradigm in research is based on subjective descriptions emerging in a specific context and focusing on subjective meaning (Shkedi, 2015). It was this meaning that I planned to uncover from data collected in personal interviews with executive managers employed in MNCs, and within the reach of my professional network. I understood that a qualitative methodology will enable me to meet the reality of executive managers in the field (Miles et al. 2014), gain insight into their inner experience (Corbin & Strauss, 2008 in Rahman, 2017), and reveal a process beyond that of a snapshot (Miles et al., 2014).

The research problem of my study is the process of leadership development from the perspective of executive managers employed in MNCs. Based on gaps identified in the literature, I asked the following research question: **How do executive managers understand the process of leadership development?**

There were several specific research questions related to the main research problem that focused the study and informed the research project:

1. How is the process of leadership development perceived by executive managers in their organizations?
2. How do executive managers describe the actions and practices used in the process of leadership development in their organizations on an individual and collective level?
3. What kinds of formal and informal processes receive attention in the perception of executive managers?
4. How do executive managers perceive their role in creating the next generation of leaders within their organization?

In a narrative interview (Klenke, 2016), the single broad question I asked each executive manager was, *"How do you see the process of leadership development in your organization?"*, a question that would allow them to relate to the subject freely and from their

subjective perspective. I chose a specific narrative method which has been coined constructivist and constructionist narrative (Shkedi, 2015; Flick, 2014). It is based on the assumption that the process of leadership development is a complex phenomenon best described through storytelling since people organize and manage their world concept through stories that they construct and tell (Shkedi, 2015). I wanted to explore how executive managers perceive the process of leadership development in their organizations through their storytelling.

The sixteen executive managers who agreed to participate in this study are employed by nine MNCs with headquarters or subsidiaries active in Israel setting **the context** for this research. Gaining access to their unique perception of leadership development within their organizations through a narrative interview revealed data which was then **analyzed** according to the coding principles of grounded theory as presented by Charmaz (2014), including initial coding, focused coding, and categories. Later, findings reached through this process were **triangulated** with data from the MNCs global websites according to the principles of triangulation presented by Flick (2004). This process reinforced validation of the four categories which emerged from the findings, categories that bring new meaning and reconstruct the process of leadership development.

<u>Structure of PhD</u>

The dissertation that you are about to read contains four chapters. **Chapter 1** presents the first part of the literature review: the foundations of leadership development. To understand the foundations, it is necessary to see how leadership development builds on theories of leadership, from Great Man Theory created in 1841 to Authentic Leadership Theory presented in 2009. In addition, changing trends in the organizational environment provide the background for the emergence of leadership development which, as mentioned above and as a concept that is still evolving, has various definitions which form and design part of its foundation.

Chapter 2 presents the second part of the literature review: the process of leadership development. Here, leader development (human capital) and collective development (social capital) are investigated as integral parts of the process of leadership development. Of the many models and frameworks explored in the literature review, four are presented and analyzed in an attempt to shed light on their process. Likewise, practices used in leadership

development, such as coaching and mentoring, are explored and presented since these are the practical tools and methods used in the field to facilitate such processes.

Chapter 3 presents the methodology, specifying the research design, the general research approach, the aim of the study and research question, data collection, sampling and field organization, data analysis, and research limitations, which may limit the findings and conclusions of the research. The context of the study is also presented in this chapter.

The final part of this dissertation, **Chapter 4,** presents the findings and discussion, together with conclusions and future directions. Furthermore, this chapter presents and explains the reconstructed process of leadership development created and resting on evidence-based findings and informed discussion.

In light of the above, I hope that this research will bring the following added value to the worlds of science (theoretical) and business (practical) by: (1) shedding new light on the process of leadership development, light to places which only executive managers can perceive, based on their experience, presence, influence, expectations, beliefs and more; (2) bringing an additional perspective to existing models of leadership development, namely the perspective of executive managers; (3) raising awareness of the process of leadership development and bring a deeper understanding of its construction, and; (4) providing organizations with greater understanding of the process of leadership development to improve and streamline it for their operations.

I sincerely hope that you will enjoy reading this dissertation and that it will inspire and enrich all those who research, practice, undergo, and are involved in the fascinating process of leadership development.

List of figures and tables

1. Foundations of leadership development

The focus of this dissertation is leadership development, a concept that has been influenced by the concept of leadership (Hartley & Hinksman, 2003) and which many studies conducted since the new millennium have attempted to understand. Findings from these studies have stated that the concept of leadership is often vague, indistinct and not well defined both in the literature and in the field (Lee et al., 2020; Bryman et al., 2013; Noria & Khurana, 2010; Alimo-Metcalfe & Lawler, 2001). Since leadership influences leadership development, vagueness in the understanding of the concept of leadership and its theories no doubt affects the understanding of leadership development (Hartley & Hinksman, 2003). For this reason, the first foundation of leadership development to be presented here are theories of leadership and how leadership development builds on them.

The second foundation involves changing trends in the organizational environment, including the shift from traditional to modern organizational structure and the inclusion of leadership development in organizational processes. These changing trends pave the way for leadership development to become an integral part of organizational practice, and form a sturdy part of its foundations.

The third and final foundation of leadership development to be presented in this chapter leans on efforts to define leadership development as an evolving concept. Attempts to define something which is still evolving is challenging, and as this subchapter will show, these definitions which form and design part of its foundations are diverse and often controversial. Moreover, when there is lack of clarity regarding management and leadership, an additional obstacle to clear definition is added (Day, 2001).

1.1. Building on leadership theories

In order to understand the foundations of leadership development, it is important to understand the development of leadership from a chronological, theory-based and approach-based aspect. With over one hundred years of research, leadership has many definitions and several theory-based approaches.

In 1991, Rost analyzed 587 studies that referred to leadership in their titles. He found that 366 works, i.e. 62% of the total, lacked any specific definition of leadership. Ten years later, in a study done by Alimo-Metcalfe & Lawler (2001), it became clear that the concept of leadership was still unclear and not defined in a short and simple way. Latham (2014)

claimed that there is limited consensus on what leadership is and definitely no universal definition. Reviewing contemporary literature on the subject, it seems that leadership as a concept has been and still is far from being clear (Turner et al., 2018; Latham, 2014; Day et al., 2014). Despite this, other researchers believe that there is almost a consensus in the academia (Alberto, 2014).

Thus, leadership holds a wide-range of definitions, each one trying to capture its essence. Burns (1978) defined leadership as actions and processes to motivate and influence followers in setting and reaching goals. Rost's definition of leadership (1991) described it as a relationship of influence between leaders and followers who want to achieve real changes and outcomes connected to a shared purpose. Another view of leadership from the same period, shifted toward seeing leaders less as individuals directing their followers, and more as members of a community of practice (Drath & Palus, 1994): *"People united in common enterprise, who share a history, certain values, beliefs, ways of talking and ways of doing things"* (p.9). According to this definition, leadership is not defined as a leader's individual traits but as a process of combined efforts between leader and community, working together as a group. In this kind of environment, everyone active in the task is seen as playing an active role in leadership, where 'followers' become 'participants'.

According to Barker (1997), the old concept of leadership as an individual phenomenon, i.e. the leader, was no longer valid. Shamir & Howell (1999) presented leadership as a complex concept where interactions between the leader, the social environment and the organizational environment occur. Day (2001) presented an additional definition building on this and claimed that leadership is a social process in which every member of the community is involved, thereby implying that each person can be a leader.

In 2004, Gray defined leadership as the use of influence, suggesting that those leveraging influence are: (1) aware of their goals and how they are going to cooperate with others to achieve those goals, and; (2) owners of a vision and how they intend to make their vision a reality by involving others in the process. McCallum & O'Connell (2009) defined leadership as an act that involves influence in order to encourage participation among people to achieve pre-set goals and targets. Following this idea, Kets de Vries & Korotov (2010) defined leadership as the ability to create cooperation, increase motivation, influence and manage.

Similarly, Avolio et al. (2009) and Nohria & Khurana (2010) argued that although it is true that leadership is circumstantial, i.e. people who have high positions generally have some influence because of their authority and are therefore seen as leaders, groups choose their leaders only if they believe they have leadership skills. This strengthens Rost's research of 1991 where 54% of interviewees responded that skill and ability is what defines leadership in their perception.

To conclude, Allio (2013) presents five ways of defining leadership: (1) the early simplistic perspective - leadership is good management; (2) the semantic description - leadership is the process of leading; (3) the transactional definition - leadership is a social exchange between leaders and followers; (4) the situation notion - leadership is a phenomenon that precedes and facilitates followers, and (5) the aesthetic concept - leadership is an art or a craft.

In continuation to Allio (2013), and following exploration of the many diverse definitions of leadership, the author perceives a number of key issues that they touch upon: (1) relationships of influence between leaders and followers; (2) processes of combined efforts; (3) invalidation of leadership as an individual phenomenon; (4) complex interactions; (5) social processes; (6) co-operation and motivation, and; (7) skills and abilities.

It should be noted that the definition of leadership adopted in this dissertation is that of Day & Dragoni (2015) who define it as a social phenomenon using influence within relationships to achieve shared targets and generate change.

Leadership was first referred to in the literature as an individual phenomenon related to traits and qualities (Burns, 1978). Over time, leadership has evolved into a concept that is referred to as a social process shared by more than one person (Day et al., 2014). Several theory based approaches have been developed over the past one hundred years, the most significant of which are shown below in Table 1 and later presented in detail.

Table 1. Leadership: the main theories

Year	Theory	Focus	Author(s)
1841	Great Man Theory of Leadership	Individual	Carlyle
1931	Trait Theory of Leadership	Trait list	Cowley
1960	Behaviorist Leadership Theories: Theory X vs Theory Y	Leader	McGregor
1960	Leadership Grid Theory (Managerial Grid)	Production vs. People	Blake &Mouton
1964	Situational Leadership Theory	Situation (LPC-scale)	Fiedler
1969	Situational Leadership Theory	Situation, 4 Behavior Types	Hersey & Blanchard
1978	Transformational & Transactional Leadership Theory	Leader / Follower Interaction	Burns
1990	Full Range Leadership Theory	Leader / Follower Interaction	Bass
2009	Authentic Leadership Theory	Leader values & authenticity	Luthans & Avolio

Source: Author, 2021

As can be seen in Table 1, leadership theory began as an individual concept in which the focus was on the leader's personality, traits and behaviors. A significant development in leadership theory occurred when leaders' interactions with others were included, taking place in dyadic relationships. With the addition of situational elements to the theory, an important breakthrough happened in 1978 as leadership theory moved from an individual concept to an inter-personal concept (Day, 2001). Here, the new interaction of the leader, followers and situation are all involved in explaining leadership. Leadership theory was further developed when the focus shifted from a top-down process to the possibility of a bottom-up process. Finally, transformational leadership theory presents an understanding that leadership is a social process meaning that it involves others within the organization.

The author will now analyze the theories of leadership in Table 1, beginning with those that question if it is possible to develop leaders (Great Man Theory and Trait Theory), continuing through theories that begin to explore the relationship between leaders and followers (Transformational Leadership Theory and Full Range Theory) and ending with the

most recent developments in leadership theory. The theories are briefly explained and its connection to the field of leadership development analyzed in the eyes of the author.

The first theory based approach to leadership is linked to the historian Thomas Carlyle. Coined the **Great Man Theory of Leadership**, Carlyle's theory was published 1841 in the book, 'On heroes, hero-worship and the heroic in history'. In this work, he stated that the history of the world is but the biography of great men. According to him, leaders are extraordinary individuals with unique attributes from birth (Bass, 1990; Cawthon, 1996).

More than two decades later in 1869, in his search to understand human genius, Francis Galton found that personal qualities are natural and passed from generation to generation, thereby strengthening Carlyle's theory (Northouse, 2010). With the assumption that leaders are born and not developed, there was an understanding that leaders have a natural ability to lead. According to this theory, leadership is not something that needs to be developed, you either have it or you do not. For this reason it has no connection to contemporary processes of leadership development which view this theory as out dated and irrelevant (Bolden, 2005). Since Great Man Theory did not perceive others as being able to develop into leaders, this situation led the way to the following theory which is based on traits (Zaccaro, 2007).

Trait Theory emerged from Great Man Theory and was created by William Harold Cowley in 1931. In Trait Theory, the concept of leadership was separated from specific individuals and shifted to a list of general traits. These traits were seen as characteristics which could improve leadership potential and performance (Seters & Field, 1990). In order to identify traits, many studies were conducted over a period of decades. Jenkins, 1947 in Drath et al., 2008 criticised these studies and claimed that they did not show a single trait or group of characteristics connected with good leadership (King, 1990). Despite this, researchers continued to look for ideal traits in leadership, finding intelligence, adjustment, achievement and persistence to be key traits (Northouse, 2010).

The Trait Theory of leadership is used to forecast leadership effectiveness in potential leaders. This prediction is used to evaluate their likely success or failure. Researchers taking the trait approach have attempted to identify various categories associated with leader emergence and leader effectiveness, such as: (1) physiological (appearance, height, and weight); (2) demographic (age, education and socioeconomic background); (3) personality (self-confidence and aggressiveness); (4) intellect (intelligence, decisiveness, judgment, and

knowledge); (5) task-relatedness (achievement drive, initiative and persistence); and, (6) social characteristics (sociability and cooperativeness), (Colbert et al., 2012). Table 2, below, presents a partial list of the core traits identified by researchers during the 20th century (Colbert et al., 2012).

Table 2. Partial list of core traits and their definitions

Core trait	Defining feature/behavior
Achievement drive	High level of effort, high levels of ambition, energy and initiative
Leadership motivation	High motivation to lead others to reach shared goals
Honesty and integrity	Trustworthy, reliable, and open
Self-confidence	Belief in one's self, ideas, and ability
Cognitive ability	Capable of exercising good judgment, strong analytical abilities, and conceptually skilled
Knowledge of business	Knowledge of industry and other technical matters
Emotional maturity	Well adjusted, does not suffer from severe psychological disorders
Others	Charisma, creativity and flexibility

Source: Author, 2021 according to Colbert et al., 2012

Over time, researchers were unable to agree which traits characterize leaders and how many (Tett & Guterman, 2000). As a result, the Great Man and Trait Theories proved to be too narrow and too limited (Judge et al., 2009). Traits have been added to later theories as variables in quantitative research. However, the focus of these theories has not been on individual leader traits (Fiedler, 1967 in Miller et al., 2003).

Since Trait Theory relates only to the traits that leaders hold and/or need in order to lead effectively, it does not in any way relate to processes of development. It presents traits as static characteristics that you either have or do not have. Therefore, this theory does not help in understanding the process of leadership development (Noria & Khurana, 2010).

Behaviorist Leadership Theory takes a new direction by emphasizing what leaders do, as opposed to their traits or the genes they were born with. According to this approach, leadership is defined as a branch of human behavior (Hunt & Larson, 1977 in Seters & Field, 1990). In their research, Katz et al., 1990 in Bass 1990 presented two orientations of leadership: person-oriented and task-oriented. Based on their findings, Blake & Mouton (1964, in Sui Pheng & Lee, 1997), developed the Managerial Grid which was later called the Leadership Grid (Mackenzie & Barnes, 2007). This theory relates to people and tasks,

creating five styles of management based on behavior: country club style, team style, middle-of-the-road style, impoverished style and produce or perish style, as presented in Figure 1.

Figure 1. Managerial Grid Styles
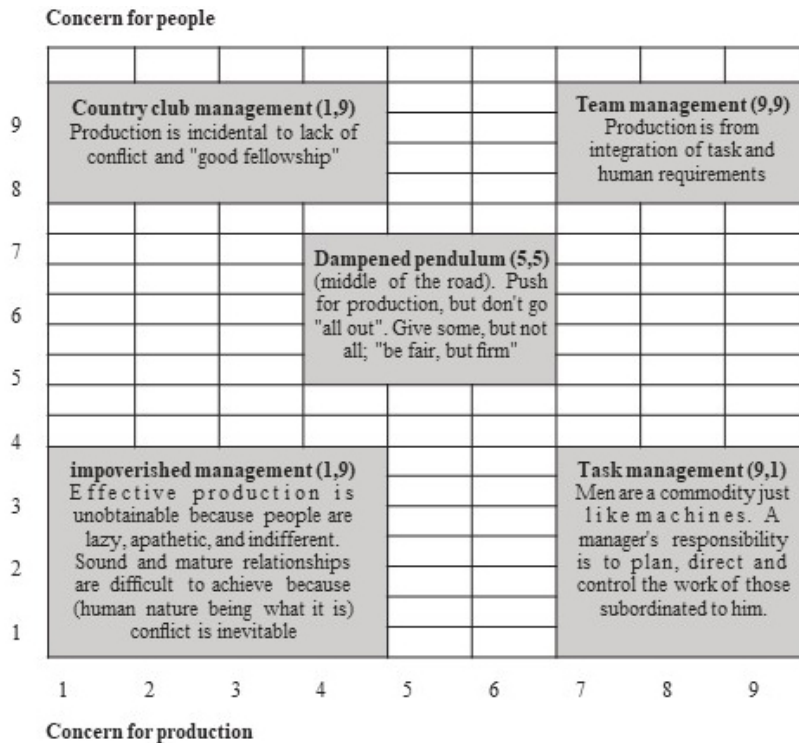
Source: Sui Pheng & Lee, 1997, p. 386.

In 1999, McKee & Carlson (in Boettcher & Helm, 2018) leveraged the Managerial Grid towards a new Leadership Grid based on their study 'The Power to Change'. In the new grid, the leadership style *impoverished* was renamed to *indifferent* (evade and elude) as leaders with this style are less focused on people or tasks, and are mainly focused on keeping their job and seniority. This way of behaving results in less creative decisions because leaders are busy protecting themselves by not facing problems, challenges and threats, and not taking responsibility for mistakes.

The *accommodating* (previously, *country club*) style: yield and comply. This style is mostly focused on people and less focused on task. Leading with this style directs much attention to followers' job security and comfort, with the belief that this will raise output and achieve tasks. Although providing a friendly environment, it may not positively affect results.

The *dictatorial* (previously, *produce or perish*) style: control and dominate. Leaders with this style focus mostly on production, and less on people. They do not see the importance of their followers' needs and concerns; they reward their followers and expect their best execution. These leaders push their followers to achieve the company goals with rewards and punishments.

The *status quo* (previously, *middle-of-the-road*) style: balance and compromise. Leaders using this style try to create a balance between two focus points: organizational targets and followers' needs. By relating to both people and task, they hope to reach good enough performance but in reality this creates a kind of middle-of-the-road performance, neither fully engaging people nor task.

The *sound* (previously, *team*) style: contribute and commit. Leaders with this style have high commitment to their followers and are completely focused on reaching the task. This behavior generates high commitment from their followers because they feel that they play an important part in reaching the task which has been given high priority by the leader. The combination of focus on followers and task results in maximum achievement on both levels.

Behaviorist Leadership Theory created a big shift in the field of leadership theory because it could easily be implemented by practicing managers or leaders to improve their leadership. However, it is not always clear which orientation – follower or task – is most effective in different situations and circumstances. Some of the research done in this field has focused on the behavior patterns of leaders, while other research has analyzed differences in behaviors between effective and less effective leaders (Yukl, 2010).

In his book, *The Human Side of Enterprise*, McGregor, 1960 in Bass,1990 presented the concept that leadership is influenced by leaders' assumptions about human nature. As a social psychologist who studied business managers during the 1950s and 1960s, McGregor described two main beliefs that managers have about their employees. These beliefs influence what kind of employees the managers hire, how they supervise their employees, and how their employees react to that supervision. He found that there are two types of leaders: leader X and leader Y. According to McGregor, Leader Y believes that his followers operate from a place of willingness and desire to succeed, as opposed to leader X who believes that his followers need to be controlled and directed (Kopelman et al., 2010).

Table 3 below presents the statements that were later written to describe the beliefs of managers following Theory X and Theory Y.

Table 3. Beliefs of Theory X and Y Managers

Beliefs of Theory X Managers	Beliefs of Theory Y Managers
People do not want to work and they will avoid work as much as possible.	Work is a necessary and desired aspect of employees' lives.
Employees are self-centered and they need to be manipulated in order to get them to work toward company goals.	By their own choice, employees will work for the good of the company.
Company goals do not match personal goals.	Company goals and personal goals can match each other. In fact, the more an employee's personal goals match company goals, the more commitment that employee will have for the company.
Money is the primary motivator. It is the main reason employees come to work.	People are motivated by higher personal goals such as recognition from their managers and stakeholders, and happiness.
Communication within the company needs to be one way, from the top down.	Communication within the company includes open conversation, discussion and joint problem solving.

Source: Author, 2021 according to Kopelman et al., 2010

Based on the above, X style leaders behave in a more controlling way. They may use pressure with their followers and form controlling frameworks in the organization. Followers are considered to be 'bolts in a big machine' who can be replaced and shifted as desired by the leader. In comparison, Y style leaders behave in a more delegating way. They share information with their followers, see them as an integral part of the process, and encourage innovative thinking to raise motivation and reach their goals (Russ, 2011).

This theory is the first to relate to followers and how leaders need to behave with them. The main focus remains on the leader and the actions that he needs to take to get the maximum out of his people when facing different challenges (Gurbuz et al., 2014). As such, it is worthy of teaching to leaders for the purpose of identifying which style they use at any given time. However, since this theory does not relate to the workforce as a collective or pay attention to situations and environment, it can only be considered as a partial method for leadership development (Clinton & Gray, 2019).

Taking a step forward in leadership theory, **Situational Leadership Theory**, recognizes the significance of factors beyond the leader and his followers. This theory connects leadership to the situation in which the leader finds himself. Bass (1990) found that examples of situations can include: kinds of task, the social status of the leader and followers, the relative position of power of the leader and his followers, and the external environment.

In 1964, Fiedler (Northouse, 2010) published A Contingency Theory of Leadership Effectiveness which created a development of Situational Leadership Theory. Contingency means dependent and in this way, Fiedler connects leaders' dependency on internal and external situations. He stressed the significance of both the leader's personality and the situation in which the leader operates. It presents two styles of leadership: task-motivated and relationship-motivated, and three factors describing situations: leader-member relations, task structure, and the position of power. The main criticism of Fiedler's theory is that it is not flexible enough (Thompson & Glaso, 2018; Thompson & Vecchio, 2009).

Fiedler's Situational Contingency Theory considers the suitability of leadership style and what the situation requires. King (1990) found that the main contingency factor affecting positive and effective leader behavior is the degree that leaders have in deciding what their team is going to do. Situational Contingency Theory considers ongoing situations that teams deal with in light of the team leader's traits and motivation. In this way there is a movement from the position where only leaders personality is considered when attributing leadership effectiveness (Forsyth, 2014).

Fiedler created a scale to measure Least-Preferred Co-Worker (LPC) in order to explore relationship motivated leadership. He asked leaders to consider all the people they have ever worked with and then to describe the person they worked least well with, using a series of bipolar scales:

Unfriendly…………… Friendly
Uncooperative……….. Cooperative
Hostile……………….. Supportive
Guarded……………… Open

A high LPC score presented a 'human relations orientation' by the leader, while a low LPC score presented a 'task orientation'. Fiedler found that 'human relations orientated' leaders described their least preferred co-workers in a more positive manner than 'task-oriented' leaders, and vice versa. Therefore, Fiedler understood that his LPC scale is not

really about the least preferred worker, it is about the leader himself and his motivation type. It shows how the leader emotionally reacts to the people he works with. Fiedlers LPC scale has met with criticism regarding how exact it is as a measuring tool of leadership effectiveness (Miller et al., 2003; Strube & Garcia, 1981).

In 1969, Hersey & Blanchard developed the **Situational Leadership Theory** which presents four leadership styles connected to task behavior and relationship behavior between leaders and followers (Thompson & Vecchio, 2009; Bass, 1990). The underlying concept of Situational Leadership Theory is that there is no 'best' style of leadership and that effective leadership depends on other factors, including the followers and the task that needs to be achieved (Conger, 1992 in Nohria & Khurana, 2010).

Two fundamental principles guide this theory: leadership style and followers' performance output level. Hersey & Blanchard (1969 in Nohria & Khurana, 2010) identify leadership style according to the task and relationship behavior that leaders give their followers. Leadership styles were categorized into four behavior types, called S1 to S4:

Figure 2. Situational Leadership Model
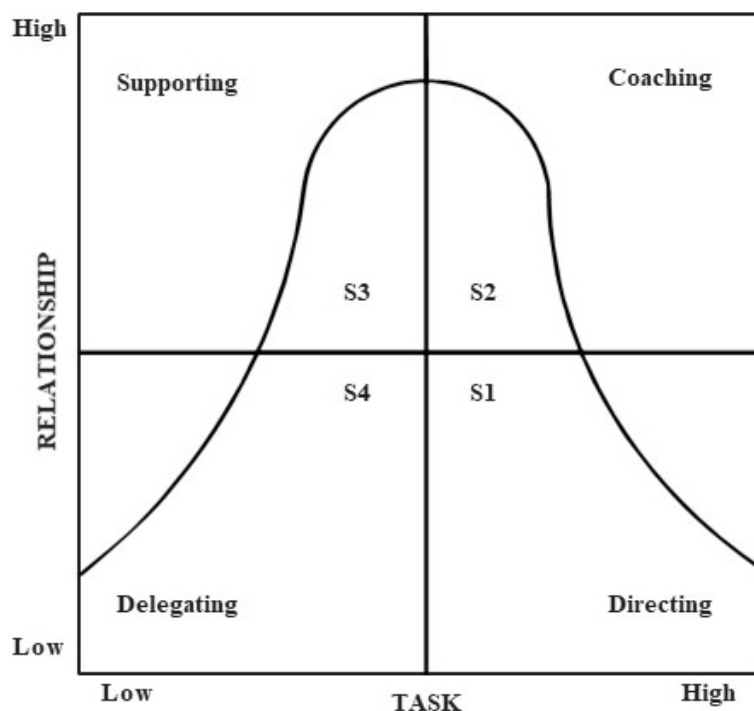
S1: Directing – leader defines the roles of the followers (one-way dialog) and all the details regarding execution of the task;

S2: Coaching – leader continues directing but now uses two-way dialog to support followers in a social and emotional way that enables everyone to be influenced and involved in the process;

S3: Supporting – decision making within the task becomes a shared process and the leader is less directing and more supporting, exhibiting less task behaviors while developing higher relationship behaviors;

S4: Delegating – the leader passes responsibility of the task to the followers but is still involved in significant decision making and monitoring the process.

Source: Salehzadeh et al., 2015, p. 7.

The above four styles of leadership do not present an ideal nor are any of them considered optimal. Since leaders do not act alone, the most effective leadership style must consider the followers and their maturity (Hersey & Blanchard, 1969 in Nohria & Khurana, 2010). Therefore four levels of follower maturity (M1-M4) were presented:

M1 – Low maturity: followers have few skills but are willing to make an effort to achieve the task;

M2 – Followers have more skills and experience but have low motivation and willingness to achieve the task;

M3 – Followers are more experienced and have the ability to do the task but lack the confidence and readiness to take responsibility for its achievement;

M4 – High maturity: Followers have much experience at similar tasks, and feel confident with their expertise. They are willing and able to do the task and take responsibility for it.

Source: Salehzadeh et al., 2015, p. 7.

Several studies have criticized Situational Leadership Theory, including Strube & Garcia (1981) who presented two main arguments: in situational leadership leaders need to use deep analysis to understand and learn, and leaders are expected to be flexible in different situations and with different followers, adapting and changing as necessary. In their research of 2010, Glynn & DeJordy found that no one specific leadership style is 100% effective and behavioral theories present abstract leadership styles which in reality are difficult to identify. Furthermore, Nohria & Khurana (2010) stated that no single universal model of leadership exists for use in different situations.

As in the Behaviorist Theory of Leadership, the Situational Theory of Leadership focuses on the leader and not on the collective. Although it relates to the abilities of leaders to various situations, it does not explain how to develop them. In addition, it requires a high

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awareness of the leader to himself and the leader to his followers regarding their type in any given situation.

In 1978, there was a significant turning point in leadership theory with the appearance of **Transformational and Transactional Leadership Theory**. According to his study of the biographies of political leaders, Burns (1978) recognized two different kinds of leadership: transformational and transactional. Both types take into account leaders and followers and the connection and relationships between them. In this way, Burns presented a new perspective, showing that 'leadership' is different from 'leader', which means not only dependent on leader traits and behaviors. Burns defines leadership as: *"[...] the reciprocal process of mobilizing, by persons with certain motives and values, various economic, political, and other resources, in a context of competition and conflict, in order to realize goals independently or mutually held by both leaders and followers"* (Burns, 1978, p. 425). In Burn's opinion, leadership goes beyond the leader or the situation, and puts a focus on power position and social interaction. In his introduction to Transformational & Transactional Leadership Theory (1978), Burns states, *"If we know all too much about our leaders, we know far too little about leadership"* (p.1).

Transformational leaders are characterised by the following four qualities: (1) inspirational motivation - leaders present their vision in an inspiring way and convince followers to join; (2) intellectual stimulation - leaders motivate followers to be creative, innovative and flexible in thinking; (3) idealized influence - leaders act as role models to earn the respect and trust of followers; (4) individualized consideration - followers receive individual attention based on their ability, knowledge and experience and are encouraged to take decisions while knowing they are supported by their leader (Dvir et al., 2002).

Transactional leadership emphasizes motivating and directing followers through a system of rewards and punishments. Transactional leaders receive their authority from the organization according to the seniority and/or significance of their position. The main target of the leader is to get followers to obey directives. There is a direct connection between followers not obeying the leader and receiving punishment, and followers who do obey receiving rewards. The interface between the leader and followers is mainly to reach performance targets (Bass, 1990). There are three levels of interface: (1) contingent (ongoing) rewards – this is a reward that followers receive for achieving pre-set goals and successful performance; (2) followers' performance is closely monitored by the leader; (3) leaders

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expect followers to perform well and get involved only when followers' achievements are unsuccessful (Nohria & Khurana, 2010).

In 2003, Bono & Judge conducted a meta-analysis of the relationship between personality and transformational and transactional leadership behaviors. Transformational leaders were found to have positive beliefs and thoughts regarding their followers, expecting them to do their best to achieve targets and looking after their needs. As a result, followers felt inspired, trusted and empowered to perform well in environments which are often turbulent and dynamic. Their transformational leaders' behavior supported them in becoming loyal, diligent and high performing followers.

Figure 3. Model of Transformational Leadership
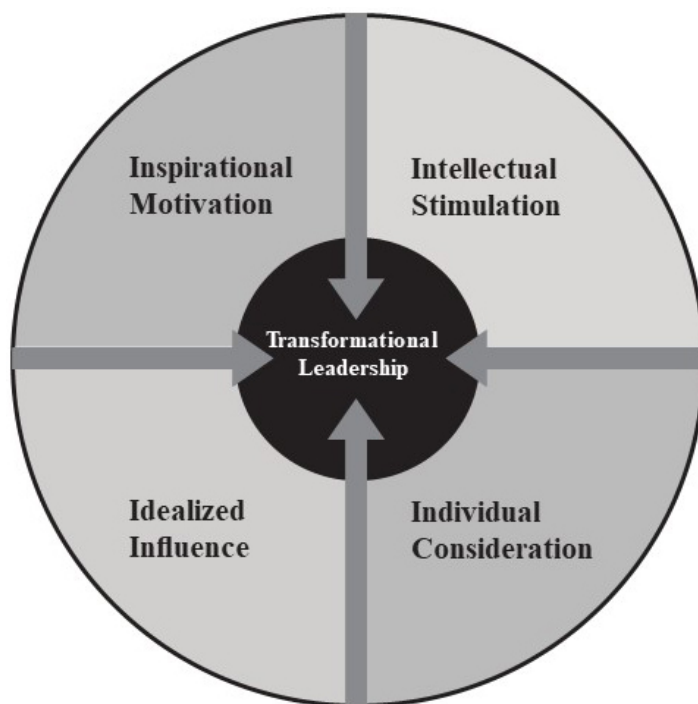
Source: Renjith et al., 2015, p. 114.

Transformational leadership holds a dynamic relationship between leaders and followers (Popper et al., 2000). McCleskey (2014) found that engagement between leaders and followers generates transformational leadership which increases motivation and morality. In 2011, Diaz-Saenz (in McCleskey, 2014) stated that *"Over the past 30 years, transformational leadership has been the single most studied and debated idea within the field of leadership"* (p. 120). In his research, he refers to a number of topics which have been connected with transformational leadership and are mentioned in the literature: (1) the

success of CEOs (Avolio et al., 2009); (2) the effectiveness of middle managers (Singh & Krishnan, 2008); (3) military leadership (Eid et al., 2008); (4) cross-cultural leadership (Kirkman et al., 2009); (5) virtual team leadership (Hambley et al., 2007); (6) personality (Hautala, 2006); (7) emotional intelligence (Barbuto & Burbach, 2006).

Transformational Leadership Theory has been criticised because it does not consider the changing environment both within and out of the organization. Although it considers followers, the leader is still the focus of the relationship (Strang & Kuhnert, 2009). Several comparisons have been made between transactional and transformational leaders (Avolio et. al, 2009) and the following main differences are presented in Table 4 below:

Table 4. Comparison of transactional and transformational leadership

Transactional Leadership	Transformational Leadership
Receptive leadership	Proactive leadership
Works within the norms and values of the Company	Strives to positively transform the environment in the company through innovation
Uses rewards and punishments to motivate employees	Touches on employees values and ethics to create motivation
Central motivation comes from employees' own self-interest as opposed to company's interest	Central motivation comes from good of team or company

Source: Author, 2020 according to Avolio et. al, 2009

Transformational and Transactional Leadership Theory is based on two different concepts and both styles may appear in the same leaders in different ways and in different contexts (Bass, 1985). In 1990, Bass understood that leaders are both transformational and transactional. An additional study in this field conducted by Yukl (2010), claimed that the distinction between Transactional and Transformative Leadership Theory is not so simple because leadership is complex. For this reason, Bass (1990) expanded the Transformational and Transactional Leadership Theory created by Burns in 1978, and presented the Full Range Leadership Theory.

In **Full Range Leadership Theory***,* Bass (1990) recognized a wider range of leadership behaviors and positioned them on two axes: passive-active and effective-ineffective. Bass & Avolio (1994 in Mathieu et al,, 2015) found that Full Range Leadership

Theory presents the criteria of both Transactional and Transformational Theory in one whole continuum.

Figure 4. Model of Full Range Leadership Theory
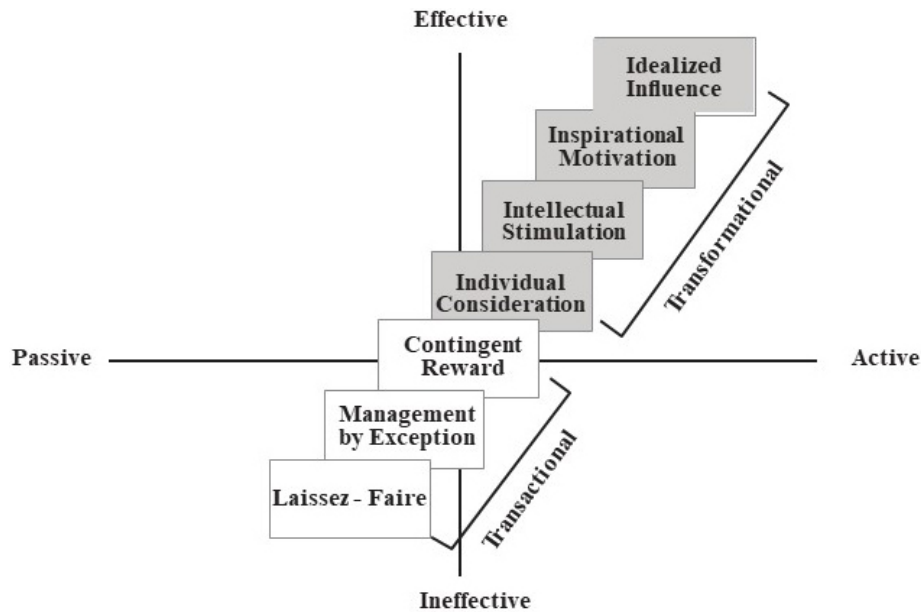
Source: Renjith et al., 2015, p. 116.

Transformational Leadership Theory and Full Range Leadership Theory represent a new perspective since they are the first theories to relate to leadership not only to leader. They are based on a broader approach including the mutual relationship of leaders and followers. Although they inform leadership development to a certain extent through leader development and the interpersonal relationship that he has with his followers, they do not relate to developing leadership within teams and between teams. (Bass, 1990; Hartley & Hinksman, 2003).

At this point of their development, King (1990) stated that for leadership theory to continue to evolve and provide practical applications for managers, researchers need to recognize that: (1) leadership is complex and involves an interactive process; (2) leadership motivates by raising expectations, not just rewards; (3) leadership is not only an individual phenomenon – it is also a dyadic, group and organizational phenomenon; (4) leadership involves leader-followers (internal) and also leader-situation/environment (external), and; (5) leadership can happen top-down and bottom-up in companies and organizations.

To a certain extent, **Authentic Leadership Theory** (Luthans & Avolio, 2009) related to King's (1990) recommendations, focusing on relationships between leaders and followers

and based on three understandings: (1) leadership is situational; (2) leadership is non-hierarchical, and; (3) leadership is a social construct (Goffee & Jones, 2006). As such, it requires the development of leadership identity including values and beliefs, and excellent inter-personal relationships (Shamir & Eilam, 2005). In addition, authentic leadership positively impacts the self-awareness and self-regulation of leaders and followers, specifically leading towards the personal expansion and development of authentic leaders themselves (Ilies et al., 2005). In criticism of Authentic Leadership theory, Goffee & Jones (2006) pointed out that although this theory emphasizes the strengths of leaders, in order to be truly authentic, leaders also need to be willing to reveal their differences and weaknesses. In addition, they stated that authentic leaders tend to lean on their intuition to navigate courses and times of action.

The theories of leadership described above have met with criticism in the literature since they mostly focus on what the leader does to achieve organizational targets and do not pay enough attention to other factors, such as the social perspective which focuses on teams. Due to this, the influence and impact of individuals within organizations is perceived as narrow and limited (Nohria & Khurana, 2010). In addition, critics of leadership theory claim that despite the variety of leadership theories there is hardly any integration between them and that they have not been tested and made more exact like the theories in other fields (Latham, 2014). Sayles & Steward (1995 in Latham, 2014) reported that many theories of leadership exist in competition with each other, and the result of this is too many theories causing a sort of chaos. To generate a change and create some order within the chaos, Latham (2014) proposed that researchers of leadership switch from a quantitative methodology to a combined quantitative-qualitative methodology, with priority given to meta-analyses.

It is clear that each theory of leadership evolved after an understanding that the existing theories were not clear enough to explain the phenomenon of leadership, nor to use practically in various environments and situations (Turner et al., 2018). To demonstrate this the author has created Table 5 which clearly and concisely presents each leadership theory in terms of core elements – concept, question addressed, perspective and focus. However, the main purpose of Table 5 is to show how each theory became irrelevant in light of changing environments experienced not only by organizations but by the leaders themselves (Shadraconis, 2013).

Table 5. Theories of leadership in the context of leadership development

Leadership theory	Concept of theory	Question that theory addresses	Perspective of leadership development	Focus	Irrelevance in light of changing environment
Great man theory	Leaders are born	Are leaders born or made?	Old perspective	Leadership is an individual phenomenon No interventions	The world is no longer divided into leader and followers – equal opportunity
Trait theory of leadership	List of traits to define leaders and those who can improve their leadership	Which traits define who are the leaders?	Old perspective	Leadership is an individual phenomenon No interventions	The world is diverse and so are the potential leaders in it – acceptance of diversity
Behaviorist leadership theory	5 styles of leadership based on people oriented vs task oriented	What drives leaders? People and/or tasks	Based on old perspective , moving toward new perspective	Leadership is an individual phenomenon Begins to relate to followers	The world comprises many considerations beyond those of the leader – awareness of environment
Situational leadership theory	Beyond style, leadership depends on leader-member relations, task structure, and position of power	Is leadership defined purely by trait and behavior?	Based on old perspective , moving toward new perspective	Leadership is an individual phenomenon Begins to relate to relationship with followers	The world is made up of situations – flexibility and agility are required
Transformational & transactional leadership theory	Leadership is influenced by reward and punishment, and by the transformational ability of the leader	In what way do leaders influence their people?	New perspective	Leadership can empower followers Leadership is a social phenomenon	The world presents ever changing environments – response to change
Authentic leadership theory	Leadership based on leaders' values and authenticity	Which qualities define the connection between leaders and followers?	New perspective	Leadership is built through honest relationships with followers, on an ethical base while valuing their input	The world requires leaders to respond with agility and flexibility which does not necessarily match the authenticity of the leader

Source: Author, 2021

Table 5 above, clearly shows how no single theory of leadership covers all aspects of leadership in its diversity. Hunt & Fedynich (2018) posited that perhaps each theory represents a specific aspect of leadership and that it is possible to conceive a larger holistic concept of leadership incorporating the different theories into a wider construct. Theories of

leadership sow the seeds for the evolution and emergence of leadership development (Northouse, 2010) which evolved as a result of the changing environment presented in Table 5. As Day said in his lecture at the University of Stellenbosch Business School, later published in a podcast (2015), *"So, what do we know after a hundred plus years of leadership research? And again this is more about leadership, but it informs the development piece [...] There is no right or wrong leadership theory."*

Together with the evolution and development of leadership theories, certain trends began to change in the organizational environment, which are expanded in the following subchapter.

1.2. Changing trends in the organizational environment

Developments in technology, including disruptive technology, and changes in organizational structure and the workforce, together with growing competitiveness and globalization have created a dynamic organizational environment which requires continuous learning and development (Surty & Scheepers, 2020; Torpman, 2004). This dynamic environment is characterized by an increasing rate of change and higher degree of instability than previously experienced (Hou et al., 2019 in Surty & Scheepers, 2020). It has driven organizations to invest in the development of their leaders not only for the purpose of career development for a select number of managers or to facilitate collaboration and communication between stakeholders, but also to achieve competitive advantage for the organization and to respond to change in an appropriate and timely manner (Christoffels, 2019).

The literature review revealed that researchers study and explore leadership in organizations from different aspects often focusing on changing trends in the organizational environment. The trends in organizational environment change paving the way to leadership development were: (1) a shift from leader to leadership (Van Velsor et al., 2010); (2) adoption of the quality movement (Ospina et al., 2020); (3) the use of leadership development programs to improve existing challenges of leadership (Klagge, 1997); (4) prioritization of leadership development (Watkins et al., 2011); (5) the necessity of leadership development in the modern organization (Day & Dragoni, 2015), and; (6) globalization (Virzi, 2018; De Rue & Myers, 2010).

The complex period in which we live, where change is dynamic and constant, has generated a lack of stability and certainty, and created a **shift from leader to leadership** (Van Velsor et al., 2010). From this perspective, there is an understanding that leadership is more than developing individual leader traits and behaviors (Kotter, 2008; Conger, 1993). As a result, researchers and professionals in the field have been investing time and effort to investigate and understand leadership, since today's problems are too many and too complex to be handled by one leader (Day, 2001).

According to Hernez-Broome & Hughes (2004), there has been growing interest in leadership development since the 1980s. Statements such as, *"Organizations that do not have properly structured leadership development processes in place will be at a disadvantage"* (p. 9) and *"Leaders in the 21st century need to recognize that building their organization's leadership capabilities is going to be a major differentiator for future success",* also point to the emergence of leadership development over time (p.2) (Kets de Vries & Korotov, 2010).

From the understanding that leadership requires the ability and effort of more than a single leader came the realization that leadership is what enables organizations to continuously achieve positive results, to adapt organizational strategy to internal and external change, and to retain the trust and engagement of stakeholders (Day, 2001). To this end, Cullen & Palus (2012) found that leadership has to stretch beyond individual development to an organizational process that generates the creation of future leaders to achieve and realize future vision. In this way, they pointed toward a shift from focus on leader to focus on leadership in order to reach a competitive edge and a change in organizational landscape, where *"leadership capabilities need to be distributed and developed throughout the organization."* (Kets de Vries & Korotov, 2010, p. 6).

With **the adoption of the quality movement** in the 1990s, new concepts of organizational management were created requiring the development of leadership within organizations. These concepts included areas such as quality control, focus on customer, performance management, and more. Together, they formed what became known as total quality management (TQM), an approach that changed the focus of managerial activity and behavior. Managers were required to learn this approach and to adapt it into their way of managing – in other words, to improve and develop themselves. In this way, both formally and informally leadership development began to emerge within organizations (Klagge, 1997).

In parallel, organizations began to **use leadership development programs to improve existing challenges of leadership** in their organization, such as performance management, decision making, and time management (McCauley et al., 2010). Therefore, effectively leading and managing these programs is crucial for success (Bass, 1990). From this perspective, where leadership development is used to deal with challenges of leadership, it has become a rooted part of its activity. For its integration in processes of organizational strategy and vision, McNamara et al. (2014) claimed that leadership development needs to be modified to the character of the organization. Furthermore, Turner et al. (2018) emphasized leadership development as a critical component in the activity of Human Resource managers and their processes.

With the **prioritization of leadership development** by business leaders around the globe, it has turned into a key component of organizational processes and design (Shufutinsky et al., 2020). In 2019, Deloitte's Global Human Capital Trends survey found that 80 percent of their respondents rated leadership a high priority for their organizations.

Crucial to reach organizational objectives, leadership is perceived as a central resource of organizations especially in times of ambiguity and uncertainty (Zhang et al., 2012 in Shufutinsky et al., 2020). Thus, organizations are prepared to invest vast resources into developing their leadership. McCallum & O'Connell (2009) referred to the growing value of leadership development in the corporate world with organizations increasing their financial investment in recognition of its contribution to their success. In an additional study, 44% of the organizational managers who participated, reported that increasing the effect of leadership training is their number one priority (Avolio et al., 2010).

In 2014, Schwartz et al (in Day & Dragoni, 2015) conducted a survey involving a sample of more than 2,500 business leaders in almost one hundred countries. They found that *"broadening, deepening, and accelerating leadership development at all levels is the top priority for organizations, with 86% of respondents reporting this need as urgent or important."* (p. 134). According to a survey conducted by Deloitte in 2016, two thirds of the participants reported developing their leadership strategy in the past year reflecting its priority in these organizations.

Day et al. (2014) highlighted the changing character of 'modern organizations', and the output of this change on internal structural processes. According to their findings, during the last century, traditional organizations were characterized mainly through the concept of

'rank and power'. Currently, organizations are becoming characterized with a new need of increased and combined responsibility and understanding by all organizational participants, not just the 'chosen few'. Therefore, **the necessity of leadership development in the modern organization** is perceived as crucial to survive in the dynamic business environment characterized by high competitiveness and complexity, requiring organizations to attract and retain talent, to be agile and innovative (McCauley, 2008).

In modern organizations, leaders are not only responsible for business results but also for simultaneously developing their leaders which is increasingly based on collective work, and requires facing significant issues such as transparency, collaboration and performance management (Bickle, 2017). An additional challenge for modern organizations whose structure is usually complex and matrix, is to develop leadership within teams characterized by participants from diverse generations and perspectives (Day & Dragoni, 2015).

With many modern organizations operating in global environments characterized by increasing complexity and unexpected change, the importance of leadership development due to **globalization** has become significant (De Rue & Myers, 2010). Geopolitical changes and growing competitiveness have a huge impact on organizations which have to change to face this new environment, developing new flexibility and abilities (Reuven-Lelong, 2013).

Due to this changing and often aggressive global environment, several needs began to emerge: (a) the need for productive communication, collaboration, agreement and sound decision making (Homburg et al., 1999); (b) the need for effective mechanisms and systems to handle complex situations (Wright et al., 2001); (c) the argument that traditional top-down leadership in modern organizations is irrelevant and unsuitable for today's workforce (Bennis, 1999); (d) the need to adopt and adapt technological innovations into all stages and levels of the organization (Virzi, 2018); (e) the need to act upon geopolitical trends such as sustainability and global warming (Coughlan et al., 2016), and; (f) the need to decentralize decision making processes (Andersen & Hallin, 2017). In addition, a new realization began to emerge that leadership development is connected to the collective capacity of the people in a given organization rather than individual capacity (Day,2001).

1.3. Defining the concept of leadership development

Leadership development is a single concept with many definitions which is recognized as an approach going through a gradual evolution (Boaden, 2006). Deriving from theories of leadership (presented in subchapter 1.1 above), Fulmer (1997) argued that since the definition and understanding of leadership have changed, so the perspective and concept of leadership development also needs to change. The evolution observed by Fulmer (1997) and shown below in Fig. 6, presents an overview of *"where we have been, where we are at present, and where 'best practices' are headed"* (p. 60).

Table 6. The evolving approach of leadership development

	Past	Transition	Future
Participants	Listener	Student	Learner
Program design	Event	Curriculum	Ongoing process
Purpose	Knowledge	Wisdom	Action
Period	Past	Present	Future
Players	Specialists	Generalists	Partners
Presentations	Style	Content	Process
Place	University campus	Corporate facility	Anywhere

Source: Fulmer, 1997, p. 60.

Thus, the concept of leadership development has and is still going through a process of evolution. As a concept that is evolving, its definitions form and design part of its foundation. Within the definitions emerging from the literature and the field, there is often a vague line between concepts of leader, leadership and leadership development. Nevertheless, it is possible to identify several areas of focus: (1) leadership development increases the capacity of the organization; (2) leadership development is systemic and not a single event; (3) leadership development belongs to the whole organization and not to the individuals in the organization; (4) leadership development creates a change in the behavior of employees, including commitment and motivation, and; (5) leadership development connects to the strategy of the organization.

According to Allen & Roberts (2011), leadership development is *"a continuous, systemic process designed to **expand the capacities** and awareness of individuals, groups, and organizations in an effort to meet shared goals and objectives"* (p. 67). In their definition, they emphasized that leadership development is a processual and ongoing approach. In the same light, Popper & Lipshitz (1993), held that leadership development can be defined as a set of planned and systemic efforts to improve the quality of leadership.

During the same period (1993), and following Burns' new perspective of leadership in 1978, Conger (1993) brought new insight. He argued that since our understanding and definition of leadership has shifted from an individual to a collective concept, the definition of leadership development must also change. To do so, he emphasized that leaders at all levels need to become globally aware and able to lead decentralized organizations.

In continuation, Fulmer & Vicere (1995) stated that leadership development should enable leaders to see the bigger picture and understand different realities and alternative actions. Moreover, they claimed that leadership development should inspire and push leaders to higher levels of performance. In 2010, Van Velsor et al., brought the importance of working together as a central issue in leadership development, *"The expansion of one's capacity to be effective in leadership roles and processes is based on those things that enable groups of people to work together in productive and meaningful ways"* (p. 2).

According to Larsonn (2017), leadership development is **systematic** and involves educating and developing leaders to make a positive impact on the people around them. This can occur on-site or off-site, and the aim is to improve the performance of individuals, groups and organizations. In addition, McNaboe (2011) pointed out that leadership development cannot be defined as a program and saw it as a system that considers the organization's values, strategy and mission.

Drath (2001) brought a wider view of leadership development where it **belongs and is the responsibility of everyone** from factory floor employees to middle management, to VPs and CEO. He stated that all employees, from top to bottom and bottom up, need to leverage opportunities to lead in the organization and to take responsibility for that leadership in their relationships and in their actions. (Day 2001) added that leadership development should focus on building and using interpersonal skills, where social awareness and social communication are crucial.

In 2010, McCauley et al. defined leadership development as the increase of an organization's capacity to develop and activate the basic leadership needed for collective work, which involves setting direction, **changing behavior** of employees, getting the organization on board, and creating and maintaining commitment. Avolio et al. (2010) defined leadership development as a planned organizational intervention. They argued that when organizations use specific models, methods, time frames and evaluation strategies they

expect changes in the state of mind and behavior of their people, and the direction of the organization.

In 2010, Van Velsor et al. connected leadership development to producing direction within the organization which involves **organizational strategy** and maintaining commitment in collectives. Dalakura (2010) added that leadership development is about the abilities that need to be developed in organizations. Therefore, it is clear that leadership development goes beyond an individual concept. In agreement with this, Roberts (2013) defined leadership development as dealing with the collective and the expansion of the organization's capacity to execute basic leadership missions needed for collective work - building interpersonal skills, social awareness, mutual respect and trust. Day & Dragoni (2015) suggested that leadership development is about understanding growth and change in the leadership abilities of individuals and collectives.

The definitions presented above reflect how the concept of leadership development is still evolving. Day (2001) stated that when concepts of management and leadership are not distinct enough, an additional challenge is added to the equation. With regard to this, there is an understanding that leadership is a big part of management studies (Cooper, 2011). Burns (1978) described leadership and management as fields which have been studied a lot but remain open to discussion. Bedeian & Hunt (2006) found that the confusion between these two concepts is deep and raises the question: which concept is actually being discussed – leadership or management? They conclude their argument by claiming that *"leadership is a subset of management, with both needing to be carried out to ensure organizational success"* (p. 190). In addition, Bedeian & Hunt (2006) found that previous studies on leadership and management are unclear and undefined, moving from theorising concepts as: (1) the same (Drucker, 1988); (2) mutually exclusive (Edwards et al., 2014); and, (3) connected (Bass, 1990). Edwards et al. 2014 tried to understand the similarities and differences between leadership and management based on professional practice in organizations.

Many researchers relate to leadership and management in terms of change, with leadership being considered to generate practical change in companies and organizations, and management being considered to produce planned results in companies and organizations (Rost, 1991). In connection to this distinction, a research survey with an Executive MBA group in the UK, reported that the participants actually avoided calling themselves managers (Brocklehurst et al., 2009). This result is not surprising because change has become the main

focus of many companies and organizations and it is something which all managers and leaders need to both face and strive for (Sturdy & Grey, 2003).

In 1999, Grey found that activities which are considered 'managerial' are carried out by many kinds of people in various contexts both within the company and out of the company. Therefore, management can be viewed from two perspectives: as a position in the company or as a series of actions that occur out of the company (Watson, 2001 in Edwards et al., 2014). In this way, management can be perceived as a position within a company and also as a more personal, out of work activity. Watson (2001 in Edwards et al., 2014) stated *"...in a sense, all human beings are managers too; people struggling to cope, to manage, to shape their destinies...all humans are managers in some way. But some of them also take on the formal occupational work of being managers. They take on a role of shaping aspects of human social structure and culture in parts of our societies – those parts we call work organizations" (p.12).* The notion of management being part of an out of work and personally experienced environment brings a wider perspective of leadership and management.

Edwards et. al (2014) presented a framework of leadership and management based on construct of power. This framework holds four aspects - managers "doing" leadership; managers "becoming" leaders; "being" managers and leaders; leaders "doing" management - expressing the mutuality and relationship between leadership and management.

Figure 5. A conceptual framework of leadership and management based on the construct of power

Source: Edwards et al., 2014, p. 332.

In terms of power, the concept of leadership has taken two avenues (Bedeian & Hunt, 2006): (1) an avenue where leaders have the position of 'formal leader' indicating that they have been given the formal or legal authority to lead others, and; (2) an avenue where leaders are recognized as 'emergent leaders', indicating that they have significant influence over others but no formal authority from the organization (Kort, 2008). Bedeian & Hunt (2006) found that the concepts leadership and management are often used interchangeably and researchers do not actually clarify which concept they are referring to. Edwards et al. (2014) claimed that their framework (presented above) will create a clearer picture of the two concepts.

Day (2001) argued that there is a need to clarify the difference between managers and leaders in order to explore leadership development. He argued that: *Leadership development is defined as expanding the collective capacity of the organizational members to engage effectively in leadership roles and processes…Leadership roles refer to those that come with and without formal authority, whereas management development focuses on performance in formal managerial roles. Leadership processes are those that generally enable groups of people to work together in meaningful ways, whereas management processes are considered to be position-specific and organization-specific." (p. 582).*

Day pointed out that there is often an overlap between leadership development and management development. He claimed that management development focuses on increasing the performance of the manager himself, while leadership development focuses on increasing the capacity of individuals by learning new ways of doing things that were not known in advance. While awareness of confusion between management and leadership is important and the diversity of definitions of leadership development in the literature necessary, it must be remembered that this dissertation explores the process of leadership development.

Since the author wishes to reconstruct the process of leadership development, he had hoped to reveal a single definition in the literature which lay beneath the process. However, in reality there is no one agreed upon definition of leadership development and therefore for the purpose of this thesis, the author defines leadership development as the expansion of individual and collective leadership ability within an organization to meet the needs of that organization resulting from planned or emergent change.

Having presented the foundations of leadership development: (1) building on leadership theories; (2) changing trends in the organizational environment, and; (3) defining the concept of leadership development, the author will now present the literature revolving around the process of leadership development.

2.   The process of leadership development

The process of leadership development has been found to be: (1) a long term process (Fulmer et al., 2000) that moves from the simple to the complex (Day et al., 2014); (2) something that is connected to the whole organization and part of its strategic process (Day & Dragoni, 2015); (3) an ongoing process and not the result of a single event (Fulmer, 1997); (4) producing change be it individual, collective and/or organizational (DeRue & Myers 2014); (5) deeply connected to the organizations' vision, values and goals (McCauley, 2008), comprising a core part of their strategic process (DeRue & Myers, 2014), and; (6) representing a strategic, synergistic and sustainable process for organizations to develop their leadership capacity (Day & Dragoni, 2015).

Researchers have long recognized that leadership development is not merely the result of a specific event or training program (Fulmer, 1997), but rather a continuous process within which employees learn from their performance and their superiors (Bennis, 1999; Cacioppe, 1998). The personal and professional development of leadership teams requires sustaining over time, once again emphasizing that leadership development is not a onetime event (Byrne & Rees 2006)

Day (2011) presented the process of leadership development as a collective effort involving many parts of the organization, from the individual employee, to the team, the departments, service providers, and management. In 2014, Day et al., concluded that processes of leadership development are ongoing, shifting from basic components of development to integrated and more complex aspects.

Enabling organizations to lead and face change, De Rue & Myers (2014) found that the process of leadership development provides a platform for individual and collective change. In addition, processes of leadership development raise the sense of contribution held by individuals and their organizational value (Mourino-Ruiz, 2017). This is in keeping with the findings of Reichard et al. (2017) who stated that leaders who have the ability to adapt to change are valued members of organizations.

Fulmer et al. (2000) found that in best practice organizations processes of leadership development are viewed as a worthwhile long-term process. To support this investment, Bandow & Self (2016) explored the environment necessary for such processes, including opportunities for long-term learning, experimentation and making mistakes.

Day (2001) distinguished that the process of leadership development holds two integral parts: leader development and leadership development. He stated that the main core value cultivated by leader development is individual knowledge, skills and abilities, i.e. human capital, while the main core value cultivated by leadership development is the strengthening of connection among individuals, increased trust, improved inter-communication, building networks, creating cooperation, i.e. social capital. Thus, Day (2001) concludes that the process of leadership development develops both human capital and social capital.

According to McCallum and O'Connel (2009), there is a symbiotic relationship between human and social capital: when an organization invests in developing its human capital, the capacity of its social capital will also increase, creating profit and value for the whole organization. Figure 6 below presents this symbiotic relationship and strengthens Day's notion (2001) that investing in the development of human capital promotes performance within organizations because individuals use and take advantage of their abilities, and social capital raises performance because it develops networks that can generate and increase collaboration.

Figure 6. Human and social capital – a symbiotic relationship
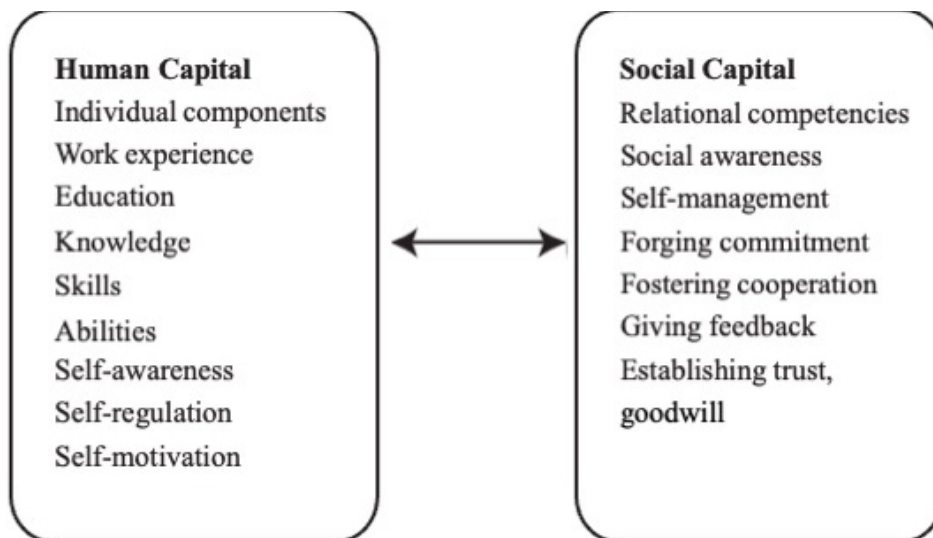
Source: Katan, 2015, p. 166.

The significance of leadership development does not in any way reduce the significance of leader development and vice versa. Both leader development (human capital) and leadership development (social capital) are essential parts of the organization's growth and development (Day, 2001). Dalakoura (2010) found that *"leader and leadership development should be integrated in a new leadership perspective that aligns with the broader goals and strategy of the organization"* (p. 433). In order to align with organizational strategy and vision, it is necessary to understand the issues involved in leader development and leadership development as integral parts of the process of leadership development.

2.1. Leader development as an integral part of the process of leadership development

Leader development has been defined in several ways. Day & Dragoni (2015) referred to leader development as *"the expansion of the capacity of individuals to be effective in leadership roles and processes"* (p. 134). They considered capacity to include the development of intrapersonal skills and abilities necessary for leaders to successfully perform in their positions. Boyce et al., 2010 (in Pitichat et al., 2018) defined leader development as *"a process in which leaders take personal responsibility for initiating, sustaining, and evaluating growth in their own leadership capacities and in their conceptual frames about the conduct of leadership"* (p. 48). Self-directedness was also found to be an important factor in leader development (Boyce et al., 2010) with organizations valuing self-driven leaders and proactive learners who can adapt to environmental and organizational challenges and opportunities with agility (Reichard et al., 2017).

Organizations recognize the significance of leader development in answering the ongoing need to keep up with constant change, i.e. technological advancements and diversity in the workforce (Mourino-Ruiz, 2017). They also understand that leader development acknowledges the need of individuals to feel significant and as contributing value to their organizations (Van Velsor et al., 2010). Pitichat et al. (2018) found that *"the continual development of leaders is an effective strategy for organizations to compete in today's rapidly changing society"* (p. 47). With most contemporary organizations creating visions and building goals, McCauley (2008) examined the impact of leader development initiatives on fulfilling strategies and goals. The study found that when leader development is integrated and planned with other human resource practices such as recruitment, performance management, compensation and welfare, organizations are better able to accomplish their

targets. Furthermore, as part of an organization's strategy, leader development requires the support and cooperation of management to facilitate its success (Pitichat, 2018).

When organizations initiate leader development they enhance their human capital (Dalakoura, 2010). Human capital can be viewed as any experience, knowledge or competencies an individual has, either innate or acquired, that contribute to his productivity in a given organization (Mourino-Ruiz, 2017). Organizations understand that developing the competencies and experience of individuals increases their capacity to be effective leaders (Van Velsor et al., 2010).

Thus, in order to better understand leader development, leader development has been studied in relationship to human capital using different approaches and organizational contexts. Human capital has been defined as holding a combination of characteristics like knowledge, skills, attitudes and relationships created in the thinking, behavior and physical body of individuals (Yusoff et al., 2004), and experience, expertise and capabilities (Reichard & Johnson, 2011). From this perspective, the notion of human capital has expanded to a more holistic notion. In 2016, Clerkin & Ruderman, connected to the idea of holistic leader development, developing a tool for enhancing leader well-being.

Vidotto et al. (2017) recognized that human capital has a significant role in organizational innovation and strategy, identifying several main components mentioned in the literature and presented in Table 7 below: talent, education, experience, knowledge, skills, attitudes, creativity, leadership. These components enhance human capital and affect the quality of leader development. As such, practices of leader development focus on them. This will be explored further in subchapter 2.4 on practices.

Table 7. Human capital main components

Authors	Schultz (1961)	Mincer (1962)	Becker (1964)	Stewart (1998)	Sveiby (1998)	Edvinsson and Malone (1998)	Devenport (1999)	Bontis (1999)	Friedman et al. (2000)	O'sullivan and Stankosky (2004)	Subramaniam and Youndt (2005)	Chen et al. (2009)	Huang and Wu (2010)	Santos-Rodrigues et al. (2013)	Nieves and Haller (2014)
Components				x			x	x						x	x
Talent			x	x				x					x	x	
Education	x	x	x					x	x				x	x	
Experience	x	x			x	x		x			x	x	x	x	x
Knowledge	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Skills	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Attitudes			x				x	x			x	x	x		
Creativity				x		x					x				
Leadership															
Source: Authors															

Source: Vidotto et al., 2017, p. 319.

In an attempt to develop a holistic scale to measure human capital related to competence, attitudes, skills, leadership, and organizational memory, Vidotto et al. (2017) conducted quantitative research in a for-profit financial institution. Thirteen variables of human capital emerged in their findings, which they grouped into three factors: leadership and motivation, qualifications, satisfaction and creativity. They identified that there are elements that affect human capital such as organizational memory and the skills, attitudes and knowledge of the employees, noting that the development of human capital is key to raising the competitiveness of organizations. Several studies have focused on additional values of investing in human capital, namely: economic growth based on the neoclassical school of thought (Tan, 2014); profitability (Felicio et al., 2014); success (Vidotto et al., 2017), and; organizational performance (Colombo & Grilli, 2005).

Additional literature exploring leader development from various aspects has revealed significant findings (Table 8).

Table 8. Overview of leader development research

Aspects explored in the research	Researchers	Year	Main finding
Perceived experience of leader in leadership roles	Bettin & Kennedy	1990	Leaders' previous work history and relevance of positions (as opposed to tenure) affect their perception of experience
Transformational leadership	Zacharatos et al.	2000	Followers of leaders with a transformational style of leadership are positively impacted by it
Transformational leadership	Dvir et al.	2002	The more a leader has a transformational style of leadership, the more positive his impact will be on direct followers
Level of experience	Hirst et al.	2004	Inexperienced leaders have more flexibility than their more experienced counterparts
Knowledge, skills, attitudes and relationships of leaders	Yusoff et al.	2004	The notion of leader development has expanded to something more holistic, with knowledge, skills, attitudes and relationships created in the thinking, behavior and physical body of individuals
Progressive skills development	Lord & Hall	2005	The more progressive the skills of an individual the more he is advanced from beginner to expert
Leader identity	Lord & Hall	2005	The greater a leader identifies himself as a leader, the greater he motivates his followers
Authentic leadership approach	Gardner et al.	2005	The more a leader has an authentic style of leadership, the greater the levels of trust given by followers to the leader, leading to higher work satisfaction, engagement and consistent performance over time
Acquired knowledge	Garibaldi	2006	Quantity of knowledge or the inborn/developed characteristics of an individual provides to his or her contributes personal activity and economic production
Ego	McCauley et al.	2006	The more complex the ego development, the greater capacity an individual has to handle environmental difficulties
Leader identity	Day et al.	2009	The greater an individual identifies himself as a leader, the deeper his understanding of his personal strengths and weaknesses
Identity development	Day et al.	2009	As an individual becomes more aware of his leader identity, the more likely he is to participate in leadership processes
Trait characteristics	Boyce et al.	2010	Work orientation (involvement and commitment), mastery

			orientation (openness to experience), and career-growth orientation are key factors in leader development
Structured reflection	DeRue et al.	2012	Provides individual with an opportunity. The positive effects of post-event reviews were more substantial for individuals with high levels of conscientiousness, openness to experience and emotional stability
Individual productivity	Tan	2014	Education and training increase individual ability and lead to higher productivity
The significance of a holistic approach to well-being in leader development	Clerkin & Ruderman	2016	Holistic leader development focusing on adaptability and resilience, foster awareness, proactivity and raise leaders' ability to relate to others
Experience in leader development	Hezlett	2016	Experience enables leaders to improve their performance, develop cognitive skills and increase their learning ability
Organizational memory and the skills, attitudes and knowledge of the employees	Vidotto et al.	2017	The greater the parameters examined, the greater the competitiveness of the organization
Transformational leadership a new coaching Process	Knights et al.	2020	Leader enhances authentic, ethical, caring approach
Relationship between transformational leadership and organisational culture	Bakri & Abbas	2020	Transformational style positively influences innovation and generates change in the organization
Effects of transformational leadership on employees' internal and external communication	Lee & Gi-Chon	2020	Employees with transformational leaders experienced a wider opportunity to express themselves

Source: Author, 2021

Following analysis of Table 8, the author detected six main categories of leader development research: (1) experience; (2) transformational style of leadership; (3) self-development; (4) leader identity; (5) ego development; (6) authentic style of leadership.

In order to understand how **experience** is perceived in organizations, Bettin & Kennedy (1990) researched several ways of relating to it. They found that perceiving experience in terms of tenure and the amount of time spent in a specific position or organization is limiting. With this understanding, they proposed expanding the concept of experience in leader development to include the relevant skills, knowledge and practice that an individual acquires during his career.

Hirst et al. (2004) explored the connection between a leader's level of experience and how much he will learn. Their findings showed that less experienced leaders have more to learn and will probably encounter new situations more than their senior counterparts. They also found that inexperienced leaders have more flexibility and are more open to change than experienced leaders who need to make more of an effort to integrate new information into their established way of leading.

Within the field of leader development, experience and learning are considered key elements to developing leadership because maintaining relationships and managing interactions with individuals and the environment is complex and demanding, requiring a

gentle balance of skills and experience. Exposure over time to a wide range of experiences is critical for leader development: *"No one, no matter how talented, becomes an expert without a long period of learning."* (McCall & Hollenbeck, 2008, p. 23).

Hence, leader experience cannot be viewed simply as something affected only by the length of time spent in a specific role or organization. This is not enough to grasp the whole picture of something as complex as experience (Day et al., 2014). Hezlett (2016) found that experience-driven development has increased its place as an approach for leader development, specifically that it has become a major part of the '70-20-10' leader development catchphrase where the focus of on-the-job development, relationships, and formal education and training are divided respectively.

Several research papers have explored the impact of a **transformational style of leadership** on followers. Transformational leadership (Bass & Riggio, 2006, in Day et al., 2014) comprises four interrelated components: (a) idealized influence, (b) inspirational motivation, (c) intellectual stimulation, and (d) individualized consideration. Having a transformational style of leadership can impact both the leader (human capital development) and his followers (collective development) as expressed in the following studies. Mencl et al. (2015) examined how having a successful transformational style of leadership can positively influence others within an organization. This study found that leaders need to develop political skills which are proven to contribute to individual and group success and development. According to Ferris et al., (2005, in Mencl et al., 2015), political skill requires: social sensitivity, interpersonal influence, developing networks, and honesty.

With regard to the influence of transformational leadership on followers, research conducted by Lee & Gi-Chon (2020) explored the effect of a transformational style of leadership on the internal and external communicative behavior of employees in for profit organizations. The findings revealed that employees with transformational leaders experienced a wider opportunity to express themselves and their ideas, resulting in positive interrelation behavior. Moreover, this greater ability went on to impact employees' communication with external stakeholders. Thus, transformational styles of leadership bring benefit both to the development of leaders and employees.

Several researchers have focused their studies on **self-development** as part of the leadership development process. There is an understanding that skill development is part of this process, however, there is little consensus regarding which skills. Boyce et al. (2010)

found that individuals who initiate self-development activities to expand their leader skills, displayed the following characteristics: (1) they are work oriented, i.e. they have high levels of involvement and organizational commitment; (2) they are oriented toward mastery, i.e. they are mindful, open to learning, aim for greater proficiency and intellectually mature, and; (3) they are oriented toward career-growth, i.e. they explore career opportunities and seek feedback. In 2005, Lord & Hall (2005) explored progressive and continuous skill development as part of leaders' self-development. Compared to Hirst et al. (2004), who studied less experienced leaders as opposed to more experienced leaders, Lord & Hall (2005) focused on the underlying processes involved in moving from being a beginner to an expert.

Since leadership is a social phenomenon, cognitive and emotional skills are critical factors for a leader's development and effectiveness (Hatch & Zweig, 2000). Felício et al. (2014) found that leader development impacts the collective since increased cognitive ability positively affects interpersonal relationships. According to Riggio & Lee (2007), successful leaders have probably cultivated interpersonal and emotional competencies overtime, including the ability to self-reflect. As a result of higher emotional awareness, leaders are better able to understand followers and colleagues, leading to improved relationships and responses in problematic situations (Goleman, 1995).

Day et al. (2009 in Kilroy, 2012) found that high self-awareness and strong **leader identity** are crucial for developing leaders. Leadership self-awareness connects to self-perception of strengths and weaknesses, preferences and insights into influencing followers (McCauley et al., 2010). Lord & Hall (2005) noted that identity development builds on three stages. First there is a stage of individual identity based on skills which develops into relational identity based on communication with followers. Finally, a collective identity is formed which is based on leading a collective. Furthermore, they found that the greater the self-perception of leader identity, the more leaders create opportunities to experience and learn new leadership skills and additional leader development. Day et al. (2009 in Kilroy, 2012) suggested that leader identity develops over time as a spiral process, which may be positive or negative in how the leader internalizes leader identity and motivation. When identity development spirals are positive, leaders become more likely to take leadership roles, while negative identity development spirals lead to less willingness to take leadership roles.

McCauley et al. (2006) found that *"the more complex the **ego development**, the greater capacity a person has to handle environmental difficulties"*. In addition, they found that *"the complexity of ego development opens a more holistic way of understanding the environment and interacting with it, thereby enhancing self-efficacy, self-awareness and leader identity."* (p. 636). Knights et al. (2020) created a methodology to develop transpersonal leaders. Part of this method is concerned with managing the ego, explaining that leaders need to know what drives them in order to manage their egos. This builds on the findings of Black & Hughes (2017, in Knights et al., 2020) who stated that whereas emotions hijack behaviors, drivers hijack egos.

Day (2001) contended that three intrapersonal specific competencies connected to leader development enable leaders to face and generate change: self-awareness, self-regulation and self-motivation. Clerkin & Ruderman (2016) asserted that leaders have a responsibility *"to continually put the good of the organization over their own personal needs"* (p. 163). This demand requires leaders to act from a place of self-awareness and self-regulation and ultimately to manage their egos.

An **authentic leadership approach** involves *"ongoing processes whereby leaders and followers gain self-awareness and establish open, transparent, trusting and genuine relationships."* (Avolio & Gardner, 2005, p. 322). In 2005, Gardner et al. found that the more positive the outcomes of authentic leader-follower relationships over time, the higher the levels of trust in the leader, work satisfaction, engagement and performance. Ilies et al. (2005) explored authentic leader development with regard to the encouragement of wellbeing for leaders and followers. *"Authentic leaders consider multiple sides and multiple aspects of an issue, and collect related information in a balanced way."* (p. 377). Both Gardner et al. (2005) and Ilies et al. (2005) found that when authentic leaders demonstrate positive role modeling, they influence followers and create wellbeing.

Thus, leader development enhances individual ability and capacity by developing intra-personal and inter-personal skills and this has a ripple effect on the collective thereby impacting social capital (Day, 2013). Day & Dragoni (2015) more specifically found that human capital focuses on developing the knowledge and skills of individuals with the understanding that by widening social networks and trusting relationships, social capital can be formed.

Having established that leader development is an integral part of the process of leadership development, it is now time to focus on the collective and its development as part of that very same process.

2.2. Collective development as an integral part of the leadership development process

Increased globalization, technological developments and human resource diversity are trends which indicate how complicated and complex managing and leadership have become (Ghosh et al., 2013). Leading organizational change, working across boundaries, influencing others, and developing relationships within the collective that nurture trust, commitment and collaboration are crucial demands from leaders who need to face enormous challenges on the way to meeting their goals. Bandow & Self (2016) stated that, *"Organizational leadership must recognize that traditional leadership practices no longer align with or support workplace environments"* (p. 62), which focus on collaboration, collective development and commitment. Thus, the focus is no longer only on leader development because developing the collective has become a significant part of the process of leadership development (Bandow & Self 2016). As a result, processes of leadership development must consider the relationships created and maintained within that collective. To this end, relational leadership focuses on creating and maintaining social networks by connecting individuals and collectives (Cullen et al., 2017). These social networks create the foundations for social capital which in itself is not the goal, but the bi-product (Day et al., 2014).

As far back as 2001, Day found that leadership development builds social capital through an integrative approach *"helping people understand how to relate to others, coordinate their efforts, build commitments, and develop extended social networks by applying self-understanding to social and organizational imperatives"* (p. 586). Healy (2004) explored the meaning and application of social capital and found that it has three main characteristics: (1) it relates to all kinds of social networks and associated norms of reciprocity, i.e. it is not limited to individual giving, volunteering and more; (2) it does not only relate to aspects of social relations that have financial or economic value, i.e. it can create various advantages in the market; (3) it relates to the aggregate resources of networks and mutual relationships.

Baker (2000) defined social capital as referring to the resources which are accessible in and through individual and organizational networks. These resources contain cooperation, emotional support, power and influence, sharing of information and ideas, and more. Baker's approach perceived resources as collective assets, not belonging to any single individual, since they are held in networks of relationships, and relationships cannot be owned.

Research in the field of social networks, social capital, leader and collective development shed light on the connection between them and the process of leadership development as seen in Table 9 below.

Table 9. Overview of collective leadership development research

Aspects explored in the research	Researchers	Main finding(s)	Connection of findings to process of leadership development
Evaluation of relationships developed in leadership development programs	Russon & Reinelt (2004)	Strong and long-lasting relationships are formed between participants in programs of leadership development which are developed and maintained through networks	Processes of leadership development can leverage investment in the creation, development and maintenance of social relationships between participants
Leadership development as a social process	Drath et al. (2008)	Approaching leadership development as a social process led to a new concept comprised of direction, alignment and commitment (DAC) within the collective, as opposed to the old concept comprised of leaders, followers and shared targets	Setting direction, creating alignment, and building commitment between people engaged in shared work provides a new approach for processes of leadership development
Clarifying the role that human capital and capabilities play in present day and future leadership	McCallum & O'Connell (2009)	The primary focus of leader's skillsets are based on human capital while social capital skills are gaining more attention and organizational value	Processes of leadership development can be enhanced through initiatives focusing on social capital skill development
How social network analysis (SNA) can identify structure of relationships within an organization	Hoppe & Reinelt (2010)	SNA can be used to determine if practices of leadership development result in changes in connectivity in an organization	Different kinds of leadership networks lead to different outcomes opening the possibility to focus efforts in a particular direction
The role of experience in leadership development and its application	McCall (2010)	Few organizations develop leadership talent effectively through experience	On the job experience can be the driving force of development and not simply another option located together with other practices such as training and coaching
The collaborative nature of leadership development	Hotho & Dowling (2010)	Participants of leadership development programs co-created their understanding of leadership emphasizing that leadership	Processes of leadership development need to involve diverse stakeholders as active participants in the

		development is a collaborative process involving all stakeholders	process
Identifying critical incidents of new behavior and exploring change at individual, group and organization level in leadership development	Watkins et al. (2011)	Four levels of change were identified as a result of leadership development: short-term individual (change in knowledge + skill); intermediate individual (change in participant behavior); organizational, and; systems (new policies, procedures)	The scope of critical outcomes from processes of leadership development encompasses individuals, groups, and systems within the organization, making investment in these processes worthy of being part of the strategy
How to build social capital with leadership development	Bilhuber Galli & Müller-Stewens (2012)	Different practices in leadership development generate social capital of different intensity	Practices of leadership development can be matched to create the required social capital intensity
Reconceptualising practices of leadership development as an achievement of collectives	Cullen et al. (2017)	Achieving DAC through attention to collective beliefs and practices; managing the limitations of organizational structure, and; developing social networks are significant components of leadership development	Processes of leadership development can embrace a collectivistic leadership approach to leverage human resources and raise social capital
Leadership development as a foundation for building strong collaboration networks and direction, alignment and commitment between groups	Cullen et al. (2017)	Group-based identity and clarification of strengths, needs and goals of the group must be related to before groups can move toward greater collaboration	Building personal connections in processes of leadership development fosters collective efforts and the discovery of new ways of working together
The impact of social capital on competitive advantage through collective learning and absorptive capacity	Chuang et al. (2016)	There is reciprocity between collective learning + absorptive capacity and social capital + competitive advantage: collective learning mediates the relationship between social capital + competitive advantage while social capital has a significant impact on both collective learning + absorptive capacity	Since social capital can be enhanced through collective learning + absorption capacity, strengthening network relationships can be integrated in practices of leadership development
Network enhancing leadership development (NELD)	Cullen et al. (2017)	NELD can be practiced to understand, leverage and modify structures of social and leadership relationships that lay beneath organizational leadership	NELD can be integrated into processes of leadership development through practices that use network-enhancing techniques aimed to increase the leadership capacity of both individuals and collectives
Relationship between networking ability, and social capital	Burbaugh & Kaufman (2017)	Raising social capital was identified as a primary target for processes of leadership development	Social capital is crucial part of leadership development
The identification of critical elements required for high-quality leadership development programs	Elkington et al. (2017)	Four themes are central to the development of collective leadership: contextual (the organizational environment),	Beyond the development of human and social capital, processes of leadership development can expand to

		human capital, social capital, and structural capital (organizational support)	include the organizational environment and its support
The identification of leadership development practices used to develop leaders and performance improvement	Turner et al. (2018)	The identification of the most widely used leadership capacities and techniques used to develop them	Processes of leadership development can be engineered to the needs of the organization using the most appropriate techniques to develop leadership capacities, as opposed to standardized programs for all
Identifying the components impacting the creation of organizational leaders' social capital	Nakamura (2020)	Three components – interactive opportunities, individual-owned resources and motivational interactivity constraints – impact the creation of social capital especially through advice ties and social relations	Enhancing and maintaining the balance between advice ties and social relations created during processes of leadership development can be advanced through opportunities for interaction and partnerships

Source: Author, 2021

Studies in the field of collective leadership development over the past twenty years focus on two main aspects: social networks & networking, and social capital with regard to social networks and networking in collective development, Russon & Reinelt (2004). In their research, the authors stated that some of the most significant and long-lasting outcomes of leadership development are the relationships that are formed between participants through the process. These relationships are created, developed and maintained through networking actions and behaviors.

With the development of relational theories of psychology, Baker (2000) found that developing social networks leads to happiness, growth and satisfaction. Relational theory argues that participation is a major motivation factor in our lives, connecting people to grow and develop in relation to each other. In his book, Mans Search for Meaning (1946), Victor Frankl stated that anyone who attempts to gain happiness as an objective will not succeed and therefore be unhappy. He claimed that happiness cannot be targeted and that it results from the pursuit of significant and valuable activities and actions. When actors join networks for the sole purpose of networking, the other actors sense the falseness of the connection. However, when actors join networks that they believe in, ones that they are passionate about, they will form new relationships naturally. Thus, Frankl perceived social capital as a by-product of joining networks from a place of deep belief and trust, and the meaning that this brings.

Day (2001) stated that an integrative approach to leadership development assists individuals to connect to others, to collaborate, to commit and create social networks by bringing self-awareness and self-understanding to the missions of the organization on both a social and individual level. Integrating and coordinating relationships within organizations has also been pin-pointed as a key meta-capability for leaders (Hitt & Ireland, 2002). Roberts (2013) reinforces this notion finding that beyond developing individual capabilities, processes of leadership development serve to build relationships, enhance team work, facilitate collective learning, expanding and tightening social networks. With regard to collective learning, Chuang et al. (2016) found that it can enable organizations to reinforce network relationships through exchanging and transferring knowledge, something that is fundamental in processes of leadership development. However, in order to facilitate the sharing of knowledge resources available to the collective, processes of leadership development need to develop the collective ability to build relationships and share a culture of trust (Kjellstrom et al., 2020).

When processes of leadership development focus on developing the collective, Cullen et al. (2017) found that networks enable members to communicate and leverage opportunities for collaboration and deepening connections. Shared work and new kinds of interaction enable individuals from different parts of organizations to establish relationships and expand their networks (Cross et al., 2015). In addition, as a collaborative process, leadership development can involve other stakeholders, developing the understanding that responsibility is shared (Hotho & Dowling, 2010) and that meaning and understanding are also shared (Turner et al., 2018). Drath et al. (2008) examined leadership development as a social process, bringing a new approach built on setting direction, creating alignment and building commitment between people engaged in shared work. Networks and networking can be used to implement this approach, using the creation and maintenance of relationships as its foundation (Cullen & Palus, 2012).

With regard to social capital in collective development, Bass & Avolio (1994) recognized that leadership is a social process involving the ability to build and maintain relationships, to handle change, to motivate and inspire others in order to raise their effort and output. Shane & Venkataraman (2000) found that leading an organization requires more than human capital, and that social capital enhances solidarity, confidence and smooth running of the organization while utilizing the collective capacity. In addition, social capital was found

to influence strategic behavior since it involves reciprocity and commitment thereby strengthening collective development. Reciprocity and solidarity require social and psychological support which bonding social capital provides, while sharing knowledge resources requires bridging social capital for its facilitation (Rauch et al., 2015)

Burt (1997) found that unlike other forms of capital, such as financial, social capital is an unlimited source of capital and as such well worth the investment. McCallum & O'Connell (2009) discovered that developing and maintaining social capital can result in economic benefit for organizations and as such holds much value. It can decrease transactional costs since the trust shared by actors in the same network can reduce the need to follow-up on business partners, and enhance the generation and sharing of knowledge through mutual trust, shared targets and values, stabilizing the organization and promoting shared understanding. This kind of environment decreases employee turnover and the costs involved in firing, hiring and training employees, while optimizing competitiveness and promoting collaborations enabling organizations to increase their return on investment.

Burt (2000) found that rewards created as a result of entrepreneurial opportunities are an added benefit of social capital within the process of leadership development. He claimed that entrepreneurial opportunities are more common when networks contain 'structural holes' or gaps. A structural hole occurs when an actor is linked with two other actors who are themselves not directly connected. As Baker (2000) said *"problems seek solutions; solutions seek problems"* (p. 11), because when separate parts of an organization are bridged, a problem in one part can be linked with a solution from another.

Galli & Muller-Stewens (2012) explored how developing social capital in business units can be facilitated through processes of collective development which generate continuous cross-unit collaboration. They stated that, *"Complementing the human capital approach, the more recent relational and social capital oriented approach acknowledges that leadership is an ongoing, relational, and socially embedded process that occurs between all organizational members, whether they have formal leadership positions or not"* (p.3). With this implication of collective development, Elkington et al. (2017) identified four critical elements required, concluding that beyond the development of human and social capital, processes of leadership development can expand to include the organizational environment and its support.

Burbaugh & Kaufman (2017) identified enhancing social capital as a primary target for processes of leadership development. They found that social capital develops through experiences of contact, assimilation and mutual identification which lead to the creation of trust, goodwill and reciprocity. In collective development, this goal can be achieved by enhancing and maintaining the balance between advice ties and social relations created during processes of leadership development and advanced through opportunities for interaction and partnerships (Nakamura, 2020).

The studies mentioned above highlight the many benefits of social capital in collective development. Despite the fact that social capital is not easy to build (Timberlake, 2005 in Roberts, 2013), organizations can generate the conditions for its expansion, by acting with transparency and authenticity to build trust, facilitating the creation of connections, and encouraging collaborations (Roberts, 2013).

Viewing social capital from a leadership development perspective brings a broader perception of leadership, one which encompasses all members within the organization, thereby expanding collective capacity (Day 2001). To sum up the deep commitment required from leaders to develop social capital, Baker (2000) states: *"The ethics of social capital requires that we all recognize our moral duty to consciously manage relationships. No one can evade this duty – not managing relationships is managing them. The only choice is how to manage networks of relationships. To be an effective networker, we can't directly pursue the benefits of networks, or focus on what we can get from our networks. The best prescription is to take themselves out of the equation, focusing on how we can contribute to others. In practice, "using" social capital means putting out networks into action and service for others. The great paradox is that by contributing to others, you are helped in return, often far in excess of what anyone would expect or predict."* (p. 24)

From the above, it can be understood that the process of leadership development is a collective and social process. No longer focused primarily on individuals, these processes address collectives facing real problems, facilitating social interaction in dynamic environments.

2.3. Models and frameworks of leadership development

In its essence, leadership development generates individual and collective change (De Rue & Myers, 2014). The models and frameworks of leadership development found in the literature, reveal that change is often the desired outcome of the process. With its focus on understanding organizational change and its leadership, the processual perspective created by Dawson in 2014, provides an approach with which to analyze models and frameworks of leadership development.

The processual perspective comprises three inter-related groups: substance of change; internal and external context, and political context. Substance of change includes the content, time scale, urgency and desired scope. Internal context includes the people, technology, core business, history and culture of the organization and how it meets the external activity of the business. External contextual factors are taken to include competitors, regulations, innovations and more. The political context holds the activity within the organization including collaborations and conflicts within and between individuals and groups, and takes into account the external political environment. Thus, by analyzing models and frameworks according to the processual perspective, the author intends to present the desired change in terms of the three parameters outlined above.

Table 10 below briefly presents models and frameworks of leadership development found in the literature review in terms of their objectives and core components.

Table 10. Models and frameworks of leadership development

Model/ Framework	Objective	Core components/focus
The social change model of leadership development University of California Los Angeles (1996)	To create effective leaders who are able to effect positive change	Individual (consciousness of self, congruence, commitment). Group (collaboration common purpose, controversy with civility), and Community (citizenship)
System leadership development Kirk (2005 in Bolden, 2006)	To explore leadership development as a process of social change	Connective leadership Collective empowerment Dialogue
Integrated model of leadership development Bhatnagar (2011)	The ideal strategy for developing leadership is to develop the human, social, and systems capital	Leader development Social development Systems development
Leadership development program model	To create a collective experience of leadership	Readiness for development – internal and external factors

Palus & Drath (2014)		Developmental processes - interventions Outcomes – stage, meaning structures, competencies & actions
PREPARE theoretical framework for leadership development De Rue & Myers (2014)	To enhance the leadership capabilities of individuals, relationships, and collectives	Organizing framework contains seven components: Purpose, Result, Experience, Point of Intervention, Architecture, Reinforcement, and Engagement
The 4 Cs of leadership development Roberts & Roper (2011)	To develop leadership capability in all members of management teams for increased personal and organizational effectiveness	Four phases to map movement: individual competency development, enhancement of connections, creation of shared understanding, and capacity for change within the organization
Model of authentic leadership development Fusco et al. (2015)	To explore active processes involved in change within group coaching process	Four core concepts: conscious, competent, confident and congruent; and seven sub-categories of key leadership skills
Leadership development theory of change Packard & Jones (2015)	To train managers to create a talent pool for promotion and to enhance organizational performance	Point of origin Program Interventions
Leadership with impact model Knights et al. (2020)	To create transpersonal leaders through a new coaching process	Three steps: understanding what leadership is, emotional awareness, leading according to values, norms and targets

Source: Author, 2021

Four models of leadership development have been selected by the author for detailed presentation since they involve individual, collective and organizational aspects (as opposed to most models which focus on one of these aspects only), and they provide a practical methodology to be used in organizations (as opposed to theories that cannot be implemented). Each model will be explored according to its qualities, interventions, results and the process of change that it brings about in light of the processual perspective (Dawson, 2014; Dawson, 2003).

The first model, *The Social Change Model of Leadership Development* (1996) was the output of a project undertaken by the US Department of Education entitled 'Empowering The Next Generations: New Approaches to Leadership and Leadership Development'. Its goal was to develop a model of leadership development for BA university students. What made this project unique was the collaboration of campus-based professionals in the methodology and field testing of the model. The researchers' main assumption was that leadership brings change, and that effective leaders are those who are able to bring positive change to others. Since this approach to leadership development rests on cooperation and collaboration, and concerned with promoting positive social change, the model explores leadership development from three levels: individual, group and community. Figure 7 demonstrates the mutual connection between the three levels.

Figure 7. Three components of the social change model of leadership development
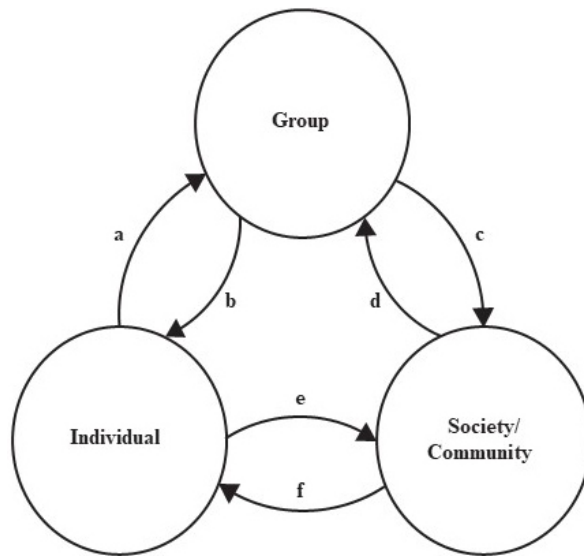
Source: Higher Education Research Institute. (1996). A social change model of leadership development guidebook. Version III. Los Angeles, University of California, p.20.

The discussion showed that in addition to *change* around which the model was developed, seven other values were identified: collaboration, consciousness of self, commitment, congruence, common purpose, controversy with civility, citizenship. The researchers organized these values according to the three levels described above: (1) Individual Values; (2) Group Process Values, and; (3) Community Values.

Figure 8, below, presents brief definitions of each of the seven values identified in the findings (p. 21):

Figure 8. The Social Change Model of Leadership
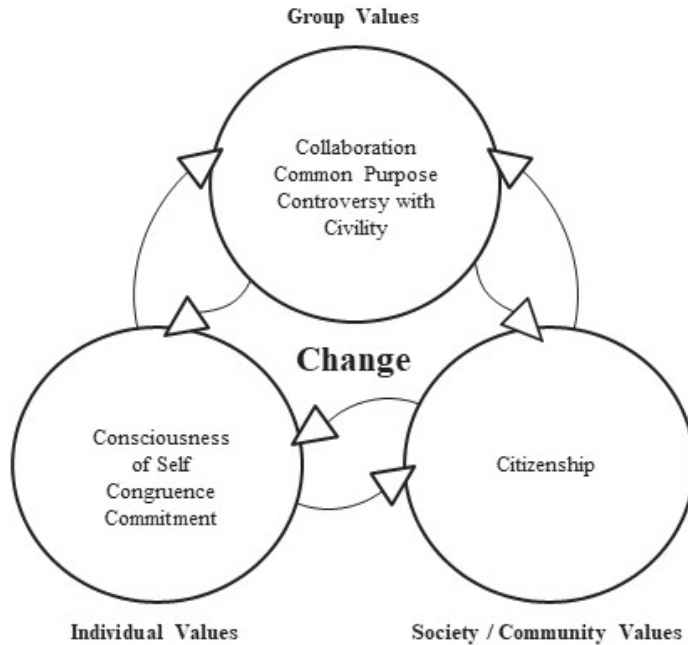
Consciousness of self: being aware of the beliefs, values, attitudes, and emotions that motivate one to take action.

Congruence: thinking, feeling, and behaving with consistency, genuineness, authenticity, and honesty toward others. Congruent persons are those whose actions are consistent with their most deeply-held beliefs and convictions.

Commitment: the psychic energy that motivates the individual to serve and that drives the collective effort. Commitment implies passion, intensity, and duration. It is directed toward both the group activity as well as its intended outcomes.

Collaboration: working with others in a common effort. Collaboration multiplies group effectiveness by capitalizing on the multiple talents and perspectives of each group member and on the power of that diversity to generate creative solutions and actions.

Common Purpose: working with shared aims and values. It is best achieved when all members of the group share in the vision and participate actively in articulating the purpose and goals of the leadership development activity.

Controversy with Civility: recognizing two fundamental realities of any creative group effort: that differences in viewpoint are inevitable, and that such differences must be aired openly but with civility.

Citizenship: the process whereby the individual and the collaborative group become responsibly connected to the community and the society through the leadership development activity. It acknowledges the interdependence of all who are involved in or affected by these efforts.

Source: Higher Education Research Institute. (1996). A social change model of leadership development guidebook. Version III. Los Angeles, University of California, p.22.

The social change model of leadership presented mutuality between individual-group-community, and by doing so presented leadership as a social phenomenon. Thus, the author assumes that it does not rest on focus on leader, i.e. Great Man Theory, Trait Theory, Behaviorist & Situational Leadership theory but rather on social leadership theory, i.e. Transformational, Full Range Leadership Theory.

At the center of the Social Change Model of Leadership Development lies change. Since the processual perspective endeavours to understand change in organizations, the author will now use it to analyze the changes that occurred in the process carried out by the students using this model of leadership development:

Table 11. The social change model of leadership development in light of the processual perspective

Processual perspective	The Social Change Model of Leadership Development
Substance of change	To create effective leaders who are able to effect positive change on behalf of others and society through a social action project called 'The Art of Diversity'. The time scope of painting was one afternoon and the participants painted five canvases.
Internal & external contextual factors	Students agreed to participate in this community project which was complementary to their studies at the university.
Political context	Working with others in a common effort, the students participating in the project collaborated and capitalized on their multiple talents and perspectives. With a common purpose, the group shared the same vision and participated actively.

Source: Author, 2021

At the end of the project, the participants reflected on the strengths and weaknesses of the model as they practiced it, and about their group process and personal insights and changes. Another 'C', Courage, was seen as an essential ingredient in engaging social action.

In the eyes of the author, the social action which came to implement the model has limitations: (1) it is based on one short event not an ongoing process; (2) the event takes place in an isolated environment which does not take into account the volatile, uncertain, complex and ambiguous environment that we live in; (3) it is a planned process of leadership development.

The **second model** entitled, **The 4 Cs of Leadership Development Model** (Roberts & Roper, 2011) focuses on the development and learning of individual leaders and also the development of social capital by improving relationships and creating shared meaning. Together, these focuses reflect the ability of an organization to effect change. The model has four phases to map movement from individual competency development, through the

enhancement of connections, to the creation of shared understanding, and lastly expands capacity for change within the organization. The four phases are demonstrated in Figure 9 below.

Figure 9. The 4 Cs of Leadership Development Model
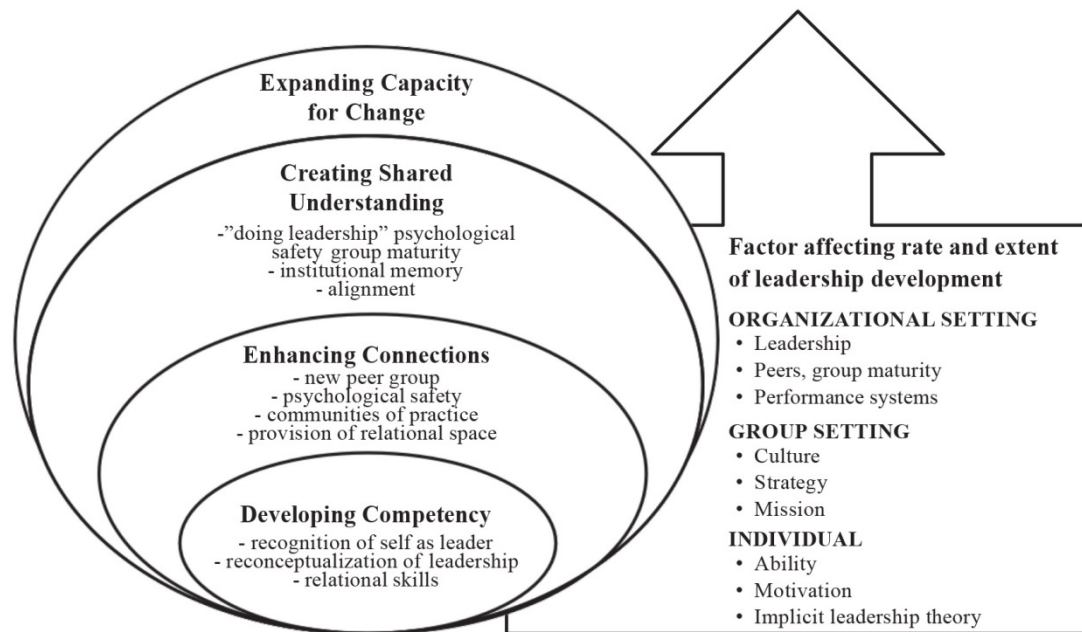
Source: Roberts & Roper, 2011, p. 139.

This process of leadership development was delivered through a deep process of action learning. According to the principle that *"for effective leadership to emerge, one must begin with the development of the individual first"* (Roberts & Roper, 2011, p. 139), the first phase of this model focuses on building individual knowledge and skills thereby investing in human capital. The second and third phases deal with the development of social capital through enhancing connection and creating shared understanding. The outcome of this process is expanding capacity of change of individual, group and organization. The creators of this model stated that for results to be maintained in the future, support from the organization is crucial.

With a focus on the development of both human and social capital, it can be assumed that this process rests on the new perspective of leadership theory where leadership is perceived as collective and shared, as opposed to the old perspective where it rested on an individual leader. Since the Four C's model of leadership development deals with change and

the research aimed to explore change through leadership development in the health care sector, the author will now analyze it in light of the processual perspective:

Table 12. The four C's model of leadership development in light of the processual perspective

Processual perspective	The Four C's of Leadership Development
Substance of change	To develop leadership capability in all members of the management team for increased personal and organization effectiveness through their in-house LEAD Institute (Leadership Education and Development) together with a local university partnership (consultant) in order to create consistency, depth and alignment with organizational mission/values.
Internal & external contextual factors	Internal factors: typical health care organizations (HCO) are fairly fragmented and comprised of many groups of professionals who socialize according to their discipline rather than the organization. Multiple missions within the HCO can serve to either create synergy or add to the chaos. Task environment is complex requiring practice according to standard protocols with flexibility to improvise when needed. There is a forecasted shortage of qualified professionals in the future. External factors: stakeholders, such as government, insurance companies and employees exert pressure as they call for higher standards of quality while reducing costs. Patients are informed through the Internet and demand treatment and medication. Mergers & acquisitions have become commonplace in HCOs.
Political context	Access to fairly priced healthcare is of prime concern to Americans, and health care providers active in the US are investing much thought into how they can raise their efficiency while remaining competitive in this profitable industry.

Source: Author, 2021

In the eyes of the author, the leadership development process from which the 4 C's Model was created has limitations: (1) it is based on the assumption that human capital must be developed before social capital can be developed; (2) despite pointing out the turbulent political environment surrounding the health care provider, the process of leadership development takes place in an isolated environment (LEAD academy) and only uses action learning and inquiry. The fact that the process does not take place in the volatile, uncertain, complex and ambiguous environment that we live in, nor does it use it to leverage the process through intervention, is a limitation.

The third model presented by the author, entitled **The System Leadership Development Model** (Kirk, 2005) generates a process of social change within organizations and communities. In their study, Kirk (2005 in Bolden, 2006) took 300 leaders from African communities and explored the process of leadership development within the framework of a leadership initiative program called 'InterAction'. The process of leadership development that they initiated has 3 dimensions: (1) connective leadership; (2) collective empowerment; (3) dialog.

Connective leadership relates to providing the capacity for members of an organization to 'see together'. Collective empowerment relates to offering members of an organization to 'walk together'. Dialog relates to offering a forum where members of an organization can 'talk together'.

Figure 10. System Leadership Development
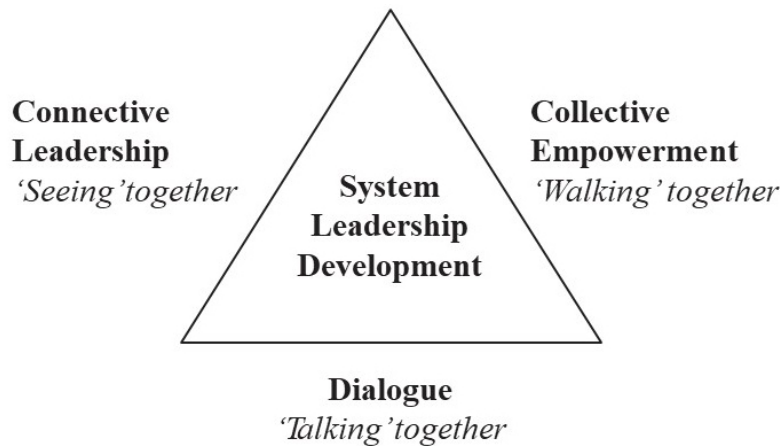
Source: Kirk (2005 in Bolden, 2006, p.24)

The System Leadership Development approach presents leadership as a social process rather than something belonging to an individual. Moreover, it understands that the condition for leadership development is the acknowledgement that 'everyone is a leader' not only 'the chosen ones'. Since System Leadership Development deals with change and the research aimed to explore social change through leadership development in African leaders, the author will now analyze it in light of the processual perspective.

Table 13. The systems model of leadership development in light of the processual perspective

Processual perspective	Systems Leadership Development
Substance of change	Influencing social change within African communities. The role of the leader is to develop other leaders. Leadership as a social process rather than the property of an individual and as a collective responsibility
Internal & external contextual factors	Internal: all the employees and managers un the organization; External: External factors: stakeholders, such as government, public organizations, regulation, outsourcing suppliers which ask to generate change and to be part of the leadership development process.
Political context	The main challenge here is for individuals to see the collective interest as greater than their personal interest

Source: Author, 2021

The final model to be presented by the author is called **The Model of Authentic Leadership Development**, created in 2015 by Fusco et al. The researchers explored the process of leadership development and created a model based on four core concepts: conscious, competent, confident and congruent, and seven sub-categories of key leadership skills: (1) self-understanding and self-management; (2) management mindfulness; (3) understanding of others; (4) flexible and effective interactions with others; (5) leadership capacity and proactivity; (6) leadership confidence and clarity; (7) strategic orientation.

They also pinpointed two pre-conditions to successful leadership development: group cohesion and psychological safety, which allow participants to undertake the following three categories of self-action: (1) self-reflection and self-exploration; (2) self-learning and re-learning; (3) self-reappraisal and realignment (repositioning).

Since the model of authentic leadership development deals with change and the research aimed to explore how individual and group coaching affects the process of leadership development, the author will now analyze it in light of the processual perspective.

Table 14. The social change model of leadership development in light of the processual perspective

Processual perspective	The Model of Authentic Leadership Development
Substance of change	The dynamic processes of change within the group coaching process was divided into two categories: Group Cohesion and Psychological Safety
Internal & external contextual factors	Internal: Self-Reflection and Self-Exploration; Self-Learning and Re-Learning; Self-Reappraisal and Realignment of senior leaders from within private and public organizations. External: managers, employees, colleague, suppliers who want to improve and increase their interface with stakeholders
Political context	This cohesion brought a sense of personal security enabling active participation in the process. At times interpersonal stress leads to a lack of self-confidence, impacting group cohesion.

Source: Author, 2021

The four models presented above have several limitations some stated by the researchers themselves and some noted by the author. These limitations affect the process of leadership development in each of the four models and are presented in Table 15 below:

Table 15. Limitations of models and frameworks of leadership development

Name of model and researchers (year)	Limitations	Position regarding leader development and collective development	Change outcomes as a result of the process
The System Leadership Development Model Kirk (2005 in Bolden, 2006)	Lacks the perspective of followers	From a collective rather than individual perspective	Dialogue and collaboration Integrated sense of meaning and identity New perception of leadership
The Social Change Model of Leadership Development Higher Education Research Institute (UCLA 1996)	(1) Based on a single event not an ongoing process; (2) the event takes place in an isolated environment	Explores leadership development on three levels: individual, group and community	Positive social change built on trust, targets and collaboration
The 4 Cs of Leadership Development Model Roberts & Roper, 2011	(1) Based on the assumption that human capital must be developed before social capital can be developed; (2) the process of leadership development takes place in an isolated environment (LEAD academy) and only uses action learning and inquiry	The model has four phases to map movement from-individual competency development, through the enhancement of connections, to the creation of shared understanding	Intrapersonal and interpersonal skills, providing the relational space to create connection and shared meaning across boundaries
Model of Authentic Leadership Development Fusco et al., 2015	The intense nature of small group coaching means it is not a suitable method of development for everyone	Combination of individual and collective development	Increased performance as a result of behavior change following group coaching process

Source: Author, 2021

Having established that the process of leadership development is comprised of two integral parts: leader development and collective development, and having presented in detail four models of leadership development, the author will now explore the actual practices used in order to facilitate processes of leadership development.

2.4. Facilitating practices in the process of leadership development

In processes of leadership development, facilitating methods of practice or intervention are used. Commonly referred to as practices, interventions, initiatives and techniques in the literature (Cullen et al., 2017; Galli & Müller-Stewens, 2012; Day, 2001), the author considers the term practices to be the most comprehensive. The main practices used in organizations to facilitate leadership development (Holtzhausen & Botha, 2021; Iordanoglou, 2018; Day, 2014) are presented in Table 16 below according to their focus on leader development, collective development, or a combination of both. It is important to understand that these practices are based on specific content that is perceived as being of significance and meaning to the process of development (Conger, 2010) be it leader development, collective development or a combination of both.

Table 16. Facilitating practices in the process of leadership development

Practice of leadership development	Focus on leader development	Focus on collective development	Combined leader and collective development
Action Learning			X
360 degree feedback			X
Coaching	X		
Mentoring	X		
Networking		X	
Leaders developing leaders	X		

Source: Author, 2021

Turner et al. (2018) pointed out that practices of leadership development need to be collaborative while incorporating both leadership and development characteristics. They stressed that these development practices should incorporate critical thinking, problem solving and sense-making training. Day & Dragoni (2015) added that to develop tomorrow's leaders, practices of leadership development need to address real-business environment issues to strengthen the process.

The practices presented in Table 16 above were not only found to be the main facilitating practices used by organizations in processes of leadership development (Day & Dragoni, 2015), but also the practices which emerged in the author's data analysis and findings.

Action learning (AL) is a method for organizational learning which is used to promote dynamic exploration through inquiry, in order to solve real problems experienced by organizations (Coughlan et al., 2016). Marsick et al. (1999) outlined action learning as 'learning by doing', not in simulation but in training where real problems faced by organizations are solved by teams of learners. Volz-Peacock et al. (2016) stated that for AL to successfully take place, the following factors must be accounted for: (1) everyone in the group must participate actively; (2) the group should contain members from all organizational departments; (3) the greater the question(s) that the group asks, the greater the action(s). Coughlan et al. (2016) found that *"AL focuses on what a particular organizational system needs in the present for the future, working with the language, metaphors and constructions of participating members."* (p. 64).

AL was created by Revans in the early 1940s (Dilworth, R., 2005) as a new dynamic approach to problem-solving in organizations. Based on a group process using open and reflective questions, Revans succeeded in converting this process into a scientific formula: L = P + Q (L is learning, P is programmed knowledge [i.e., current knowledge in use] and Q is Questioning). In 2008, Raudenbush & Marquardt added an additional parameter to action learning: reflection. Rigg & Trehan (2004 in Coughlan et al., 2016) strengthened the addition of reflection to the formula and stated that *"action learners learn through taking action and reflecting with peers on the action, with the aim of improving their own practice"* (p. 64).

With regards to leadership development, Amagoh (2009) found that AL is often a significant part of leadership development programs comprising a core method in best practice. Volz-Peacock et al. (2016) noted that when leadership development programs involve AL, they ensure that learning occurs by maintaining four elements of success: (1) significance to the participant; (2) opportunity to practice; (3) receipt of feedback; (4) self-reflection. With its use of questions of inquiry and reflection, AL was found to contribute to the leadership skills of its participants (Raudenbush & Marquardt, 2008).

An additional benefit of using AL as a practice for leadership development in organizations is that potentially everyone in the organization can participate, and as participants in the process, development occurs both on an individual, team and organizational level (Teare et al., 2011). On the team level, Gilley et al. (2011) found that since AL involves action, it enhances the leadership skills of team members since doing is a crucial part of learning leadership. Within this context, the development of social capital

which occurs during action learning processes has been found to be significant (Galli & Muller-Stewens 2012).

AL has received criticism in that it requires deep commitment and discipline by participants to stop ongoing activities in order to process, question and reflect on actions taken. It also a method that requires further action in terms of action items and follow up. Without these, AL remains in the classroom and does not extend outwards to the organizational activity (Day et al., 2014).

To sum up, AL has become an important tool and skill for leadership development processes in many organizations because it fits the reality of today's business world. It can focus on both organizational challenges and the development of its members, bringing value and relevance to diverse areas within the company (Boshyk, 2002 in Leonard & Lang, 2010).

There are several definitions of the practice of **360 degree feedback**. *"Feedback from multiple sources or 360 degree feedback is a performance appraisal approach that relies on the input of an employee's superiors, colleagues, subordinates, sometimes customers, and suppliers."* (Yukl & Lepsinger, 1995 in Alma et al., 2001, p. 45). 360 degree feedback has also been referred to as the execution of collecting and processing multi-source assessments on an individual and conveying the results to this person for the purpose of evaluation and/or development (Mabey, 2001). Day et al. (2014) defined 360 degree feedback in a similar way, emphasizing that not only internal organizational parties may be involved, but also external parties, such as customers, suppliers and stakeholders.

The benefits of 360 degree feedback are diverse and have an impact on the individual level and the organizational level. On an organizational level, it can improve 2-way communication, focus attention on performance and convey organizational values to employees (London & Beatty, 1993 in Alma, 2001). In addition, Garavan et al. (1997, in Alma et al., 2001) found that 360 degree feedback can create better working relationships, raise opportunities for involvement, aid in conflict resolution and reflect to employees that their opinions count. Thus, most organizational benefits are a result of an improvement in employee relations.

On an individual level, Hazucha et al. (1993, in Alma, 2001) whose research focused on the advantages of 360 degree feedback through the eyes of individuals, suggested that recipients receive significant information which they can leverage towards working on their

weaknesses and use to reinforce their strengths. Gorun et al. (2018) found that 360 degree feedback reflects weaknesses and strengths to employees through the eyes of others and in this way helps them to improve their skills. They also stated that used in the right way, 360 degree feedback can increase motivation and performance.

The disadvantages of 360 degree feedback revolve around the receiver, the giver and what is done with the feedback. Regarding the receiver, Atwater & Waldman (1998) found that resistance and even professional paralysis can result from 360 degree feedback, while from the givers side ability is required to differentiate between constructive and destructive feedback. Finally, without follow-up to check implementation, 360 degree feedback does not lead to development (Facteau et al., 1998).

With regards to leadership development, Cacioppe & Albrecht (2000) stated that 360 degree feedback is most suitable for individual leadership and management development, and frequently used as a central part of management and leadership development programs. They claimed that the primary goal of 360 degree feedback is to identify opportunities for development because it enables recipients to recognize their habits, behaviors and styles, and to acknowledge if they are having a positive or negative impact on others. It also enables recipients to consider their priorities for development and to see their blind spots. Waldmand & Atwater's study (1998 in Cacioppe & Albrecht, 2000) found that managers tend to overrate their skills and performance, beyond rating by peers and subordinates. 360 degree feedback can reflect this biased self-perception, helping managers and leaders to focus on and develop the skills and competences necessary to increase their effectiveness and raise their efficiency (Cacioppe & Albrecht, 2000).

Day et al. (2014) reinforced the above findings, adding that since leadership development involves change, 360 degree feedback can be used as an intervention to facilitate this change and development. To sum up, the notion presented by Birchfield (2011) that leadership needs to be of the highest quality if standards are to remain high, can be addressed through 360 degree feedback since it enables leaders to receive and use information connected to their performance from both peers and subordinates, thus holding the potential to help them develop the best leadership skills and abilities possible.

Peterson (2007) defined **coaching** as a process of supplying people with tools, knowledge and opportunities necessary to develop and become more efficient and effective. Byrne and Rees (2006), added that coaching is a process that involves both action and

learning, directed towards fulfilling personal or professional goals while working on interpersonal and intrapersonal abilities, such as communication, relationships, engagement and more. Currently, the International Coach Federation defines coaching as *"partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential, which is particularly important in today's uncertain and complex environment. Coaches honor the client as the expert in his or her life and work, and believe every client is creative, resourceful and whole. Standing on this foundation, the coach's responsibility is to: discover, clarify and align with what the client wants to achieve; encourage client self-discovery; elicit client-generated solutions and strategies; hold the client responsible and accountable"* (ICF website, in Van Coller-Peter, 2016). In the online book, 'Coaching Leadership Teams' by Van Coller-Peter (2016), the author updates the ICF definition of coaching to, *"an ongoing relationship that helps people produce extraordinary results in their lives, careers, businesses or organizations. Through the process of coaching, clients deepen their learning, improve their performance, and enhance their quality of life."* (p. 4).

Coaches are often external professionals who come into an organization to work with managers and executives. However, more and more organizations use internal managers to coach their people to increase performance, output and growth (Jones et al., 2016). In a study conducted by Williams in 2017, an organization implemented a strengths-based coaching program with the support of an external trainer to train a small group of first-time internal coaches. According to the findings, internal coaching was found to provide a solution to the problem of staff retention and to contribute towards creating a bank of talent.

Coaching has been found to improve individual and organizational effectiveness. Reid Ponte et al. (2006) reported that coaching helped participants to recognize and change behaviors that limited their performance. Leonard & Lang (2010) stated that coaching had an impact on outcomes such as skill development, hands-on practice and deep understanding. Du Toit (2007) claimed that coaching is not only a suitable method for improving skills, it also enables managers to deliver organizational strategy. Managers often sense that they are alone in the organization and do not have the chance to talk about sensitive issues with others. Coaching enables them to open up and receive reflection and support. In addition, coaching challenges managers to develop themselves in ways that will benefit the organization (Du Toit, 2007).

In contrast to the above benefits, coaching has received criticism in that participants often become reliant on their coaches tending to lean on them for support and input (Witherspoon, 2014). Moreover, coaching processes are likely to continue for an unlimited length of time in light of the fact that there is little if any control of the process in terms of objectives and outcomes (Gonin et al., 2011).

With regard to leadership development, Mattar et al. (2018) proposed several ways in which coaching develops leadership. They found that it enables the transfer of understanding and insight from the coaching process to the managers' work environment, improves their skills and raises self-awareness. Moreover, coaching was found to deepen motivation and bring a sense of greater wellbeing. In most cases, coaching as a practice for leadership development is conducted in one-on-one sessions either with an external coach or an acting coach from within the organization as previously stated.

An additional form of coaching has emerged in the field and in the literature: peer coaching. Kotlyar et al. (2015) described peer coaching as the gathering of people holding a similar level of position and status either from the same organization or different organizations, where the purpose of the meetings is to discuss and share challenges and problems. In their study, Kotlyar et al. (2015) found four main themes: (1) the value of a learning community; (2) the value of reflection; (3) the value of diversity and externality; (4) the value of an open learning environment.

In conclusion, coaching is used as a common practice for leadership development in many organizations and is viewed as an ongoing process to support and advance the process of leadership development (Day, 2001).

Mentoring is defined as a process where a more experienced, knowledgeable or senior individual (the mentor) helps to guide and encourage a less experienced or less knowledgeable person (the mentee), for the mentee's benefit (Rhodes & Fletcher, 2010). Thus, the purpose of mentoring is to develop and learn from the experience of others, and within the framework of organizational training, it can expand experiential learning and process learning (Sarri, 2010).

Two main types of mentoring relationships have been defined: formal and informal. Informal mentoring relationships are formed naturally within interactions between more and less experienced and/or knowledgeable individuals. These interactions create a chemistry

which can lead to a longer term mentoring relationship (Kim, 2007). Formal mentoring relationships are created by organizations for the purpose of developing leaders. In these cases, the mentor is chosen from within the organization or, more commonly, recruited from an external source, trained for the position and then matched to the mentee.

Originally, the role of mentoring was broadly defined as providing: (1) psychosocial support, like emotional support and encouragement; and (2) career-related support, like consultation and discussion. Later, a third element was added (3) role-modeling (Eby et al., 2013). These elements create the foundations for the mentoring process which in its essence is an ongoing process. Studies show that mentors bring added value and long-term influence to mentees and to collectives (Sullivan, 2000 in Sarri, 2011). However, the success of mentoring relationships depends upon the chemistry created between the mentor and mentee, despite the fact that on paper the match may appear potentially successful (Corner, 2014).

As a practice for leadership development, mentoring advances and enhances organizational culture, increases engagement and promotes organizational growth (Corner, 2014). It can develop leadership capabilities, help mentees adapt to new roles, reduce employee turnover and raise performance (Kim, 2007). Mentoring has become a valuable developmental practice in organizations (Sheng Wang et al., 2017) because it is cost and strategy effective (Corner, 2014).

A new approach to mentoring has recently taken off: self-mentoring. Carr (2015, in Holmes & Carr, 2017) defined this approach as *"combining elements of coaching, mentoring, and self-leadership into a comprehensive system for employee self-guided development and reflection."* (p. 5). Broadly speaking, self-mentoring can be described as a process where leaders employed within an organization initiate and lead themselves towards developing their core skills and capabilities necessary to raise their performance and progress. Self-mentoring rests on four steps: self-awareness, self-development, self-reflection, and self-monitoring and has been identified as an emerging practice for leadership development (Holmes & Carr, 2017).

Networking has been conceptualized as a form of goal-directed behavior where individuals, pairs and groups focus on meeting, nurturing and using their relationships both within and outside of an organization (Gibson et al., 2014). Networking practices encourage members of organizations to organize themselves, create connections and take action to increase organizational and individual output (Meehan & Reinelt, 2012). Three approaches to

networking were identified by Cullen–et al. (2016): (1) individuals developing social competence, which refers to targeting individuals with a specific skillset for the purpose of impacting the network; (2) individuals shaping networks, which refers to targeting individuals for the purpose of improving their skillset so as to return and influence their own and others' networks, and; (3) collectives co-creating networks, which refers to targeting groups for the purpose of improving the groups' ability to impact networks.

Thus, the concept of networking embraces aspects of expanding human and social capital. It is considered an individual competency since improving skillset and facilitating personal development raise the chances for successful networking to take place (Burbaugh & Kaufman, 2017). With regard to social capital, their study found that networking is a prior activity to its creation, and that a strong ability for networking directly predicts the formation of social capital.

For the purpose of raising leadership capacity, organizations support the practice of networking to develop and impact relationships between individuals and collectives (Cullen et al., 2017). Providing an environment to create strong ties and nurture relationships, many leadership development programs promote the use of networking among different groups of participants (Meehan & Reinelt, 2012). However, in a recent study investigating beliefs that inhibit networking, Kuwabara et al. (2020) acknowledged that it often causes discomfort, mixed feelings and discord in its participants. As a practice for leadership development, networking has been found to increase the capacity and effectiveness of individuals and collectives, is considered an investment in relationships which are hoped to reap benefit in the future, and is directly connected to the leadership development approach used in the organization (Burbaugh & Kaufman, 2017).

Gibson et al. (2014) stated that to cultivate networking behaviors, leadership development processes using the practice of networking, need to promote the following principles: (1) encourage self-organization and action taking by the participants; (2) enable participants to create deep and authentic relationships; (3) advance collective leadership practice; (4) inspire participants to create joint projects; (5) embrace risk taking and allow for mistakes; and, (6) support participants in being aware of the strength that their network has and the power of networking.

Studies on leadership development have shown that **leaders developing leaders** can and should be a significant part of the process, leading the next generation of leaders to

expand their abilities and reach their potential (Cacioppe, 1998). Most 'leaders developing leaders' practices involve teaching experiences with executive management who teach classes and give workshops on a wide range of leadership development issues (Tichy, 1997 in Cacioppe, 1998).

The benefits of 'leaders developing leaders' are multiple, touching both the teacher, the learner and the organization (Cacioppe, 1998). For the leader who is doing the developing, Mumford (1993 in Cacioppe, 1998) found that it created an opportunity to expand personal knowledge and skills while preparing and sharing with others, and by helping others to develop, brought much personal satisfaction. In addition, by discussing and sharing real problems from the field, the range of possible solutions grew. Finally, enhancing the output of others and increasing their ability to handle situations, enables the teaching leader to take responsibility for other missions and projects.

On an organizational level, Tichy (1997 in Cacioppe, 1998) found that 'leaders teaching leader' programs brings the following benefits: (1) as potential leaders, participants are open to hear what their leaders have to say with regard to new ideas and direction; (2) the teaching leaders have the opportunity to learn flexibility as they realign the ideas and directions that they raise with the participants, learning from their input and perspective, and: (3) when the content of 'leaders teaching leaders' programs focus on common targets and objectives, they can lead to the implementation of projects and missions to advance them, thereby bringing these issues to organizational attention and execution.

In conclusion, the practice of 'leaders developing leaders' has been found to bring significant contribution with minimal cost and effort. It not only advances the capacity of both the teacher and the learner, but also enables the targets of the organization to be addressed and for cross departmental projects to take off (Cacioppe, 1998). In her personal reflection (2017), Maureen L. Mackenzie, PhD, PHR Dean, Division of Business Molloy College, said *"Collectively we can guide our developing future leaders to embrace the authority and the responsibility. We will guide them to use their influence to make the world a better place for all"* (p. 4).

Having presented the many methods of practice used for leadership development within organizations as mentioned in the literature above, the author will now present **the gaps in the literature** as found during his literature review. These gaps can be divided into four main categories: (1) leadership development is investigated more as a practice and less

as a process; (2) studies focus more on leader development and less on leadership development; (3) studies focus more on the perspective of organizations as opposed to the perspective of managers, and; (4) although change is the main construct of most models of leadership development, it is mostly presented as an output and not as a trigger. These gaps establish the research and form the basis of the author's research question which will be presented in chapter three.

When **leadership development is investigated as a practice and not a process**, specific parameters become the focal point of the study, and can be divided into several categories as follows: practices, i.e. action learning, mentoring, feedback, networks, coaching, experience, training, and more (Turner et al., 2018; Le Comte and McClelland 2017; Coughlan, et al 2016; Cacioppe & Albrecht, 2000); participants in leadership development programs, i.e. specific candidates, whole department/organization, in-house program, external program, level of position in the organization (Milner et al., 2018; Watkins et al., 2011); leadership development programs – some studies explore the design of specific leadership development programs (Cullen et al., 2016; Sarri, 2011; Higher Education Research Institute, 1996); organizational strategy – research into leadership development as part of organizational strategy (Bradford & Leberman, 2017; Day et al., 2014; Dalakoura, 2010).

When the perspective of the research is **more on leader development and less on leadership development** the focus falls on the individual and how he leverages knowledge, skills, and abilities (Day et al., 2014). Some studies on leadership development focus on the skills, abilities, and competences of individual leaders and the individual processes that they go through in developing these aspects of themselves. Thus, for the most part, these studies deal with intra relationships and individual capacity (Tucker, 2018; Meager & McLachlan, 2014; Day & Barney, 2012; Gilley et al., 2011).

When leadership development is focused on from the **perspective of organization** it relates to organizational parameters, operations and behaviors. The aim of these studies is usually to bring value to the organization in terms of efficiency, profit, capacity and more (Fusco et al, 2015; Day & Dragoni, 2015; Olivares, 2008; Kirk, 2005 in Bolden 2006). Less research studies explore leadership development from the perspective of the manager and when they do, it is usually manager as participant in the leadership development program or manager as designer of leadership development program. (Ghosh et al., 2013; Gonin, 2011).

With **change being the main construct of most models of leadership development**, it is mostly presented as an output and not as a trigger. Most existing models present change as the outcome/output of leadership development (Day & Dragoni, 2015; Roberts & Roper, 2011; Kirk, 2005 in Bolden, 2006;), while few present it as the trigger for leadership development (Higher education research institute, California, US, 1996).

Having presented the process of leadership development, the author will now present the research methodology.

3.   Research methodology

3.1.   Research design

The objective of this chapter is to present the methodology used by the author for his research, to introduce the research strategy and the empirical techniques used. This chapter defines the span and limitations of the research methodology.

The research strategy chosen was to perform an in-depth interview with sixteen executive managers from nine multinational corporations (MNCs), leaders in their industries, in the position of Vice Present (VP), Chief Executive Officer (CEO) and President. The interviews were held between June 2016 and January 2017. The data collection method used by the author in his research study was a narrative interview. Likewise, data was collected from the MNCs global websites and used to triangulate the analysis.

This chapter has two parts. The first part presents the research design and the research approach, as demonstrated in Fig. 12 below, and deals with the main research problem, the research question and objectives, data collection and analysis including triangulation, data sampling, and the limitations of the research. The second part presents MNCs as the context for this study, specifically the focus of leadership development in MNCs globally and locally.

Figure 11. Research design
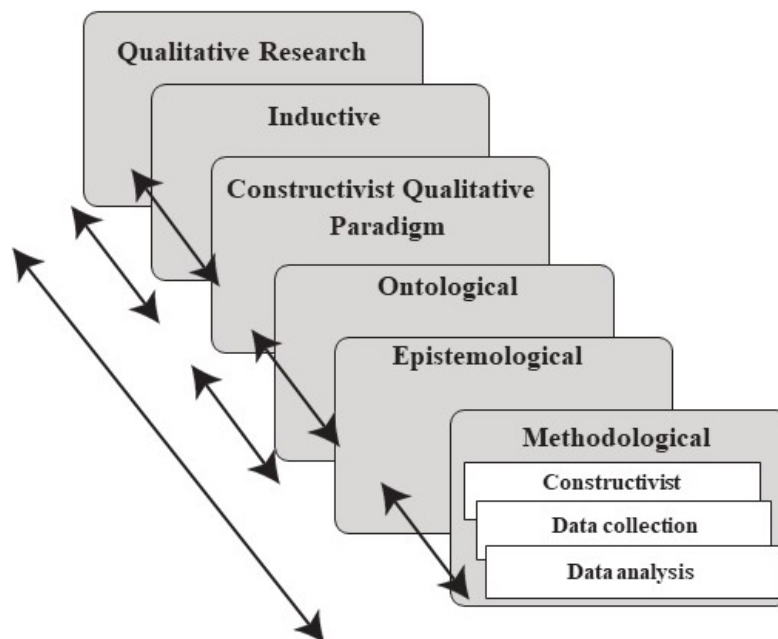
Source: Author, 2021

3.1.1. General research approach: qualitative methodology

Qualitative research has been defined by the Qualitative Research Network at the University of Utah (2009) as *"a process of naturalistic inquiry that seeks in-depth understanding of social phenomena within their natural setting. It relies on the direct experiences of human beings as meaning-making agents in their everyday lives, rather than by logical and statistical procedures"* (p. 1). Qualitative research enables researchers *"to identify and explain complex relationships without having to pre-specify either the variables involved, or the nature of the relationship between them… and allows one to simply ask questions rather than test whether the answer expected is correct"* (Barr, 2004, p. 167).

Qualitative research has many characteristics and takes place in many forms in the literature. In 1994, Miles & Huberman (in Miles et al., 2014) created a list of characteristics which often appear in the literature, including: (1) intense and long-term contact with an area of research or life situation which is regarded as 'ordinary', i.e. reflects people's everyday lives; (2) a holistic presentation of data based on the observation of people, with no predetermined opinions and judgments; (3) the use of research tools which use questions and/or observation.

Later, Shkedi (2015) and Klenke (2016) presented several additional characteristics including: (4) interviewee orientation where researchers try to understand the subjective experience of the interviewee, hoping to hear the authentic voice of the person being interviewed; (5) qualitative research design is flexible and can be adapted/changed to suit the dynamics of the research.

As a research approach, qualitative research has strengths and weaknesses. By way of strength, qualitative studies enable investigators to meet reality in the field where there is an opportunity to explore and understand diverse phenomena (Miles et al., 2014). Moreover, qualitative research opens the option for those curious about various phenomena to investigate them even though these people may have previously been considered unsuitable to conduct academic research, as mentioned by Tracy (2013), *"…people who never before had a 'valid' reason for entering"* (p. 5). Since qualitative research emphasizes the experiences that people have in their lives, it provides a method to gain understanding of their social world and society in general (Miles et al., 2014).

The methods of data collection involved in qualitative research such as interviews and observations, open a viewpoint to real life situations and events in natural settings, embedded in context and local experience. As such, qualitative research has been called holistic (Rahman, 2017) and interdisciplinary (Denzin & Lincoln, 2002 in Rahman, 2017) and enables researchers to gain insight into participants' inner experience and to analyze cultural meaning (Corbin & Strauss, 2008 in Rahman, 2017). In practice, the collection of qualitative data creates opportunities for the development of *"close and trusting relationships that encourage a high level of disclosure"* (Tracy, 2013, p. 5) thereby increasing the potential to reveal unknown information and insight about various areas of social phenomena (Klenke, 2016).

An additional benefit of qualitative research is that it enables researchers to understand phenomena from the perspective of process since they go beyond a snapshot perspective by collecting data over a specific period of time and/or being open to wider interpretations (Miles et al., 2014). In addition, their embedded flexibility allows for adaptation during the study as the design can be constructed and reconstructed (Flick, 2014).

Qualitative research requires researchers to become involved with their participants be it while interviewing or observing. This involvement is what enables researchers to construct explanations from the data while understanding that multiple interpretations of the participants' stories and viewpoints are possible (Tracy, 2013). Within qualitative data lay *"thick descriptions that are vivid, nested in real context and have a ring of truth that has a strong impact on the reader"* (Geertz, 1973 in Miles et al., 2014, p. 30).

Qualitative research has also been criticized in that it overlooks contextual sensitivities, focusing more on meanings and experiences (Silverman, 2010 in Rahman, 2017). Moreover, arguments have been raised regarding the issue of generalizability since the very nature of qualitative research limits the size of the sample population (Flick, 2014; Hopmann, 2002). The interpretation and analysis of data in qualitative research has been criticized for being subjective and potentially biased (Hopmann, 2002) and also more complex than that of quantitative data since it requires a more personal interpretation (Richards & Richards, 1994 in Rahman, 2017). Finally, in policy making, quantitative research has often been found to be more credible than qualitative research which may be perceived as less reliable by stakeholders (Sallee & Flood, 2012 in Rahman, 2017).

Despite its weaknesses, qualitative research enables studies to take place in a wide range of disciplines and topics while opening paths to: (1) understanding groups and organizations; (2) understanding relationships; (3) understanding self, and; (4) understanding cultures (Tracy, 2013).

One of the main gains of qualitative research is that it opens the door to exploring the activity of organizations and the people who are involved in them. These organizations may be profit based, non-profit based, governmental, military and more. Studies focusing on organizations collect qualitative reports from a wide range of participants, such as leaders, followers and family members situated in a wide range of contexts, such as leadership, followership and gender (Tracy, 2013).

In addition, qualitative studies can bring new understandings to interpersonal relationships since they often explore how people behave, think and perceive diverse phenomena (Tracy, 2013). Moreover, data collection in qualitative research is usually based on interaction between the researcher and the participants, be it through interviews, and /or observations, (Shkedi, 2015)

Qualitative research enables researchers to study topics that are 'close to their heart', i.e. issues which occupy them or issues that in some way affect them. For example, someone who has gone through a personal tragedy may explore various aspects of this kind of tragedy through a qualitative study. Thus, qualitative research offers an opportunity not only to explore and discover new facts but also to expand understanding of the self (Tracy, 2013).

Qualitative research is also an effective means to explore and understand diverse societal issues appearing in specific cultural contexts (Drew, 2001 in Tracy, 2013). They open the door to understanding and criticizing populations and phenomena (Flick, 2014), such as race, ethnicity and gender through contextual studies which reveal the ongoing changes and transformations occurring there (Trethewey, 2001 in Tracy, 2013).

Qualitative research methodologies represent a research paradigm, which is different from quantitative research methodologies (Sławecki, 2015). According to Shkedi (2015), a paradigm is a world-view, a general and wide perspective of phenomena that see past specific details. Guba & Lincoln (1998) defined four paradigms of qualitative research methodology: positivist, post-positivist, critical theory, constructivist. Of these four, two have become most common: positivist and constructivist. The positivist qualitative paradigm has been adopted

by researchers who seek to explore the reality and generalize their observations. Tracy (2013) pointed out that *"Researchers from a positivist paradigm, which is sometimes also referred to as a realist or functional paradigm, assume that a single reality already exists 'out there' in the world and is waiting to be discovered"* (p. 39). It uses non-statistical methods to find patterns and relationships between different elements of the reality (Shkedi, 2015). Researchers using a positivist qualitative paradigm use facts and elements that can be measured in their studies and the role of the researcher focuses on data collection and interpretation in an objective way (Klenke, 2016).

In contrast, the use of a constructivist qualitative paradigm in research is based on subjective descriptions emerging in a specific context and focuses on subjective meaning (Shkedi, 2015). *"Constructivists argue that knowledge and truth are created, not discovered. They emphasize the pluralistic and plastic character of reality – pluralistic in the sense that reality can be expressed in a variety of language and symbol systems; plastic in the sense that it can be stretched and shaped to fit the purposeful acts of social actors"* (Denzin & Lincoln, 2011 in Klenke, 2016, p. 22). In continuation to this, Shkedy (2015) argued that social processes can best be explored by studying the language and choice of words used to give meaning. According to this approach, the choice of a constructivist qualitative paradigm enables researchers to better explore and understand social processes (Birks & Mills, 2011 in Leavy, 2014). Interestingly, Tracy (2013) coined the constructivist qualitative paradigm as the interpretive paradigm, stating that this is the place where *"both reality and knowledge are constructed and reproduced through communication, interaction, and practice. Knowledge about reality is therefore always mediated through the researcher."* (p. 40).

The main distinction between the positivist qualitative paradigm and the constructivist qualitative paradigm connects to the fact that positivism relates to the generation of knowledge in a scientific way, while constructivism emphasizes that knowledge is constructed by researchers and it is against the idea that there is a single methodology to generate knowledge (Tuli, 2010). Crowther & Lancaster (2008) argued that as a general rule, positivist studies usually adopt a deductive approach, whereas an **inductive** research approach is usually associated with a constructivist paradigm. In inductive approaches, researchers try to understand situations through attention to detail, with no presumptions or hypotheses (Lincoln & Guba, 1985 in Guba & Lincoln, 1998). For this reason, the author has

chosen a constructivist qualitative paradigm using an inductive approach since his study means to reconstruct the process of leadership development

According to Flick (2014), when conducting this kind of study, researchers relate to three dimensions: the ontological dimension, the epistemological dimension and the methodological dimension (Shkedi, 2015), by asking three questions:

(1) *What is the nature of the reality?* This question is **ontological** because it wants to understand the relationship between concepts and categories in a specific field of interest. According to the constructivist qualitative paradigm this question will reveal the complexity and diversity of the reality, i.e. no one objective reality (positivist qualitative paradigm), and construct a multi-dimensional reality made up of details, knowledge, experiences and the connections between them (Shkedi, 2015). It is this rich data revealing the complexity and diversity of reality that the author wishes to extract by leaning on a constructivist qualitative paradigm

(2) *What is the relationship between the researcher and the field that he is investigating?* This question is **epistemological** because it deals with the study of knowledge. Truth, belief and justification are considered to be three epistemological factors that contribute to knowledge (Guba & Lincoln, 1998). Since the researcher cannot completely separate himself from the research, his beliefs, knowledge, experience, values and ideology will inevitably influence the research (Shkedi, 2015). In 2014, Charmaz stated that observers cannot separate themselves from what they are observing because they are part of what they are observing. According to the constructivist qualitative paradigm researchers will aim to be close to the subject of investigation and the participants in order to understand the phenomena studied (Shkedi, 2015).

Coming from a background rich in experience and knowledge of the field of leadership, the author's choice of research topic is close to his heart, his professional practice and his personal interest. As such, from an epistemological perspective, he is bound to the research from the many aspects mentioned above and aware of the fact that his subjective reality is an inseparable part of this study

(3) *What are the ways of finding knowledge in this field?* This question is **methodological** because it deals with method, i.e. what methods will the researcher use to

gather data for his research. In constructivist qualitative research, the researcher uses himself and others in order to collect data and will mainly use methods of observation and listening.

In this study, the author himself collected all of the data through interviews which were later subscribed. In the case of data collection through interviews, as in this study, the researcher will analyze the texts and try to extract the meaning told through them to understand the reality of the interviewees (Shkedi, 2015; Leavy, 2014).

In terms of ontological, epistemological and methodological understandings of organizational process, the author's choice of a constructivist narrative method to understand the process of leadership development can be explained as follows: ontologically, i.e. with regard to the nature of reality, a constructivist narrative method enables the study of phenomena in context and in this respect the contextual reality of the executive managers; epistemologically, i.e. with regard to the relationship between the researcher and the field that he is investigating, a constructivist narrative method enables the study to take place while containing the experience and knowledge of the author in the field of leadership development and his interpretation during analysis; methodologically, i.e. with regard to methods of finding knowledge in the field of leadership development, a constructivist narrative method will enable the author to conduct and analyze the interviews and extract the meaning told through them to understand the reality of the executive managers.

In order to conduct **constructivist qualitative research**, several methods can be used, including: (1) grounded theory; (2) ethnography; (3) case studies; (4) phenomenology, and (5) narrative (Klenke, 2016). According to Saldana (2011 in Miles,et al 2014), over the years a number of new genres of constructivist qualitative research have emerged, such as (6) poetic inquiry; (7) ethnodrama, and; (8) duoethnography. It is interesting to note that Saldana (2011, in Miles et al., 2014) coined these methods genres, while others call them territories (Tracy, 2013). On the whole, most researchers call them methods (Charmaz, 2014; Leavy, 2014; Klenke, 2016).

The ethnographic method studies the culture and social organization of a particular group or community, using data from observing everyday activities rather than asking participants to talk about these activities in interviews. As such, it requires longer periods of time to create trusting relationships for observation and dialog (Flick, 2014). The phenomenology method explores and aims to describe, understand and interpret the meaning of an individual's lived experience. It focuses on how it is to experience a specific situation

and as such is not concerned with understanding phenomena from a broader perspective (Flick, 2014).

The case study method explores a case or multiple cases from various angles over a period of time using in-depth data collection involving multiple sources of information. The purpose is to report a detailed description of the case, and in multiple case study research optionally to compare between cases (Leavy, 2014). The method of grounded theory involves data collection and analysis at the same time, and works according to a system of studying emerging data as it emerges (Charmaz, 2014). During analysis focus is given to the data not the research question or literature review, proven by the fact that studies using grounded theory often postpone writing the literature review till after data collection. Although studies using the method of grounded theory pursue theory, in reality, most of them do not reach that goal (Charmaz, 2014).

The author chose a specific narrative method which Shkedi (2015) named constructivist narrative and which Flick (2014) named constructionist narrative. It is based on the assumption that complex situations are best described through narrative and storytelling. People organize and manage their world concept through stories that they construct and tell. These stories construct the experience in ways that people can understand and perceive the world (Shkedi, 2015) and enable us to understand who we are and where we are going (Gudmondsdottir, 1991 in Shkedi, 2015). Tracy (2013) presented storytelling as an inherent part of being human – in our essence, we are all storytellers. As such, in constructivist narrative research, the researcher listens for a relevant narrative (meaning) within the story (the experience). This method tries to find explanations for complex situations and focuses on a broad question to find the meaning behind the experience, i.e. the narrative behind the story. Using a constructivist narrative methodology leads to storytelling which enables the storyteller to organize the relevant facts in a logical order. In this way, stories are the output of knowledge and narrative thinking (Shkedi, 2015). It should be noted that the terms *story* and *narrative* are often used interchangeably (Langley & Tsoukas, 2017). The author relates to them in the following way: *story* relates to the experience; *narrative* relates to the meaning held within the experience.

Esin et al. (2009, in Flick, 2014) described the constructivist narrative method as focusing on the interface between interpersonal, social and cultural connections instead of treating them as separate or as a representation of reality. In addition, with this method,

attention is given to how the story is told and how it meets the meaning making mechanism of both the teller and the listener (the researcher) and later, the reader. It is important to clarify the difference between classic narrative and constructivist narrative. Classic narrative treats stories as specific and self-contained, telling for example about significant events or key moments in life and holding holistic versions of the experience. In contrast, constructivist narrative focuses on the interconnection, interrelationship and interface between the elements and stories that are spoken of in the construction of the narrative itself (Esin et al., 2009 in Flick, 2014).

Constructivist narrative research is positioned in the larger context of the narrative method which was born from the need of a new generation of researchers to express themselves and their way of thinking. Towards the end of the twentieth century, a huge demographic shift occurred in the graduate student population, expressed by the registration and acceptance of more women, middle and lower class students, immigrant and foreign students (Geertz, 1995 in Leavy, 2014). This new generation of researchers and graduate students in the social sciences *have been exposed to a far different conception of how and for what purposes knowledge is produced than academics entering the social sciences prior to the 1990s.* (Leavy, 2014, p. 200).

Apter (1996, in Leavy 2014) explained how the movement to a narrative approach and the study of lives was also born from skepticism regarding the ethics and rightness of standard methodologies in the social sciences at that time. In social sciences, the assumption is that researchers are studying people, observing their lived experience in an attempt to understand their lives, their perceptions, their understandings and more. Freeman (1997, in Leavy 2014) claimed that *"narratives come closer to representing the contexts and integrity of people's lives."* (p. 198).

Researchers who turn to a narrative method in social sciences turn away from a positivist and realist approach. They adopt the path of a reflexive, relational, dialogic and collaborative process which Leavy (2014) described as holding the following eight precepts of interpretive social science: (1) the researcher is an inseparable part of the research data; (2) social science data is derived from somebody somewhere; (3) studies involve the objective and subjective standpoints of researchers and participants; (4) the connection between researchers and participants should maintain equality and fairness; (5) researchers should be committed to giving some value back to the participants from the results of the study; (6) the

voice of the researcher should not be louder than the voices of the participants; (7) research should focus beyond past experiences; (8) readers are perceived as co-participants.

Langley & Tsoukas (2017) added an additional insight as to how narrative researchers enter into their research: with an open mind but not an empty head! Coming with the personal knowledge that he has acquired and the literary knowledge that he has learned, the researcher enters the field with a broad idea but without knowing what will follow. It is with such an attitude that the author went out into the organizational field to discover more about the process of leadership development.

3.1.2. Purpose of the study and research question

In the past, most leadership studies took a positivist and realist approach. With the emergence of new theories in the fields of social psychology, particularly the exploration of small group behavior, leadership took off as a relevant and interesting area of study (Klenke, 2016). Today, there are many theoretical works, books and articles exploring academic and professional aspects of leadership.

Questions began to be asked about focus of study and use of control and measurement in positivist and quantitative approaches to leadership research, which were based on 'what we see' using empirical and objective information (Klenke, 2016). As readers and researchers became dissatisfied with this approach, which Smith (1991, in Klenke, 2016) described as *"a crisis of value that cannot be resolved by appealing to traditional forms of logic and authority"* (p. 33), the emergence of qualitative research in the field of leadership began to develop and grow.

This trend has continued and is further justified by the social nature of leadership and by the dynamic and turbulent environment in which organizations operate today (Day et al., 2014). This situation has generated diverse contexts for leadership research, and led researchers in the field to explore and use various research designs with qualitative approaches (Langley & Tsoukas, 2017).

As qualitative studies in the field of leadership continue to become more common and relevant, they provide a wide base to understand processes that happen between leaders and the people around them (Klenke, 2016). Some authors argue that qualitative studies must become more significant in the exploration of management and leadership since they can explain and interpret the phenomena involved in the process (Steiner, 2002 in Klenke, 2016).

Within the broad range of methods available for qualitative leadership research, the method of narrative has become widely used. This may be due to the fact that from the perspective of process, organizations are constantly going through and dealing with change, *"...and narratives mirror this process by creating meaning through continuous defining and ordering of events"* (Langley & Tsoukas, 2017, p. 270). In their essence, narratives reveal consequences and antecedents, detailing how they evolve over time in sequences of events that enable researchers to explore and understand processes of change in organizations (Langley & Tsoukas, 2017). They also reveal the motives and motivation behind both responding to and implementing change. Boje, 2008 in Langley & Tsoukas, 2017) related to narratives as *"multifaceted means of sensemaking and sense giving that are not always complete stories with a clear beginning and end, but are often articulated only in fragments as part of organizational discourse"* (p. 270).

As presented in chapter two of this dissertation, many studies have been done on leadership development and these studies have mainly focused on leadership development from the following perspectives:

(1) leadership development as an intervention (Conger, 2010);

(2) focus on leader development as an integral part of leadership development (Tucker, 2018);

(3) focus on leadership development from the perspective of the organization (Leskiw & Singh, 2007);

(4) focus on change as an output of leadership development (Kirk, 2005 in Bolden, 2006). When studied as a practice, leadership development is informed from the perspectives of participants in leadership development programs (Milner et al., 2018), leadership development programs (Cullen et al., 2016), and organizational strategy (Day et al., 2014).

In contrast, few papers have been written about leadership development from the following perspectives:

(1) leadership development as a process (Roberts & Roper, 2011);

(2) focus on leadership development as a social process (McCallum & O'Connel, 2009);

(3) focus on perspective of manager (Gonin et al., 2011);

(4) focus on change as a trigger for leadership development (Higher Education Research Institute, California, US, 1996).

The author hopes that by adopting a quantitative approach and using a constructivist narrative method he will bring new input to these gaps in the literature as reviewed in chapter two.

In conclusion, the author chose a qualitative approach to explore and understand the process of leadership development from the perspective of executive managers in MNCstable located in Israel. A constructivist qualitative paradigm was chosen to explore the subjective experience of the process of leadership development in the eyes of executive managers in the context of their organizations. By using an inductive approach within the constructivist qualitative paradigm, as described in the previous subchapter, this study means to reconstruct the process of leadership development.

The method chosen by the author to understand the meaning of the experience of the sixteen executive managers interviewed was a constructivist narrative method which can elicit freely-told information from interviewees on one broad question relating to how they perceive the process of leadership development.

The research problem of the study is the process of leadership development from the perspective of executive managers employed in MNCs. Based on gaps identified in the literature, the author asked the following research question: **How do executive managers understand the process of leadership development?**

There were several specific research questions related to the main research problem that focused the study and informed the research project:

1. How is the process of leadership development perceived by executive managers in their organizations?
2. How do executive managers describe the actions and practices used in the process of leadership development in their organizations on an individual and collective level?
3. What kinds of formal and informal processes receive attention in the perception of executive managers?
4. How do executive managers perceive their role in creating the next generation of leaders within their organization?

Based on the results, the author's aim is **to reconstruct the process of leadership development from the perspective of executive managers.**

3.1.3. Data collection

According to Shkedi (2015), in-depth interviews, also called unstructured interviews (Tracy, 2013), aim to understand the experience or the meaning that interviewees give to the phenomena being explored. They elicit interviewees' subjective experiences and viewpoints as perceived by them and as Tracy (2013) stated, *"they provide opportunities for mutual discovery, understanding, reflection, and explanation via a path that is organic, adaptive, and oftentimes energizing."* (p. 132).

Shkedi (2015) claimed that constructivist qualitative researchers usually prefer to use in-depth interviews compared to structured interviews because every in-depth interview creates an interaction between the interviewee and the interviewer who together generate shared meaning. In this way, in-depth interviews are not just tools to collect data but actually generate reality. Within the realm of in-depth interviewing a narrative interview technique was devised which Bauer (1996, in Lowe & Taylor, 2013) described as *"an interview technique using a basic idea to reconstruct social events from the perspective of informants as directly as possible."* (p. 267). Hollway & Jefferson (1997, in Lowe & Taylor, 2013) went on to describe the narrative interview technique as *"an interpretive method that does not take respondents' accounts at face value, which probes, using absences and avoidances in the narrative as much as what is said, to identify areas of significance."* (p. 267).

In-depth interviews using a narrative technique begin with a wide open question that invites interviewees to tell their stories. The main motivation is to understand the meaning and experience of the interviewees as they relate to it. In-depth interviews enable researchers to access the meaning and connection from a very close standpoint (Shkedi, 2015). Bates (2004, in Lowe & Taylor, 2013) described narrative interviews as a means to elicit storytelling and motivate interviewees to describe phenomena as perceived by them in their own words, emphasizing actions or actors which they perceive as significant.

Following the interviewer's invitation to speak, the role of the interviewer is to listen to the story very carefully and to encourage interviewees to tell their stories while avoiding the urge to interrupt or ask clarification questions (Leavy, 2014). Charmaz (2014) said that listening carefully is one of the hardest things to do – to be quiet and to listen. Shkedi cited Seidman (1991, in Shkedi, 2015, p. 73) who presented three levels of listening: (1) listening to what the interviewee says to make sure that the interviewer understands the content of what is being said; (2) listening to the subtext underlying what the interviewee is saying in

order to explore it further; (3) listening in a sensitive way to be aware of the process and the content.

By definition, interviews are an *"inter-change of views between two persons conversing about a theme of mutual interest"* (Kvale & Brinkmann, 2009, in Tracy, 2013, p.2). Interviews are an integral part of our lives: we watch interviews, read interviews, participate in interviews. Interviewing has become one of the most popular techniques for research in the social sciences (Klenke, 2016). Holstein & Gubrium (2004 in Klenke, 2016) found that interviews are not simply for collecting knowledge, they are constructions of knowledge created in cooperation between interviewers and interviewees.

The in-depth interview used in this research used a broad and general question: **How do you see the process of leadership development in your organization?**

The purpose of such a question was to allow the executive managers to relate to this subject from their subjective perspective. Furthermore, this question aimed to reach a wide, general, basic and spontaneous image of the executive managers' standpoint.

At the beginning of the in-depth interviews, the author introduced himself and gave an explanation about the aim of the study and how he is going to interview them. It should be noted that the author conducted all of the interviews himself. In this explanation, the executive managers were told that the interview will be as open as possible to allow them to express themselves freely on anything that they connect to the subject. All the executive managers spoke openly and freely.

The length of the in-depth interviews was one hour based on the recommendation of Granot et al. (2012). All the interviews were recorded with the permission of the executive managers and confidentiality was assured. The main value of using recordings was to enable the author to connect with the interviewees, to maintain eye-contact and concentration. After each interview, the recording was transcribed and became 10-14 pages.

All of the executive managers were interviewed in their offices in a quiet and friendly environment. There were no unusual interruptions and the interviewees were relaxed and cooperative.

3.1.4. Sampling and fieldwork organization

The context of this study is set in Israel in nine multinational companies (MNCs) holding either headquarters, branches or subsidiaries in Israel. Of the nine MNCs, three have headquarters (HQs) located in Israel while six have HQs located in other countries. Table 17 below presents the nine MNCs and includes background information including trade name, type of company, industry, year of establishment, location of HQ, annual revenue, number of employees, and global website address.

Table 17. Background information of MNCs

Trade Name	Type	Industry	Founded	HQ location	Revenue	No. of employees	Website
Muller	Private	Food	1896	Bavaria, Germany	€5.7B (2019)	27,500 (2019)	muellergroup.com
Coca Cola	Public	Beverage	1892	Atlanta, USA	$37.27B (2019)	86,200 (2019)	colacompany.com
Danone	Public	Food processing	1919	Paris, France	€25.3B (2019)	102,449 (2019)	danone.com
Strauss	Public	Food processing Beverage	1939	Petach Tikva, Israel	5.69B NIS (2019)	15,000 (2019)	strauss-group.com
Teva-Naot	Private	Comfort shoes	1942	Kibbutz Naot Mordechai, Israel	$110M (2019)	600 (2019)	naot.com tevanaot.co.il
Carlsberg	Public	Beverage	1847	Copenhagen, Denmark	62.6B DKK (2016)	41,000 (2016)	carlsberggroup.com
Heineken	Public	Beverage	1873	Amsterdam, Holland	€24B (2020)	75,000+ (2020)	heineken.com
Tempo	Public	Beverage	1952	Netanya, Israel	$195M (2019)	1,223 (2019)	tempo.co.il
Bank Hapoalim	public	Banking, financial services	1921	Tel Aviv, Israel	$4.36B (2016)	11,930 (2015)	bankhapoalim.com

Source: Author, 2021

Having presented a global overview (Table 17 above), the author will now give a brief description of how each MNC is represented on a local basis, including general information regarding area of activity and market, and environment of development as observed in their websites involved in the research. From an exploration of these websites, the author discovered work environments that are characterized by a desire for growth, innovation, and opportunity implying that company policy points towards development - development of products, development of ideas, development of people.

Golan Heights Winery – founded in 1983, this winery is Israel's largest premium wine producer, and the third player in the Israeli wine market. With almost 200 employees, the company is top-rated in the global and local market, and has won numerous awards.

Vision & Values: "To lead the quality wine market." To achieve this vision, the company follows a path of cutting edge R&D, high quality, connection with the environment, sustainability. On an individual basis, the company perceives its employees as part of its wine culture. To this end, the winery invests in the learning and development of their people.

www.golanwines.co.il

Coca Cola Israel – Israeli franchise established in 1968, this multinational company controls the global beverage market. With over 1,000 employees, Coca Cola Israel has concession to produce Coca Cola, Diet Coke, Coke Zero, Sprite, Fanta, Soda and Fuze Tea.

Vision & Values: "Leading by creating enjoyable and meaningful interactions." To achieve this vision, the company follows a path of teamwork and empowerment; responsibility and professionalism; initiative and innovation. On an individual basis, the company declares its desire for personal growth and expression contained in a supportive and directional environment.

www.cocacola.co.il

Tara-Muller Dairy – In 2007 *Tara* (founded in 1942) signed a franchise and know-how agreement with German milk producer, *Muller*. Today, *Tara-Muller* has 360 employees and is Israel's leading private dairy producer and second largest dairy.

Vision & Values: "To produce the best natural dairy products." To achieve this vision, the company follows a path of innovation, professionalism and quality. On an individual basis, the company develops its people to reach its values.

www.tara.co.il

Danone-Strauss Dairy – In 1985 *Strauss* (founded in 1933) signed a franchise and know-how agreement with French dairy producer, *Danone*. Today *Danone-Strauss* has almost 500 employees and is the number one player in the Israeli premium dairy product market.

Vision & Values: "Health comes first." To achieve this vision, the company follows a path of health, innovation, expertise and transparency. On an individual basis, the company invests in its employees and encourages them to be innovative.

www.strauss-group.com/partner/partnership_danone

Strauss Group – founded in 1933, over the decades *Strauss* has expanded and the *Strauss Group* now comprises 4 divisions in the field of food and drink FMCP – Strauss Israel, Strauss Coffee, Strauss Water and Strauss Pepsico. With over 1,500 employees in Israel, the *Strauss Group* operates in 20 countries worldwide. A public company, its shares are traded on the Tel Aviv Stock Exchange.

Vision & Values: "Creating wonder out of basics." To achieve this vision the company follows a path of caring and daring; passion and responsibility; team. On an individual basis, the company pays close attention to its employees and encourages them to take risks and to be creative. Team members are treated with trust and mutual respect.

www.strauss-group.com/

Teva-Naot – Israeli comfort shoe and sandal manufacturer, founded in 1942 as a small kibbutz workshop. Today, the company has 160 employees, exports to 20 countries around the globe and has a daughter company in the US, Naot USA.

Vision & Values: "Leading the international comfort shoe market". To achieve this vision the company follows a path of professionalism, learning, and renewal. On an individual basis, the company enables employees and managers to realize their abilities, encouraging self-expression, growth and development, and open communication within teams.

www.tevanaot.co.il

Carlsberg Israel - Israeli franchise established in 1992, this international company based in Copenhagen is the number two player in the Israeli beer market. With 320 employees, *Carlsberg Israel* produces Carlsberg, Tuborg and Stella, and imports Guiness, Weihenstephan, and more.

Vision & Values: "To create valuable interpersonal experiences". To achieve this vision the company follows a path of providing excellent service and uncompromising quality. On an individual basis, the global company states that they seek to develop their people and to provide a workplace where they can realize their potential, in an open and inspirational environment.

www.carlsberg.co.il

https://careers.carlsberg.com/content/Global-career-stories/?locale=en

Tempo-Heineken – Founded in 1952, *Tempo* merged with the global beer producer *Heineken* in 1992. *Tempo-Heineken* is a beverage producing company manufacturing beer, soft drinks, mineral water and wine. It also imports spirits and coffee. With over 800 employees, *Tempo-Heineken* is a leading player in the Israeli economy. A public company, its shares are traded on the Tel Aviv Stock Exchange.

Vision & Values: "To be the leading beverage company at any moment and in any situation". To achieve this vision the company follows a path committed to quality, sustainability, and community. On an individual basis, the company enables employees who want to grow, to develop and become more professional. Highly committed, the company invests resources and effort in the personal and professional development of their people.

https://en.tempo.co.il/

Bank Hapoalim – Founded in 1921, Bank Hapoalim is Israel's largest commercial bank. With 11,930 employees reported in 2015 worldwide, the bank operates branches in the US, Europe, South America and the Cayman Islands. Traded on the Tel Aviv Stock Exchange, Forbes Magazine ranked Bank Hapoalim number 822 on their largest companies in the world list in 2014.

Vision & Values: "To be a leading global financial services firm." To achieve this vision the company follows a path of enhancing financial freedom for clients; creating value to stakeholders within economic, social and environmental principles. On an individual basis, the company is committed to developing its human resources while encouraging excellence and innovation, conducting business based on the fundamental principles of humanity, integrity, transparency and responsibility https://www.bankhapoalim.com/en

The local branches/subsidiaries of the nine MNCs have all received recognition and ranking from two respectable sources in the business world: Bdi (Business Information Databases) and Superbrands, in the years 2016/2017 when data collection for this dissertation took place.

Each of the companies was ranked in Bdi (Business Information Databases), a daughter company of Coface International, which provides an international ranking index to rank the economy's leading companies. Their methodology uses diverse definitions to conceptualize 'business leadership' and the following ranking criteria: (1) scope of operations; (2) profitability index; (3) growth rates over time, including innovative new products, modern technologies, new activities, and new markets; (4) risk ranking and payment morality; (5) the scope of contribution to the community and activities that reflect social involvement on behalf of the company and/or its employees.

Alongside the quantitative indices are also qualitative indices: (1) How well is the company managed? How well are the company and its managers regarded by other managers? (2) What work environment is created by the company and how much do people want to work there? The key to the company's leadership and success is derived from a combination of quantitative and qualitative measures (https://www.bdicode.co.il/en/how-we-ranked/).

In 2016 and 2017, the years during which data collection for this dissertation took place, each of the nine companies chosen to participate in this study were ranked in the Bdi Index. Moreover, the nine companies were also ranked in Superbrands. Participation in Superbrands is by invitation only, and offered to the most outstanding brands in their field (https://www.superbrands.com/). Receipt of Superbrand status is achieved by brands that reach high levels of quality, reliability and distinction, as judged and voted on by an expert committee together with consumers and experts from the field. (https://uk.superbrands.com/home-mobile/). Superbrands is a global concern and each participating country publishes its own Superbrands book, which promotes brands in that country (https://en.wikipedia.org/wiki/Superbrands).

Within the nine MNCs, sixteen experienced executive managers holding level 1 and 2 positions in participated in the study. All of them have held their present position for several years (5-12 years) so one can assume that they are confident, experienced, have built their teams and their reputation, i.e. they are not newcomers and they have established themselves. Beyond their experience and the fact that their companies have been ranked as leading and successful, the sixteen executive managers in the sample gave their agreement to open their doors to talking about the field of leadership development in their organizations. Not to be taken for granted is the fact that these executive managers hold highly demanding positions with much responsibility and stress, so taking the time for an in-depth interview which would

expose their thoughts and perceptions is really quite remarkable. It is possible that these executive managers agreed to give the author access since he also comes from the field of leadership in MNCs located in Israel and as such lay a mutual professional respect.

As previously mentioned, qualitative studies in the field of leadership are becoming more and more common. Some examples include, Hoyt & Kennedy (2008) who interviewed ten adolescent girls participating in a summer leadership program to explore the changes that occurred to the participants during the program, Brown & Gioia (2002) who conducted an in-depth study of seventeen members of top management teams of a Fortune 500 company's online division, Kaminsky et al. (2000) who examined how fourteen worker-trainers reached their goals, Folta et al. (2012) who interviewed sixteen women leaders to identify leadership characteristics and skills in women who successfully created change, and the research of Bradford & Leberman (2017) which investigated a co-creative approach to leadership based on qualitative research and included fourteen interviews.

This research is based on sixteen in-depth narrative interviews with sixteen executive managers active in MNCs located in Israel. They are all leaders, holding positions of CEO, VP and President. The author would like to point out that by interviewing the highest authority in organizations with regard to leadership development and not the participants themselves, he will bring a unique perspective of the process of leadership development and one which, as mentioned before, is lacking from the literature. In addition, by interviewing executive managers from nine companies, the author intends to reconstruct the process of leadership development from a broad perspective.

Indeed, Klenke (2016) stated that in order to analyze social phenomena, one cannot ignore their complexity and holistic perspective. With the understanding that leadership development is a complex and holistic process, this study aims to explore it in more than one organization.

Regarding the author's sampling strategy, i.e. choice of companies and the number of executive managers interviewed in each, Rapley (2014 in Flick, 2014) stated that *"good, analytically driven and thoughtful decisions"* (p. 55) are what should stand behind the sample choice. Sometimes, lack of access can lead to sampling driven by opportunity, thus pragmatic considerations *"especially in relation to access to institutional sites, situations of hard-to-reach people do have their place."* (Hammersley & Atkinson, 1995 in Flick, 2014, p. 55). Bearing this in mind, the sampling strategy of the author was to approach executive managers

from leading Israeli companies in their fields active both locally and globally. Gaining access to such hard-to-reach people was most definitely a consideration in the sampling strategy, as was gaining access to their organizations.

To organize the analysis, each executive manager received a code. This code reflects the nickname given to this leader, the position he/she holds in the company, and the name of the company. The first letter of the code is the first letter of the nickname given to the leader. The second letter is the first letter of his/her position. The third letter is the first letter of the name of the company. For example, GCC stands for George, CEO, Coca Cola. Each interviewee was given a name for the findings part of this research. Table 18 below presents the list of codes, their explanations, and their names for this research.

Table 18. Organization of analysis of executive managers

Code Name	Study Name	Position	Company	Experience in position in years
GCC	George	CEO	Coca-Cola	9
VCG	Victoria	CEO	Golan Winery Group	8
WCT	William	CEO	Tara Muller	6
CPT	Charles	President	Teva Naot	12
HVT	Henry	VP Marketing	Teva Naot	5
ACT	Albert	CFO	Tara Muller	7
RCG	Richard	VP Sales	Golan Winery	6
ECT	Edward	CEO	Teva Naot	6
PCD	Philip	CEO	Danone Strauss	5
ADT	Alfred	Deputy CEO	Tempo Heineken	9
JCS	James	CEO	Strauss Group	7
APB	Andrew	President	Bank Hapoalim	6
MVG	Mary	VP HR	Golan Winery	5
CCC	Catherine	CFO	Carlsberg Israel	5
AVC	Arthur	VP Marketing	Carlsberg Israel	5
PPC	Peter	President	Coca Cola Group	15

Source: Author, 2018

3.1.5. Data analysis

In constructivist qualitative research, data analysis is characterized by an analytical process whose objective is to understand the meaning of what is being studied (Gavton, 2001). Shkedi (2015) differentiated two traditions of qualitative data analysis: structuralist analysis and thematic analysis. Structuralist analysis looks at texts as objects of analysis which may relate to elements such as: events, heroes, situations and more. Thematic analysis relates to the words and descriptions of the interviewees that reflect their feelings, understandings, beliefs and knowledge. Reissman (2008, in Butina, 2015) pointed towards a third tradition of qualitative data analysis, namely dialogic/performance analysis, where both thematic and structural elements are related to. Butina (2015) added a fourth tradition, visual narrative analysis, which incorporates images together with texts.

The most commonly used tradition of analysis in constructivist qualitative research is that of thematic analysis (Flick, 2014). Thematic analysis was chosen by the author to answer the research question: **How do executive managers understand the process of leadership development,** since thematic analysis primarily focuses on the messages and descriptions within the text and within context, relating to the knowledge, insights, behaviors and feelings of the interviewees held there (Butina, 2015).

In order to organize the themes emerging from the in-depth interviews and to further analyze them, the author adopted coding principles from grounded theory as described by Charmaz (2014) including initial coding, focused coding and categories. Following are several examples of studies that used a similar method of data analysis: (1) Hoyt & Kennedy (2008) investigated leadership in adolescent girls by interviewing them during their participation in a summer leadership program. A grounded theory approach to data analysis was used involving a process of coding and categorizing. (2) Blodt (2019) investigated the meaning of health information in the experiences of patients with cancer in order to understand the role that information plays in their narratives. Narrative interviews were conducted with the aim of capturing individuals' experiences and meaning-making. A thematic analysis was conducted, followed by an in-depth analysis based on the principles of grounded theory; (3) O'Neil & Bilimoria (2005) explored the nature of women's career experiences over the life course using a qualitative, inductive approach to data gathering and a blended approach of grounded theory and thematic analysis; (4) Hu et al. (2020) defined and delineated specific non-technical competencies for first-line public health responders in

emergencies in China using a qualitative study involving one-on-one interviews with key informants. Themes were identified within the transcriptions using thematic analysis and coded as per grounded theory.

The author will now describe the four stages of thematic analysis (Shkedi, 2015) integrated with coding principles of grounded theory (Charmaz, 2014).

First stage of analysis: initial coding – the objective of this stage is to open and recognize the direction of the data analysis. In this stage researchers try to examine in a transparent way what is in the data. The data is divided into small parts, each small part having significance in the whole context. The researchers give each part (words and sentences) a code and these codes are as close as possible to the language used by the interviewees. This stage of analysis and the codes are the output of an ongoing dialog between the stories of the interviewees and the conceptual ideas of the researchers. Organizing the data in this way creates a situation where the small parts connect to specific categories. Therefore, the first step of data analysis takes the findings midway to full categorization, which in fact is the second stage of analysis. Table 19, below, presents an example of first stage.

Table 19. First stage of analysis - example

Initial Coding	Definition	Quotation from interviews
Explaining for understanding	The executive managers understand the need to explain their directives in a work environment that is no longer prepared to operate under top-down orders	*"It begins by explaining to our workers what we want from them, and to bring them to believe in their manager…so, first of all, we need managers who know how to explain to workers, and these managers don't have a monopoly on intelligence…because people don't always agree with you. It takes a lot of effort to explain, till all of them are with you."*
Listening actively	The executive managers understand that they do not have all the answers and that by listening actively they can increase productivity	*"At our management meetings, there are many arguments, a lot of energy…but there's room for everyone to make an impact. That's why it's worth my while to listen, and that's why they're prepared to follow me…because the management team understands that I don't know everything and I'm not afraid to say it."*
Convincing for agreement	The executive managers understand that without agreement there can be no full engagement	*"To convince the managers or the employees about the new process or the required change…it takes massive effort – a lot of patience and the understanding that as a manager, I need to persuade them and to get their agreement to go in the direction that we chose."*

Second stage of analysis: focused coding – In this stage, researchers examine the small parts and codes that were created in the first stage looking for connections and relationships between them. After the researchers gather some codes together with similar themes, they receive a group name which is the focus coding. The name can be one of the first codings or a new name generated to hold the group. In this stage of data analysis, the researchers carefully read the data, comparing the codes and gathering them. Through the process of focused coding, the researchers prepare for the final stage of data analysis. Charmaz (2014, p. 141) presented six questions that can help researchers move from coding (1st stage) to focused coding (2nd stage):

(1) What do you find when you compare your initial codes with data?
(2) In which ways might your initial codes reveal patterns?
(3) Which of these codes best account for the data?
(4) Have you raised these codes to focused codes?
(5) What do your comparisons between codes indicate?
(6) Do your focused codes reveal gaps in the data?

An example of this is the focus coding which was given to the group of initial codings described in Figure 12.

Figure 12. Focus coding - example
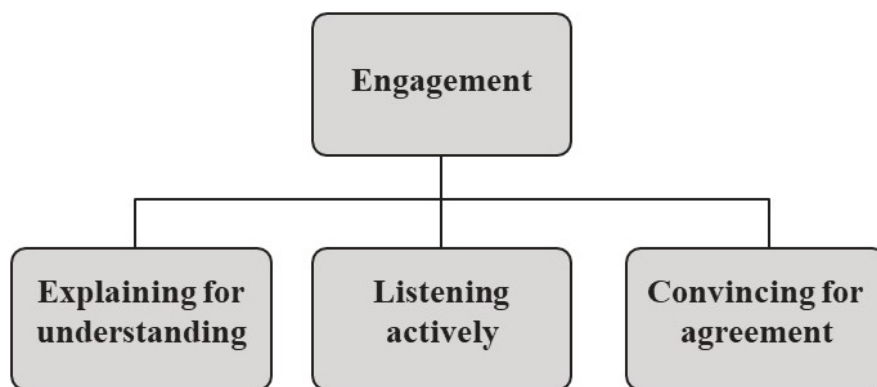
Focus Coding	Definition
Engagement	By connected the process of leadership development to the arena of change, the executive managers expressed the need to engage their people towards meeting that change through the initial coding of explaining for understanding, listening actively, convincing for agreement.

Source: Author, 2018

Third stage of analysis: categories - At this stage, researchers begin to express a clear perception of the study in terms of words. The main subjects are hidden in the stories of the interviewees and the researchers focus their study on finding and defining them. They do it by putting the relevant focused coding under one category. Goulding (2005 in Klenke, 2016) described categories as central subjects that connect data into patterns of perceptions or behaviors. At the end of this stage, the data is organized in a new way that enables researchers to understand the meaning within a focused context. In this dissertation, the categories create a reconstruction of the process of leadership development which is presented in chapter four.

Fourth stage of analysis: theoretic analysis – The process of theoretical analysis accesses meaning based on the narratives of the interviewees and translates it into theoretical discourse (Araujo, 1995). When researchers develop a new system of categories that come from in-depth interviews using a narrative technique, they can compare these categories to approaches from the literature, and this can locate the study in the literature. Creating significant connections between the data and the theory enables the researchers to develop categories and to give them a theoretical explanation (Charmaz, 2014).

The author of this thesis intends to reconstruct the process of leadership development from the perspective of executive managers based on the data from in-depth interviews using a narrative technique since *"narratives provide richness and detail to our understanding of processuality"* (p. 270) mirroring the fundamental and continuous change occurring in organizations (Langley & Tsoukas, 2017).

Likewise, in order to reinforce validation of the data from the in-depth interviews, triangulation was conducted with data found on the global websites of the MNCs involved in this study. Flick et al. (2004) stated that triangulation has three modes of application: as a strategy for validation, as a way to understand findings, and as a channel to reach further knowledge. As a strategy for validation, triangulation converges data from different sources collected at various times, in various places and from various people (Flick et al., 2004).

Table 20 below presents the data found on the global websites of the MNCs which will be used in triangulation with the data from the in-depth interviews in subchapter 4.2.

Table 20. Data from MNC websites for triangulation with findings

Co.	Data from 2nd click on website	Data from 3rd click on website
Coca Cola	**Leadership development:** Our Company's purpose clearly speaks to the importance of leadership. We have thought about what it means to be a great leader at Coca-Cola and have set the bar high.	**Be a role model:** Live our Growth Behaviors and act with a growth mindset, building an environment of trust and safety. Seeking the right outcome, not the comfortable one. **Set the agenda:** Dream big and establish a compelling vision, while bringing the outside in. **Help people be their best selves:** Build and develop talent, serve as a coach and connector, making your passion irresistible.
Muller	**Discover benefits**	**Continuing education:** Anyone who wants to get ahead - whether professionally or personally - will find plenty of training opportunities in our Müller e-Academy and in seminars. Career development is firmly anchored with us, we support you in achieving your individual goals.
Danone	**Make an impact:** We want to empower employees to make a difference. They drive our movement to make the world healthier and are steering us to a sustainable future. **People centric:** This is a collaborative and social workplace with a focus on wellbeing. We place importance on networks and relationships, not structure and process. **Step out:** Entrepreneurship is valued and innovation celebrated. Danoners seize opportunities to step out of the everyday and engage with the community and industry. **Growth:** At Danone everyone is encouraged to learn and grow. You can develop your skills, travel the world and explore new areas of the business.	
Strauss	Fair employment Diversity and inclusion Workplace health & safety Communicating with our employees	On the global website in English there is no information regarding leadership development but in the Hebrew version the following text appears and has been translated by the author: The Strauss Group offers manager training and leadership development programs to cultivate and nurture skills and abilities, and to raise awareness of Strauss's complex business and organizational environment. These programs are implemented in several of the group's business units and will be expanded in the near

		future to the whole group. The Strauss Group executes annual performance, ability, and career development evaluation of all employees in the organization.
Teva-Naot		No text appears on Careers or Employment Development on global or local website
Carls-berg	**Learning opportunities:** Development of leadership and functional capabilities plays big role in our company, and we offer different learning opportunities both on global and local level. On the global level, we have our learning anchored in five different academies. **The Leadership Academy** supports the implementation of the strategy by: o enabling leaders to drive change and lead transformations o upgrading capabilities of leader's pipeline for future roles o integrating high-performance culture o ensuring leaders act as a role model for Carlsberg behaviours **The Commercial Capability Program** - provides capability building programs for commercial functions, to further embed the "Growth Story" as our common framework, such Brand & Channel 3Y planning, FIT Sales, Value Management and Beer Knowledge. **The Integrated Supply Chain Academy** - provides capability building programs focusing on the strategic priorities of the Integrated Supply Chain areas. **The Compass Academy** - focuses on increasing knowledge of the key compliance areas, where the highest risks for the Carlsberg Group have been identified. **The Finance Academy** – aims at increasing knowledge and awareness of our Finance policy, manuals, financial issues and latest developments in International Financial Reporting Standards. **Our Learning & Development Approach** Learning is a key element in the development and motivation of employees – especially in talent development. Our approach to L&D is based on a model where we strive for **70% experience**, on the job, e.g. short or long term assignments; **20%**	

	exposure, e.g. mentoring, networking, coaching, and finally **10% from formal learning and training** in an action-based and blended format.	
Heine-ken*	**Diverse views, make great brews** As the world's most international brewer, we have created a culture where diversity is embraced and all people can thrive. We are convinced that the diversity of our people makes us as strong and unique as our brands. We know embracing Inclusion & Diversity is the right and smart thing to do, as we stand by our values, notably respect for people. We want to continue driving that inclusive environment where everyone can feel they belong, and where people feel comfortable to share their business ideas and thoughts. **Are you ready to wow the world?** We are not just employees, we are pioneers with a thirst for knowledge and a spirit for adventure. We climb ladders, open doors and cross oceans. We are looking for the right people to go places with us. As an international organisation we provide local as well as global opportunities during the journey that is your career. The road is not for everyone: it is without a doubt exciting, but there are challenges and obstacles too. Can you take these challenges and turn them into opportunities? Are you able to see the potential? **Are you ready to cross your borders?** We don't just mean literally. At HEINEKEN you will thrive if you want to grow, to learn and to stretch yourself. We need people that are willing to take a leap into the unknown with us and explore what could be, not just what is. We are an informal company with a flat hierarchy and accessible leaders, courtesy of our Dutch origins. Have a brilliant idea? Then we'd love to hear it, and so do your colleagues around the world. Sharing knowledge and building bonds is a key part of anyone's journey at HEINEKEN. **Are you ready to grow friendships?** We believe there's nothing better than making a friend over a shared experience. The work you do at HEINEKEN will intersect with the paths of many colleagues and that is how you will be most successful. Forging ahead, together, in order to achieve a	*Heineken is represented in Israel by Tempo*

	shared goal of building HEINEKEN's legacy. Global, regional, local, we all have the same ambition. And we all know one thing: We Are HEINEKEN.	
Bank Hapoa-lim		No text appears on Careers or Employment Development on global or local website

Source: Author, 2021 – based on websites appearing in Table 17

Table 20 above reveals that two of the MNCs in this study do not dedicate space on their global websites to careers or employment development. Four well-known MNCs (Coca Cola, Danone, Carlsberg, and Heineken) reveal text connecting to career development on the second click, while on lesser known MNCs websites (Muller and Strauss), it takes three clicks to find text on the subject. It should be noted that this study does not explore MNC websites and their content, which is an interesting topic for study in and of itself.

3.1.6. Research limitations

The author acknowledges that there are elements which may limit the findings and conclusions of his research. The following limitations have been identified:

1. Sixteen executive managers from leading Israeli MNCs were interviewed and therefore the author's research is limited to this number.

2. The author recognizes the above leaders as peers and accepts that this may have brought a certain level of subjectivity.

3. The sixteen executive managers interviewed come from Israeli FMCP MNCs. Interviews with executive managers from High Tech MNCs may have brought different findings.

4. Since the author conducted his research in Israel, it is therefore limited to leadership in this country.

5. The author recognizes that of the sixteen executive managers interviewed, three were female. Therefore, gender is not a consideration of this research.

6. The author acknowledges that the levels of the executive managers interviewed are level 1 and level 2 (e.g., Presidents, CEOs, VPs). Interviews with level 3 managers may have brought different findings.

3.2. Research setting – multi-national companies (MNCs)

3.2.1. Leadership development in MNCs

Multinational corporations (MNCs) are economic entities holding assets and facilities both in their home country and in at least one other country (Do¨rrenba¨cher & Geppert, 2017). A central head office, commonly called headquarters, coordinates the global management of MNCs who often have budgets in excess of the budgets of small countries (Suppa & Bures, 2020). Virzi (2018) stated that *"Key hallmarks of the modern economy are the continuing expansion and increasing significance of MNCs"*, which are already accountable for a substantial share of world trade and output.

Globalization is a key component of modern economies, raising the need for industries and businesses to operate in global environments, and requiring more leaders to head multicultural teams, multinational projects, and organizations operating on a large-scale (Zander et al., 2012 in Heeb Bivona, 2018). To operate globally, organizations realize that they need to expand their leaders' competences, for what was enough for local leadership was not enough for global (Virzi, 2018). The unique challenges of leaders involved in global activity were found to be different from the challenges of leaders involved in activity on a national level (Mathews, 2016 in Heeb Bivona, 2018).

Gillis (2012, in Heeb Bivona, 2018) found that having leaders who hold the appropriate competencies for global leadership is critical for strong corporate performance and to maintain competitive advantage. This is something that MNCs have understood for quite some time and for this reason supporting the development of global leaders has become built-in to organizational strategy since it promotes and differentiates them on a competitive basis (Pucik, 2006) and enables them to reach their business objectives (Cumberland et al., 2016). Moreover, the need to deal with change in the global environment affects the ability of MNCs to stay on target with plans, forecasts and strategy, also impacting their competitive advantage (Hitt et al., 2016 in Heeb Bivona, 2018). Thus, to compete in this age of globalization, to maintain competitive advantage and achieve objectives, developing global leadership is crucial for MNCs (Heeb Bivona, 2018).

Since the very nature of MNCs opens the door to mobilization of leaders from one country branch to another, and facilitates multi-national teamwork and collaboration, the concepts of global mindset and cultural intelligence have become focal points for leadership

development as individual meta-competences and as strategic organizational competences (Nielson, 2014). To cultivate a global mindset and cultural intelligence, several approaches to generate and facilitate international behaviors and actions were found to be used in MNCs: (1) foreign language proficiency; (2) common corporate language to create systems and practices; (3) diversity and inter-culturality; (4) cross-culture networking; (5) short term international missions; (6) global career development; (7) databases of global talent, and; (8) learning from global leadership challenges (Nielson, 2014). By enabling leaders to develop a global mindset and cultural intelligence, they are better able to build cross-country connections and work in collaborative global teams, easing the complex processes and challenges that MNCs face (Palalic & Ait Sidi Mhamed, 2020).

Developing a global mindset, cultural intelligence and leadership competences for the benefit of MNCs takes corporate commitment to development. Schwartz (2011 in Heeb Bivona, 2018) found that while some MNCs have pinpointed specific skillsets for global leadership that reinforce specific strategic needs, others have no global leadership development strategy to work with, raising questions about both effectiveness and appropriateness. In addition, for many MNCs, developing global leadership competencies in existing employees who are not necessarily gifted in such capabilities is a big challenge, one that takes a supportive framework to facilitate and maintain leadership development (Heeb Bivona, 2018). The idea that there is a perfect candidate just waiting around the corner is long gone, and MNCs understand that investing in the development of their people is well worth the investment and an innate part of developing their next generation of leaders.

For MNCs, developing local talent builds a pipeline of future leaders for the global corporation, building on the fact that internal leadership development advances existing employees who are familiar with the internal and external challenges that their organizations face (Napathorn, 2020). Balaji (2011) found three distinct competences worthy of development on a local level in order to create value on a global level: cultural intelligence, result orientation, and thought leadership. On a global level, Tompson & Tompson (2013) explored which competencies are most focused on in MNC leadership development, finding critical thinking and problem solving to be the most common for preparing talent for promotion to higher positions within the organization. In a recent study, Knoll & Sternad (2021) pinpointed several specific traits, attitudes, and competencies associated with global leadership development. The traits that they identified were integrity and resilience; the

attitudes – learning orientation, motivation to lead, change and customer orientation, drive for results, and a global mindset; the competencies - cognitive complexity and intercultural, interpersonal, leadership, learning, change and business competencies. As Heeb Bivona stated in 2018, there does not seem to be a consensus regarding which global leadership competences are needed to lead an MNC, seemingly varying from one MNC to another.

With MNCs busy trying to develop future leaders to deal with the ever changing environments that they face, Nielson (2014) identified the following admission requirements asked of potential candidates: (1) holding a local complex leadership position as the starting point for a global complex leadership position; (2) demonstrating the ability to network and generate social capital; (3) working successfully overseas and establishing positive contact with the people there; (4) excellent communicative ability in English; (5) proficiency in additional foreign languages reflecting desire to create international contacts; (6) cultural awareness; (7) a personality profile that can facilitate global success, holding traits such as curiosity, willingness to take risks, ability to inspire; (8) ability to handle the complexity involved in positions of global leadership, and; (9) self-motivation to take initiatives for self-development.

To facilitate leadership development, MNCs invest much time and effort in creating leadership development programs often opening leadership academies for their delivery. In addition, focus has been pointed towards group leadership programs that promote global group interests as opposed to leadership with a view to individual, local interests (Nielsen, 2014). Leveraging group processes of leadership development in MNCs reflects the adoption of a collective perspective (Virzi, 2018) which perceives social capital as an integral part of development (Levy et al., 2015).

3.2.2. Leadership development in MNCs in Israel

Although the State of Israel is geographically located in the Middle East, its culture, socio-economic and political systems are significantly different to those of her neighboring countries. Established in 1948, Israel has legal, educational, social and ethical values parallel to those of Western societies. As of July 2020, the population of the State of Israel was just under 9.25 million, with almost 75% from Jewish backgrounds (Israel Bureau of Statistics, 2020). Judaism places emphasis on the written word and for this reason learning is at the forefront of Jewish culture. Together with the fact that Israel has scarce natural resources, Israel's economic competitive advantage often lays on its human capital (Tzafrir et al., 2007).

It is this competitive advantage that has drawn much interest from technology based MNCs to invest in Israel. A report published in 2019 by Deloitte for the National Economic Council of Israel examined the activity of MNCs in Development Centers and Centers of Innovation in Israel. Perceived by the world as a power base of innovation and technology, the past decade has brought an average 13% growth rate in the number of MNCs active in Israel with approximately twenty five Development Centers being established each year. These MNCs have not only chosen to open Development Centers in Israel, in most cases this is the first center that they have opened beyond the borders of the USA. Figure 13 below reflects how Israel is the location of many R&D Centers after the USA.

Figure 13. Locations of R&D Centers of leading technology based MNCs

Company	United States	Israel	India	Ireland	China	Germany	UK	France	Japan	Singapore	Italy	Switzerland	Australia	Austria	Netherlands	Romania	Spain	Canada	Taiwan	Czech Republic	Brazil
Amazon	✓	✓	✓	✓		✓	✓	✓			✓			✓	✓	✓	✓				
Apple	✓	✓		✓	✓		✓	✓	✓		✓										
Applied Materials	✓	✓	✓	✓	✓	✓				✓	✓								✓	✓	
Cisco	✓	✓	✓	✓		✓	✓	✓	✓			✓				✓					
Dell/ EMC	✓	✓	✓	✓					✓					✓							
Facebook	✓	✓				✓															
GM	✓	✓	✓		✓													✓			
Google	✓	✓		✓	✓	✓	✓	✓	✓			✓			✓						
HPI	✓	✓	✓	✓																	
IBM	✓	✓	✓	✓	✓				✓			✓	✓								✓
Micro Focus	✓	✓	✓		✓										✓				✓		✓
Microsoft	✓	✓	✓	✓	✓											✓					
Salesforce	✓	✓	✓																		
SAP	✓	✓	✓	✓	✓	✓		✓				✓	✓								

Source: Deloitte, 2019

The presence of MNCs in Israel reaches farther back than the more recent trend of technology based MNCs entering the market. In the 1990s Israel became an attractive proposition for MNCs as the peace process progressed and conditions to thrive and develop opened up. Fiegenbaum et al. (1997) reported that during pre-peace process years 1986-1990, no more than one hundred U.S. firms entered the region. However, during the peace process period of the 1990s hundreds of MNCs entered the region. In fact, this was the period when MNCs from industries such as textiles, toiletries & cosmetics, chemicals, electronics, food, retail and aviation entered the Israeli market, some of which are included in this study's sample, like Danone and Carlsberg. Disrupting a predominantly national market, Lavie &

Fiegenbaum (2003) executed a study focusing on MNCs' strategic positioning and performance in the Israeli market relative to their local competitors. Their findings suggested that MNCs operating in Israel were perceived as superior to their local competitors in terms of customer satisfaction, marketing and competitive strategy. Furthermore, MNCs were perceived as more flexible than their local counterparts who tended to hold rather inflexible positions.

Regarding national organizations, Israel's growing global activity and local processes of privatization have raised new challenges and opportunities (Tsafrir et al., 2007). Israeli organizations have been able to develop beyond the small borders of their native country and a few Israeli MNCs have emerged, for example Teva in the field of pharmaceuticals, Amdocs in the field of communications billing, and even some of the companies in the sample of this study, such as Strauss in the field of food processing and beverages, and Teva Naot in the field of comfort shoes. Lavie & Fiegenbaum (2003) claimed that the trigger for the emergence of Israeli MNCs was the influx of foreign MNCs to Israel in the 1990s which forced Israeli companies to rethink their strategic local and global activity, pushing them to mergers & acquisitions, and other collaborations.

Returning to the more recent Deloitte report examining the activity of MNCs in Development Centers and Centers of Innovation in Israel (2019), technology based MNCs employ more than 50,000 Israeli employees and have acquired more than one hundred Israeli companies. They represent 50% of total investment in R&D in Israel, with most investment (approximately 90%) being made in ICT companies (information & communications technologies). In recent years, global ICT players from additional countries have also entered the field such as China, Japan, Korea and India, together with entrance to the field by companies who are not technology based such as Citibank and Johnson & Johnson. This has reinforced Israel's position in the eyes of MNCs who perceive this investment as strategic and long-term (Deloitte, 2019). Regarding these new players, the topic of partner choice has received attention in the literature. International partner choice involves a rational process of strategic selection influenced by economic factors where both partners believe they will profit from the other's resources and capabilities to reach a win-win situation (Sirmon & Lane, 2004 in Lyan, 2021). Frenkel et al. (2015 in Lyan, 2021) conducted a study to examine partner choice in Israeli–Korean business collaborations. Their study found that this choice is supported by the understanding that Israel's lead in generating and creating knowledge

especially in innovative technology, is complemented by Korea's higher level productivity and marketing capabilities. According to Lyan (2021), collaborations between Israeli and Korean companies should continue because Korean MNCs are leading global producers in high-tech sectors and heavy industry, while Israel has huge success in R&D and innovation.

Employees in MNCs are perceived as high quality and have the opportunity to develop both professionally and personally. Deloitte (2019) reported how employee training often reaches beyond professional roles and beyond geographical borders. In 2017, for example, a group of 300 Intel Israel employees traveled to Intel Portland, Oregon USA for up to one year of advanced professional training. As they were leaving, another 200 Intel Israel employees were just returning from two years participation in an overseas employee training program at Intel Ireland. The objectives of training programs such as these are to acquire professionalization, training, and learning of advanced production and development technologies. Furthermore, since they are given and taken by Intel employees, they recognize the immense value of the MNCs 100,000 strong human capital workforce as teachers/mentors/coaches with vast experience and knowledge to be shared (Globes, 2017).

In addition to opportunities for learning and training at overseas subsidiaries, MNC R&D Centers possess significant advantages that their competitors have difficulty in matching. They offer attractive remuneration packages, and the opportunity of access to other international centers of the MNC which are often considered to be of higher quality to national companies. For these reasons, MNCs have become lucrative places of employment, especially for those seeking to expand into the global market (van Amstel, 2011). This attraction was found to be mutual as MNCs tried to recruit and retain the most talented employees to maintain their competitiveness. To do this, GTM (global talent management) has been developed into a system of attracting, selecting, developing and retaining the most talented employees worldwide, a mission that has become one of the most important for MNCs (Stahl et al., 2007 in van Amstel, 2011). This supports the research of Beechler & Woodward (2009) who stated that people, not technology or machinery, have become the new competitive advantage for companies.

Tzafrir et al. (2007) found that human capital is the biggest asset of the Israeli economy and as such its development on a national, organizational and individual level is significant. On a national level, at the age of 18 most young men and women are recruited into compulsory military service in the IDF (Israel Defense Forces). During their military

service, IDF soldiers are trained and have the opportunity to develop and grow. Many reach leadership positions as officers or non-commissioned officers, gaining experience and knowledge unheard of in the lives of other 18-21 year olds around the globe. In the case of high-ranking officers who stay in the IDF to develop their career, future absorption into civilian industries is welcomed and they have high value for organizations seeking high quality human capital (Tzafrir et al., 2007). On an organizational level, human capital is related to in terms of acquisition, development, motivation, integrity, and involvement (Harel & Tzafrir, 2002 in Tzafrir et al., 2007). Aharoni (1985 in Tzafrir et al., 2007) identified four main characteristics of Israeli organizations which serve to understand Israeli human capital on an individual level: (1) most Israeli companies are small to medium size concerns and due to this, most of them are characterized by informal communication and open relationships, breaking the distance between leaders and followers; (2) many of the socioeconomic and political systems in Israel are run on an informal basis, requiring leaders to be deeply involved in ongoing activity and crisis management which makes it difficult to spread authority throughout the organization; (3) long term planning is difficult to achieve because of Israel's uncertain socioeconomic and political environment, leading to dependency beyond her geographic borders, ongoing modifications of regulations and laws, and insufficient systematic planning. To bypass this obstacle, leaders and followers have cultivated a culture of innovation and improvisation, and; (4) insufficient systemization and standard processes has led to a culture of 'you can depend on me' where successful leaders can be trusted and relied upon to find solutions to conflicts and problems. Thus, managers and leaders in Israel have a tendency to rely on personal networking and relationships. Contacts are counted on and communicated with regularly either on the phone or face-to-face. This corresponds with research conducted by Lawrence (1990 in Tzafrir et al., 2007) who identified a deep bond between Israeli managers and their phones. This finding also highlights an impulse for immediate action, something that is often interpreted as aggressive behavior by both local and global stakeholders.

According to Avolio (2005 in Amit et al., 2008), successful experiences in leadership roles in childhood through adolescence to adulthood, leads individuals to being perceived by others as leaders, and reinforces self-belief in the ability to be a leader. Regarding leadership development in Israel, Amit et al. (2008) found that previous leadership experience from both the IDF (Israeli Defense Forces) and academic studies at university or college were a fundamental part of the process of leadership development of Israeli managers in MNCs,

impacting the training and development of Israeli executives as studied by Reichel (1996). According to the 217 executive managers that Reichel (1996) asked to rank the most desirable characteristics and skills that should be developed in all Israeli managers, the following findings emerged as presented in Table 21.

Table 21. Ranking of ideal characteristics to be developed in the competent Israeli manager

Ranked position	Ideal characteristic
1st	Ability to adapt to different situations
2nd	Focus on efficiency
3rd	Human relations skills
4th	Time management
5th	Logical reasoning
6th	Self-control
7th	Sense of criticism
8th	Achievement-oriented
9th	Leadership ability
10th	Initiative
11th	Marketing skills
12th	Professional knowledge
13th	Problem-identification skill

Source: Author, 2021 according to Reichel, 1996

Ranked first, the ability to adapt to different situations reflects the dynamic and changing environments that executive managers are required to deal with. Overall, the results indicated that Israeli executive managers believe that leadership development programs should focus on behavioral skills and characteristics (Reichel, 1996). This perception reinforced previous research which found that Israeli managers are achievement-oriented, with a strong drive for self-realization and a deep desire for independence, autonomy and expansion of control (Crow, 1993 in Reichel, 1996).

Furthermore, a study that surveyed Israeli executive managers participating in leadership development programs found that the five characteristics perceived by them as most contributing to the success of the organization in which they were employed were: decision-making ability, communication skills, commitment to organizational goals, ability to work with people, and the ability to choose key people (Sanyal & Guvenli, 2004).

As can be seen from the literature above, MNCs are the focal point of much research, and development of human capital within them is an integral part of their strategy. In

contrast, the literature did not reveal processes of leadership development taking place in MNCs which provides a further gap to be explored by this study.

It is important to note that this study does not aim to generalize the process of leadership development in MNCs. As stated in subchapter 3.1.2, the aim of this study is to reconstruct the process of leadership development, to deeply understand what occurs in the process and how it is expressed through the eyes of executive managers in MNCs active in Israel. In order to explore how the process of leadership development that emerged from this study is expressed in MNCs active in other countries would require further research and is one of the recommendations for future research noted at the end of this dissertation in subchapter 4.3.

4. Findings, discussion, and conclusions

4.1. Findings

In his endeavor to reconstruct the process of leadership development, the author worked according to the stages of data analysis explained in subchapter 3.6 above: first stage of analysis - initial coding; second stage of analysis – focused coding; third stage of analysis – categories; fourth stage of analysis: theoretic analysis.

The initial codings found in the first stage of analysis were grouped into eleven focused codings according to their connection and relationship in the eyes of the author. Table 22 below presents the eleven focused codings and the initial coding within them.

Table 22. Focused coding comprised of initial coding

Focused Coding	Comprised of the following Initial Coding
Selection	Identifying personal qualities Motivation to learn and develop
Feedback	Formal feedback Informal feedback
Enrich & Advance	Training Mentoring & Coaching
Role Modeling	Informal coaching Personal example Self-initiated learning
Taking Initiative	Challenging targets Changing perceptions Removing obstacles
No Fear Attitude	Taking risks Overcoming fear Learning from mistakes
Informal Communication	Promoting openness Sharing
Interpersonal Relationships	Caring Ego management
Cross-department Organizational Structure	Initiating new projects Working together
Engagement	Explaining for understanding Carefully listening Convincing for agreement
Shared Responsibility	Partners in common targets Expecting more

Source: Author, 2020

The eleven focused codings will now be presented, beginning with those that focus on individual participation, such as *selection* and *feedback*, and continuing towards those that focus on multiple participants, such as *cross-department organizational structure* and *shared responsibility.*

Selection - *identifying personal qualities, motivation to learn and develop*

Most of the executive managers interviewed mentioned long-term formal programs of leadership development, such as internal leadership academies, external courses and training. These leadership development programs are usually annual and involve high investment on behalf of the candidates by the organization. Those sent are regarded as the next generation of leaders, and for this reason they are carefully selected according to their personal qualities, motivation and willingness to invest and develop. Selection was also mentioned by the executive managers with regard to leading various ongoing processes and projects within the organization.

<u>Identifying personal qualities</u>

Selection for formal programs of leadership development was spoken about in depth by the executive managers who clearly stated that the personal qualities of the candidates were one of the most significant criteria for their choice. George told of the leadership program in his organization called 'Mark to Lead' which aims to develop the next generation of leaders and how the candidates are marked, first and foremost, by the fact that the management team believes in them: *"The participants were chosen by a steering committee. The entry requirements included reaching personal goals, the participant's direct manager seeing him as 'next generation', and that he has passion…passion to learn and passion to win. The people with high managerial potential, high personal ability, good interpersonal relationships, that are service oriented…and, I'd add something else too…the motivation to learn…I know many gifted people but they don't have the motivation to learn."*

The list of personal qualities mentioned by George was echoed and added to by other executive managers:

> *So, the people we select for development…they're temperamental, happy, people who are hungry for more, with motivation that can't be quenched…hunger on a low gas, not the kind of hunger that can cause damage. People who aren't only interested in one field…multi-colored people, people who love people…it's really important that our managers love people, before they become managers. [Mary]*

People come and go, and usually the ones who stay and develop – they're the 'popcorn people', that's what I call them. You recognize the ability to lead in them – they're present in the dialog, present in the daily business and want more in sales, in negotiations, even in the group…you always see them – a little more dominant than the others… [Richard]

We identify talent…my role is to identify talent and to try to see them in senior management positions in the future. I ask my managers to mark their people according to their ability and skill…once, it was my job to do this…today, it's my managers. [Peter]

…the people I invest in…if he's not a professional he's not in…and if he's not an expert there's a problem in his leadership. I select people who are qualified [Alfred]

Catherine explained how the Human Resources Department is involved in the process of selection: *"The managers identify the talent together with HR because the direct managers know their teams best…but you know, there are people…the ones who are quiet and introvert…and they have the potential to lead others. I'm talking about the 70% that are easy to identify and that's what I said…and there are also the 30% who you know need the attention of the manager and HR."*

Charles also mentioned the role of the Human Resources Department in selection: *"…the people who go (to the internal school of professional development) are mainly people with an open mind, willing to learn, prepared to receive feedback, open to see what goes on in our field around the world. Our HR Manager leads this program really well. If your manager is satisfied with you, and there are no objections by the Management Team, and you're willing to learn, as I mentioned earlier – so, you are chosen to go in."*

Philip gave an additional perspective for selection, that of how the executive manager himself perceives the candidate on a personal level. In this case, not only are the qualities of the candidate important, so too is how they meet the person above them. *"I'm going to tell you something tough now…in the end everyone chooses to develop the people who, first and foremost, he feels close to. I think that every manager, me included…I don't believe any manager who says he likes all his people at the same level. I just don't believe it. Every manager has his favorites… Favoritism can be for many reasons…that they received him nicely when he came, that they're gifted, more beautiful, more cooperative, and they're more professional…and usually the ratio is 1:6 – one out of every six is a favorite."*

Motivation and willingness to learn and develop

Beyond identifying the personal qualities, skills and abilities displayed by potential candidates, another factor found to drive selection for leadership development by the executive managers was the motivation and willingness of the candidates to learn and develop. When this factor was observed and noted, it became one of the most significant forces behind that person's selection.

> *So, who do I invest in?...the one whose eyes tell me 'I don't understand everything. I'm willing to learn'. Whoever is prepared to learn, to listen, and whoever is willing to hear a different opinion…and someone who understands that there are at least two ways to reach the target – they're exactly the managers that we should invest in. [William]*

> *The people that I have nurtured and developed…I saw in them the potential to grow, I saw in them the willingness to learn and grow - someone, who does beyond what is expected of him – that's a basic requirement. Basically, the minute I see that it encourages me to invest in him, to advance him and develop him. [Albert]*

> *You want to nurture people to be leaders. How do I develop their ability? On the one hand, there's a theoretical part – to send them to lectures, to academic studies…but, on the other hand, there's no better place to learn than real practical experience. I identify abilities, and I mainly identify the motivation of the manager to develop…that's the person who I want to put at the front. [Arthur]*

One of the motivational forces mentioned by the executive managers was passion, which many of them perceive to be a must have factor for their development.

> *The issue of willingness for things to happen, to handle difficulties as they arise, and stubbornness… I take these three things and I open brackets and call them passion. I think that the issue of passion…it's the thing that you look for in people and want to develop. Passion…it's when I've decided that something is going to happen, and I fight for it to the end till it happens. It's a very deep sense of self-belief – that if it happens, it will do good – that's passion. [Philip]*

> *I select people and managers that have that spark in their eyes, and if he doesn't have that passion, I don't want him. [Victoria]*

Another kind of selection was mentioned in the context of ongoing work processes, where the need to select someone from within the company who is involved in its ongoing business, will take the lead with the backing and encouragement of the executive manager. In cases such as these, the motivation of the person who wishes to advance within the company is crucial and was mentioned as a tipping point for selection.

> *My approach is to identify the people who are willing and able to take responsibility, to take the initiative…and then I begin to encourage them one by one. By identifying him…in many work teams there are always a few who have that motivation and willingness, and they're the ones that I push. [Andrew]*

....most of our moves…we reap the fruit of them today. We chose managers who are willing and able to go the extra mile, to do more than they have to. Now, I can tell you, that this selection, this bet, this investment in those managers, that were prepared to do what is necessary and more, has proved itself. The more you invest in developing the manager that is prepared to do extra, like I told you just now…it succeeds and the results are better service and sales. [Henry]

You want to nurture people to become leaders. How can I develop their abilities? On the one hand, there's the theoretical part – I send them to lectures and academic studies. But on the other hand, there's no better way to learn than from actual doing. I identify their abilities, but mostly I see the motivation which itself generates a process of movement within the organization. [Arthur]

Feedback - *formal feedback, informal feedback*

When talking of the process of leadership development in their organizations, many of the executive managers mentioned feedback as a significant part of their efforts. Two kinds of feedback were spoken of: formal and informal.

Formal feedback

Formal feedback as part of the annual practice of many organizations is executed in one main feedback session at the end of the year, often supported by two shorter feedback sessions mid-way to ensure that the feedback is being related to. This is mainstream practice in most companies and has become an ongoing part of the Human Resources Department's responsibility.

James told of how giving and receiving feedback is no easy task and how many managers struggle in this area: "*Giving feedback is as difficult as receiving feedback. It's nice to say the good things, but what about the negative things? I've seen managers that don't really give professional feedback. From my point of view, that's a managerial failure. It's every manager's obligation to know how to give feedback from both sides (positive and negative). In our organization, we do feedback sessions once a year from the bottom to the top, up till me.*"

Catherine spoke of feedback as an invitation to do some personal work: "*It's work that you do by yourself and for yourself, mainly when you get where you're strong and where you're weak. It can be from your manager in the framework of the annual feedback or from someone external, and it can come from within, from yourself, because you are the one who*

knows yourself best. Your efforts to improve – it's your responsibility, choosing what to improve and also the change that you want to bring."

The main goal of formal feedback is to instigate some kind of change within the person receiving it, be it of a personal or professional nature. Some of the executive managers spoke of how they themselves support the employee in creating this change or how they use the services of an external coach.

> *Feedback happens at the end of the year…we're now trying to do it twice a year. I do the same with my managers...if I recognize a weakness in one of my managers, I suggest that he meets with a personal coach or I offer to personally help him deal with this weakness. In general, everyone is required to reinforce or change something as a result of the feedback session – that's why we do it. [Victoria]*
>
> *One of the managers who worked under me was a kind of 'control freak' and I asked him, in light of our last feedback meeting, to spread responsibilities and to delegate. This change, I check it with him every quarter and in principle I help him through an external coach even though my personal preference is to use a coach from within the company. The mission is to work with him on this change. It's clear to me that only after the feedback session does the real work begin. [Richard]*

Mary talked of how feedback is only as good as the change that it drives: "*After feedback, the thing that we put effort into is to make sure that there is an improvement…because feedback as feedback is important, but more important is the change that the managers need to do. It's not easy for anyone…nobody likes it.*"

Within this context, Arthur mentioned that the change is not necessarily a big one and that small changes although important, do not necessarily impact the company as a whole: "*Small changes…from my point of view can be…it's relating to one of the weaknesses that you got in the summary of your yearly feedback. Leading a change like that…it's actually a personal change and it's not a change that runs on in all the organization. But that's good too.*"

Edward brought an example of how the formal feedback procedure in his organization developed to incorporate something a little less rigid and a lot more available and effective: "*When a manager or a worker is not satisfied, people start to talk about it…first they talk with their friends, then it goes out to the 'yard' and the minute you understand that, it obliges you to create a platform for those complaints, those things that bother people. So, yeah, we have our annual feedback sessions but there, I'm not so sure there's room for these things there because it's only once a year. What we did is that every quarter in the management*

meeting, we encouraged an open discussion…group feedback you could call it – what we're satisfied with and what we're disappointed with. It's an amazing discussion because you get a lot of feedback in one go about how we work. From every one of those meetings, I take one issue that I want us to work on. Four changes a year…if we succeed with one of them, that's an achievement."

<u>Informal feedback</u>

The executive managers also spoke of another kind of feedback, an informal kind that is more mutual in that it is conducted in a more equal way between managers and employees and/or colleagues. There is a kind of encouragement to get people to open up to each other, to share what pains them, the problems that they are experiencing, and then to let others relate to that in constructive ways till solutions that suit both parties are found. This kind of feedback was spoken of across the board and as occurring in organizations of different types and sizes.

Albert spoke of how it takes courage to give and receive feedback: "*To give your people the opportunity to say what they think to you, that takes courage. Not everyone likes or agrees to this – I give all my people the opportunity not only to speak their mind, but also to criticize – to give real feedback, what works and what doesn't."*

Victoria brought an example of how the management team have the legitimacy and the permission to be open and to give and receive feedback on the go, whenever it is required: "*In our ongoing discussions, and certainly in our strategic discussions, they (her followers) have enough confidence to tell me that they've made a mistake, or that one of the managers can tell me, I don't agree with you, or there's no way it's going to be that way. That's the honesty that I develop in the organization. Everyone's comments, or the feedback that you give or receive on the go, create a feeling of openness and honesty because without that, there's no way you can face all the changes and all the crazy marathon that we run…it (the feedback) isn't something you can wait with till the end of the year."*

Some executive managers spoke about how difficult it can be to give and receive feedback, not just for themselves but for others too.

> *Managers are used to feeling like big chiefs and suddenly their business is failing, and these managers aren't used to receiving feedback even when that feedback is constructive. On my visits to branches…like I said, they feel like big chiefs…it took a long time till I could reflect the situation to them on the go, and not to wait for the annual feedback meetings. It didn't happen in one day – it took years. [Andrew]*

While giving and receiving feedback may be hard, it requires openness and honesty as mentioned by Charles and Alfred:

> *A member of the management team can't hear something about finance and not respond. When you talk about caring, it's something general that even when you see something not connected to your department, you relate and comment on it. That's my expectation from my managers, and that needs to happen on a daily basis. What's the problem? Often, a senior manager approaches me and begins gossiping about his colleague. I try to encourage them to sit together, to tell each other whatever they want…I, for example, encourage them to find positive things to say,'heaven forbid'! Yes, it's ok to give a good word too! [Charles]*

> *One of my managers came to my office…she was pretty angry and very impolite…but that's my job – to contain it. I think it's super important to listen to the feedback you get and whenever possible to change something, even if it's something small, after you hear it. The person who gives you feedback needs to feel that you took it seriously…that you are open to hearing what she has to say. You can only do that if you're a person's person because you allow them to get close to you. By the way, it's what happens in management meetings – the managers aren't embarrassed to say what they think to each other. [Albert]*

To conclude, Mary brings an example of how ongoing mutual feedback can work when it is modelled by the management and becomes mainstream behavior in the company: "*All the managers here work according to an open-door policy. We want to hear everything including the difficult issues. We encourage giving and receiving feedback. Managers come into my office, express their opinion on almost every subject. They don't have the patience to wait, they want here and now. They unload their disappointment. I encourage them to go talk to their managers. I led a decision in the management, that members of the management team are required to encourage their people to give feedback on our ongoing practice in their team meetings. In the beginning, not everyone liked this, but the minute our CEO did this in the management, it began to work.*"

Enrich and advance – training, mentoring & coaching

Most of the executive managers interviewed view enriching and advancing their people as a significant factor in the process of leadership development in their organization. They spoke of how training, mentoring and coaching are the main channels through which they achieve this objective. At times, it was mentioned as connected to lectures and courses that employees are sent to by their managers, and at other times as coaching and mentoring processes which they participate in.

As a way of advancing her people, Victoria states: *"The ability to advance people…the organization enables its people to develop personally and professionally…they will be sent to study locally or abroad."*

> *Investing in your people is a wide investment…each department has its own training and that's important because they're different and when they feel it they feel their value. And there's individual training – simply each person according to his specific needs. For example, if someone is promoted in the company, we accompany him and bring him a coach or organizational consultant to work with, or if he needs English we provide it. Personally, I'm for training that brings something broader than the training specifically needed for a particular position…something that is more general, or something for the soul if you will. [Alfred]*

> *We try to teach them, to give them tools, to give them practice to help their supervisors more…less lectures, more workshops, with one-on-one practice – here they learn best, more actively. [Edward]*

Thus, <u>training</u> can take place inside the company or outside, even abroad, and it can be group training or individual training. In addition, it may be facilitated by someone from out of the company or by one of the managers within the organization.

> *The course that we run here is very specific, it's for professionals from our company and from the field…that they will have the basic knowledge needed to present our products. That means, not only the products that they sell, but also their qualities, where the raw materials come from, their uniqueness…so that tomorrow or in the future, when they come to a customer and offer our products, this added knowledge will give them added value. Knowledge is power and everyone needs to know that. [Richard]*

> *I send them to learn out of the company but what they learn there doesn't always meet our reality, so I supplement their studies with internal mentoring by others. When a manager comes to me and says, I'm missing something, I'm not managing with something, I feel like I don't have enough tools – here, I give my support…I follow up to make sure that it's working…it's a long road to success. I want you to know that I don't train them for a specific position, I build a general training program that includes a wide range of subjects not necessarily connected to a person's job…and if the opportunity arises to use those subjects, hopefully it will be here at the company. [Mary]*

Some of the executive managers expressed their preference for in-house training, ranging from courses for specific purposes, to creating an internal college for organizational skills necessary at that company.

> *There are university courses, like 'Succeeding in a Competitive Economy' that we send people to learn. I actually prefer to bring the lecturer to our company and to do the course in a forum of managers – it's much better that way. [Albert]*

If I find that some of our managers are weak at something, let's say interpersonal communication – so, we do a workshop in the company by inviting an expert in the field and we do a kind of mini-course. I also personally deliver such courses – personal training here is very important because I'm familiar with the problems. [Henry]

We have a program for our talent – managers that we want to advance in the company. We take instructors from within the company, they meet once a week and sometimes once every two weeks – people learn and are exposed to different kinds of lectures, do different simulations. Each participant has to do a final project, a project that can create a breakthrough in his department. Some of the participants thought that this program would immediately advance them…not everyone understood that we're talking first and foremost about improving skills. [Arthur]

From the interviews, <u>mentoring and coaching</u> emerged as two of the main and most effective training tools used within the companies. The executive managers emphasized mentoring as a way of creating connection between different levels of managers within the company and even as a must have skill for their managers.

Every head of department defined his No. 2 - his deputy. These deputies were then mentored by their manager. This project was so successful that we decided to expand it. The deputies were asked to select their 'deputy' and to begin mentoring and so this project continued like a chain from the heads of department downwards to lower level managers and upwards all the way to the management team. [Victoria]

We support our managers with mentors from inside the company and sometimes with coaches from the outside. When I look at my senior managers, the most important thing that impacts their progress in the company is their ability to be mentors to others. [Peter]

We bring a coach from out of the company who comes for a short period to accompany one of the managers whenever we need it. I understand that some managers prefer that their coach come from out of the company. [Albert]

Interestingly, one executive manager, William, viewed mentoring and coaching as something that can 'disable' a person and even make him dependent: "*Mentors and coaches are good on an ad hoc basis and definitely not for everyone in the company. I oppose turning it into a way of life. I told the managers who didn't want to give up their mentors that they are walking with crutches in the company. An employee or manager who takes a coach for the whole year or his whole time in the organization becomes a dependent manager and loses his independence.*"

Beyond being a tool to advance people, <u>training</u> was also related to as a tool for enrichment.

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[…] and lectures. Not all the lectures are always connected to concrete organizational issues, there are also general lectures like artificial intelligence (AI). What's AI got to do with us at the moment? I don't know! - but it opens the mind, stimulates the imagination. [Alfred]

We invest all the time in development…we offer a lot of courses and allow many of our managers to participate in them from professional subjects to leadership issues. [Andrew]

James, however, does not believe in training as a significant part of leadership development and states that: *"At the end of the day, I think that 90% of a person's managerial and organizational development happens on the job. I don't really believe in courses…university courses…it's ok, the manager can go on a course to like, break the routine, but that's what it is...nothing more. When I look at myself, most of what I've learned comes from the managers I've worked under."*

On this note, the author will now present the focused coding of Role Modeling which expands this theme.

Role modeling - *informal coaching, personal example, self-initiated learning*

One of the elements that the executive managers described when speaking about the process of leadership development in their organizations is role modeling which occurs on the job and within an informal framework. The personal example given by the manager encourages his followers to model his behavior. Most of the executive managers explicitly mentioned acting as informal coaches with their people. This should not be confused with formal coaching by qualified coaches which was described as one of the main practices of achieving the focused coding *enrich and advance*. Moreover, executive managers perceive the role of informal coach as one of their most significant and hold the view that in order to succeed a manager must have this ability.

The author observed that in order to reinforce his role modeling, the manager himself enriches his knowledge through self-initiated learning and studying. This enrichment, which can come from both external and internal sources, reflects the manager's value of learning and developing. So, on the one hand the manager develops his people and on the other hand, the manager develops himself.

<u>Informal coaching</u>

The interviews revealed that the executive managers take upon themselves an additional role, not only are they the managers of their teams, they are also the informal coaches of their people. All this happens informally and although the manager is not necessarily qualified as a coach, coaching he does.

> *My people want to come to someone that they can talk to, that can give them some added value and not just to get instructions. I give them value on a daily basis, I challenge them…I'm like a coach. I do it on purpose, I coach them. [William]*

> *I think that to give…as a manager you're not just looking for results. You're like a psychologist, a kind of coach and that way people follow you. [Alfred]*

> *It mainly happens in private conversations…it's like personal coaching but with no particular method or direction…I do it all the time, and this is what helps. [Richard]*

With informal coaching occurring on the job, Albert reports how it can often overflow into free time: *"She's a great worker…really, one of those people that you want next to you, but she also has problems. For example, she's not flexible. She calls me once a week in the evening and asks, 'How should we do this?', and 'How can I lead…?', 'Why should we do it?'…and I like it, I like to bring value to people…and I have some other people like her. She's not the only one."*

Thus, this informal coaching has no time frame or specific methodology. James reports how it can differ with different members of the organization both in terms of quality, content and intensity: *"Personally, I support my managers…not all of them get the same level of guidance and support, but I do invest a lot of time in it."*

Empowerment and challenge were mentioned by several executive managers with regard to informal coaching:

> *One of the dangers of building leadership under you, when you accompany and guide your people to the maximum…at the end of the day, these people might not need you and you begin to be irrelevant. You have to be aware of this danger…but, if you're good enough, they'll always want to be next to you because they want you to continue challenging and accompanying them. [Arthur]*

For one of the executive managers interviewed, Peter, coaching was perceived as one of the most significant roles of his managers. He said, *"A manager who doesn't devote a big chunk of his time to coaching his people, or someone who doesn't have the ability to coach – he's a manager who is missing something."* From this perspective, the use of role modeling

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and informal coaching is an integral and ongoing part of the process of leadership development.

<u>Personal example</u>

The executive managers reported many cases of personal example where their behavior, which they perceive as ethical and worthy, becomes the basis for good conduct by their people. Personal values which executive managers hold dear are naturally embedded in their behavior and there is an expectation that these values will be assimilated into the behavior of their people. Thus, in the eyes of the executive managers, their personal example becomes something which they expect their followers to see, model and learn from. Moreover, giving a positive personal example is seen as being their responsibility and obligation.

Peter talks about his personal value of modesty: *"...so, how can I develop modesty in my team...first of all, through personal example – when your people see and get your modesty, they're affected by it...it ripples over to them."*

For Andrew, being out and seen in the field is crucial: *"I truly believe in being out in the field, close to the employees and the customers. Some managers prefer to sit in their offices all day, planning...I don't know what..., I don't see them. I was out there in the field...much more than the norm and the goal was that everyone will get the message. The moment that you're out there, other managers begin to join you and slowly that begins to be the norm that others can copy. All of sudden, you see other managers going out into the field and being with our customers and, for me, that's an achievement."*

Several other examples were given by the executive managers:

It's part of who I am, and this is how I want others to see me as an example...that they will copy my caring and my interest for the employees. We decided that the management team will cook dinner for all the workers...this decision to cook for others came from a place of the expression of love, an example of caring from the management to the workers. True, something practical, but caring nevertheless. [Victoria]

I can't teach you...teach you to give respect to others – it's not something you can teach. But if you see me behaving like this, and you see that I give respect to others in a very consistent way, and you see that my way gets results – you'll copy me. [Henry]

Commitment is a value that Alfred is not willing to compromise on. As such, it is one of the behaviors that he makes a point of giving a personal example in: *"When I demand commitment, I must give the greatest personal example of commitment. In my life, I work long hours – that's how I was educated... When I leave the office, I go down to the ground floor*

and whoever is still there gets a lot of credit from me. I don't say 'well done' but I want him to know that I have seen that he stayed…and I ask him how it's going… One of my employees, a manager…she's single…three times a week she goes home at 17.00. You understand, don't you…it shows what her priorities are, and that bothers me."

Another manager who brought a case where his team did not act in a way that he felt was appropriate is George: *"A manager is as good as his people – the ones who work with him and under him. That means, if there are mediocre people, he's mediocre. If he has strong people, he's strong. Contrary to what many managers do…like choosing managers that are not as good as them so as not to harm their authority and position – I'm convinced and always have been that I want the best people around me, in the true belief that good people turn you into a better manager and bring better performance… The minute others see the kind of people that you recruit, or the people around you, so you can be a source of inspiration and an example to the VPs to bring strong people not mediocre ones"*

William talks of a case where a new regulation that he wanted to enforce was not taken seriously until he himself gave a personal example: *"…here's a ridiculous example – all the managers in our company know that you can't enter the production area without special shoes. Nobody took the regulation seriously until I said that it includes me. So, the minute I started changing my shoes before going in, the concern of saying to someone, 'Hey, you need to change your shoes' disappeared because look, the boss is changing his shoes too."*

When executive managers try to set a new policy in action throughout the company from top to bottom, they sometimes begin the process through personal example. Charles mentioned a project which began with his personal example as head of the company, and that moved through the Human Resources Department to other managers, down to those who meet the customers.

Edward spoke of the need for high commitment in order to drive change down the hierarchy of the company*: "When there's a kind of hierarchy, and the hierarchy is a kind of pyramid, and the pyramid gets wider at the bottom…so at every level the question is, how committed are the colleagues to themselves, how committed are the colleagues to the level above, and how committed are the colleagues to the level below. This commitment reflects personal example all the way down the chain."*

<u>Self-initiated learning</u>

Many of the executive managers spoke of how learning new bodies of knowledge, both before entering their new position of executive manager and during it, enriches them and strengthens their position within the organization. Upon her promotion to CEO, Victoria took the mission to learn more about the field from people who work and earn their living from it. *"I believe in self-learning. I learned this field by myself during the replacement period…it reflects resilience and the strength of the company."*

When William joined his organization as CEO, he took upon himself a strict regimen of learning: *"For seven months I came to work at six in the morning to learn, three hours each time. I took lessons in chemistry, in agriculture and food…today I can conduct conversations on technical issues with people in the company. True, I'll never be an engineer, but I can certainly ask the right questions."*

For some people, learning is a way of life. Charles is one of these people: *"I'm really curious. I read a lot, learn a lot…I'm curious to understand why people behave the way they do. I tell my people that Professor Peter Drucker is my teacher because I learn his books. I also want to learn from other industries and how they handle different issues. When quality became a priority in our company, it wasn't enough just to talk it, I wanted to be able to do it, so I approached the Japanese Embassy in Israel and met one of their experts. I went to learn the culture of quality."*

Several executive managers brought examples of how their learning occurs on the job and from people in the organization. In some cases, this enrichment comes from the people above, i.e. their bosses, and in other cases, the learning comes from the people below, i.e. their employees. The following quotes give examples of executive managers learning from their employees:

> *What can she teach me (a level three manager)? But if you're a real leader, you sit and listen to her, and you say to yourself, 'look at that – I've got an insight to learn from that woman'… Because as a manager you're like a peacock but I still learn from my people. [Henry]*

> *I don't think there is such a thing as a bad question…or a wrong question. I make the people around me do more, I get more from them…don't begin with 'who's right and who's wrong' – and that way I learn new things that I didn't know before. By asking questions…I learn from my management team. Sometimes, it wastes time, but it forces me to be precise with my questions. [Philip]*

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Arthur described a process of change in his company's sales method which forced him to choose a leading manager who knew more than him about this kind of method. He told of how he approached this issue: *"I looked for someone on purpose who knew more than me about this method… If you let your people teach you, they get the confidence to 'get on the train' and to succeed."*

Sometimes a manager expresses a desire to learn from his superior which meets the motivation of the executive manager to give. Mary talked of a level 2 manager who approached her: *"He came to my office and told me he feels that he's taking decisions from his gut and that he wants to learn how to improve. The first thing that I advised him to do is to look at his boss, at how she takes decisions…and he did that. That's motivation!"*

James spoke about how on the path to becoming an executive manager he learned much from his bosses. In praise of the managers who taught him such a lot, he also learned along the way who not to learn from – something which is no less important: *"I really learned a lot from my managers, and you'll soon hear that not all of them were geniuses…after all, not everyone around you is perfect. If you're in the right awareness, and that's what I tried to be in…I know how to learn, not just what to do and how to do it from my bosses…no less important than that, you learn what not to."*

Learning from the chairman of the board and the board itself, Albert who consistently attended their quarterly meetings, found himself in a position to learn much about the business simply by being present and listening carefully: *"You get the perspective of the owners…it's an amazing opportunity to learn directly from the owners. Just observe, just listen to how the owners think and you can get such a lot. You get the perspective of the owners just by attending these meetings. You get into their minds, how they think, how they see the competition – just like getting a private lesson."*

Taking initiative - *challenging targets, changing perceptions, removing obstacles*
Taking initiative was mentioned by almost every executive manager, mostly with respect to themselves. As leaders, they themselves exhibit a kind of behavior which clearly relates to how they perceive the process of leadership development. By taking initiative, i.e. being assertive, leading the way, getting more from their people, the executive managers not only found ways to challenge targets, change perceptions and remove obstacles, they also took their organizations and their people forward to new horizons.

<u>Challenging targets</u>

With regard to challenging targets, the examples given by the executive managers were related to initiatives taken by themselves and/or their subordinates to change an existing situation, raise productivity, and/or increase capacity.

With the understanding that the local market is too small an objective for the organization, Charles took the initiative and began to direct activity towards exporting to the global market: *"This decision was challenging for everyone, and as a result took the center of gravity of the company from a local company to an international company. There was an uncompromising struggle against the Board of Directors who weren't prepared to approve this decision. They weren't prepared to risk such a high budget and asked me to begin small. And I kept asking, what's going to be our source of growth in the future – will it be local or global? And I understand that this isn't a simple decision…it changes priorities. But today, everyone is satisfied."*

Another example of a decision which challenged the business came from Philip who spoke of how he took the initiative to penetrate a new market segment with one of the organization's products: *"We tried to penetrate a new sector with one of our products…it took a couple of years…everyone gave up on it…and, I told my people, 'It's happening!' I placed the vision before them: in another three years, I want to be inside this market. So, either tell me why that's not possible, or put all the problems on the table and we'll solve them. I told them, until we solve the problems, we're not moving from here. Really, that's what I said to them…they were in shock!"*

Challenging market share was an initiative that Richard also took: *"Sometimes I ask for the impossible, for example, to increase our market share by 15% percent in two years. It's almost impossible but what is possible is to think out of the box. That means doing something else – not doing more of the same as in the here and now, doing it differently – thinking on a level of change. At the beginning, people think you've gone off your rocker! Will it bring the required increase? I don't know, but we must try."*

William also brought an initiative that meant 'doing something else', that in its essence did not fit the core business of the organization. His desire to enter new markets and to increase capacity led him to challenge his development team to bring an innovative product to a traditional segment: *"The team managed to develop the product but in the end it failed…didn't meet the target volume. If we knew how to forecast correctly, we'd only produce new and successful products but we failed…and I have a lot of praise for the people*

who really made a lot of effort. You know, many times the key to success is not in their hands."

Another example presented by William relates to how he challenged his team to beat their main competitor. The following example shows how it is possible to bring an initiative to create a relative advantage for the company: "*The whole concept of challenging…it doesn't always succeed. I have no idea what the result of each initiative will be…no idea. Take, for example…I asked my team to beat our main competitor by making our products more organic. Imagine the situation…we go into a process where products well-known for their need of preservatives are made completely and only from natural materials. That's the challenge that was on the table. Looking back today, it's like asking you to jump from a height of 140 meters! Will you succeed – I don't have a clue…but, that doesn't stop me from asking you to do it."*

The following examples given by the executive managers relate to initiatives that challenged their people, that required something extra from them. Philip explained how he opened two channels of thinking: (1) to improve an existing method/process; (2) to bring something new, something different that has not yet been tried and tested in the field, an innovation: "*And all the time to get your people to look for the next thing, or to do the same thing better. So, you need to push your people to bring the next change. I think that taking something and changing it for the better brings a lot of satisfaction to people, the way that a person sees he's changed something for the better…all the time, I give them the confidence that what they're doing is right, and on the way there are stations where we meet to check that the process is working and progressing."*

> *I want my people to leave their mark, to bring change…ok, it's not always possible because people have different characters. As a manager, you can say anything you want to your people but in the end leaving a mark depends on the person, and between you and me, there aren't many people like that. This is my way of driving them crazy to bring something personal, something new. [Alfred]*
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> *I want to nurture people to be leaders. I develop their personal abilities, but also know that they are the ones that need to be super-active to bring something by themselves in addition to what is written and required from them in the yearly plan. [Arthur]*

Creating competitiveness between departments or zones is one way that George used to trigger his people into taking initiative: "*I encouragement my Management Team, especially the Sales & Marketing Divisions to break through the targets – reaching targets is great but I want them to break through them, to go further. This approach encourages my people not to*

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be limited by the approved business plan, but rather to create activity or initiatives to bring more.”

To sum up initiatives that challenge targets, the author would like to quote William, who says: “*In the end, life isn't mathematics. What's the difference between a good or bad basketball player? After I score, statistically my next throw won't go in the basket because I'm affected by expectations. A professional basketball player isn't affected by what happened to him before, neither impacted by his failure or his success.”*

<u>Changing perceptions</u>

Several executive managers spoke about how they took initiatives to change the perception of something touching their professional activity, be it their department, their people, their product, their reputation.

Albert brought an example where he initiated a project to change the perception of a financial issue that is often swept under the carpet in organizations: expense management. From his professional experience, he knew how the financial department can often be perceived as bothersome by other departments, so solving the problem of expense management was not going to be an easy task: “*I thought about how I can bring my department to make a positive impact and to bring a change. I did a project called '50 shekels', a personal initiative that brought saving and higher profit, more than I could have hoped for, hundreds of thousands of shekels. Everyone in the company was required to save 50 shekels from every transaction, beginning from the secretary up to the CEO.*”

Alfred brought an example of how he hoped to change the perception of the people in his department by changing recruitment requirements: “*When I get a CV…someone who learned economics and management, as opposed to someone who learned literature and geography…I might even prefer to interview the guy who learned geography first. The people who know how to execute…it's easier to bring them. To bring people who love to think out of the box, certainly in such a competitive world, that's much more difficult. I want people who have the ability to be creative thinkers too. The fact that he has creative thinking enables him to produce other things. I think that these people's weight is bigger – people with diverse backgrounds…that's the issue.*”

With the understanding that every employee in the organization is a multi-layered individual with much to contribute to the company, Victoria changed the perception that new ideas are solely the business of higher levels of management by opening up an 'Idea Box': “*Everyone knows that whatever they put inside will be read by me (the CEO). Sometimes,*

ideas that direct managers ignored the first time are considered and even accepted the second time. This box creates a direct connection with our workers on all levels and exposes us to ideas that on a daily basis are neither heard nor seen. We've already executed some of the ideas and this shows our people that we really believe in them and their ideas…it creates trust. In fact, we've set up a team to deal with these ideas, perhaps through them we'll discover our next big success."

Andrew took the initiative to change to bring the modern world of technology into his organization: "*I generated a partnership with an elite IDF technology unit and together we set up some start-up teams. I think one of the most significant things that I've done has been putting our finger on innovative technology. At the same time, people were a little concerned by this change and I told them, Look, if we don't take any steps, the result will be… So, let's recruit people who are a little different.*"

<u>Removing obstacles</u>

Several executive managers spoke about problems which created obstacles to their ongoing management. In such cases, the executive managers were required to bring solutions through various initiatives.

William and James brought the issue of conforming to decisions imposed by superiors. In situations like this, subordinates may take a negative approach that can create obstacles to reaching targets. When this occurs, a quick clear response is required by the superior who understands that taking the initiative is crucial to having everyone on board. William began by talking about a decision that was imposed upon him by his Board of Directors: "*More than once, I've found myself in situations or confrontations where we (he, the CEO and the Board of Directors) don't always agree. As I see it, I have two options – one, to execute the decision with all my strength and to hope that it's the right one, or two, to leave the keys and go home – there's nothing in-between, no third option that says, that I choose the first decision and I'll explain to everyone (his management team) why that decision isn't a good one…I'll even try to convince my Chairman that it's a mistake! Just as I behave with my boss (the Chairman), I demand my team to behave with me – the moment we reach a decision, and even when we reach a decision that is against the opinion of one or more of the team, it's our duty to do everything in our power to succeed with that decision.*

James brings an example of imposing a decision on his management team and what he expects: "*What I expect from you as a manager is to sit in our management meetings and to contain the different opinions that come up, because this is the place to examine these*

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opinions and to find different ways to relate to them…and not to be a trouble maker, all the time to oppose and protest. Some people think that the more they oppose and protest, the smarter they look. As I see it, pluralism is important but some people take it to extremes and that can cause damage in the end because... In meetings and discussions, to avoid wasting time with these 'intelligent discussions'…the moment I identify the trouble maker, I stop him and I solve it on the spot. I'm not prepared to take decisions like this, so I usually take more time to explain and get the managers to believe in me"

The issue of decisions was also mentioned by Peter who spoke of how egocentrism can lead to imprecise decision making, something which was a huge obstacle in his organization: "*There's no such thing as a person without ego…there are people with big egos and people with small egos…but everyone has an ego. To overcome your ego, managers need to develop an inner strength of their own. Egos are dangerous for organizations and can lead to mistaken decisions – that's a problem that you want to curb. You come to work every day and the moment before you enter, you need to 'tread' on your ego. I communicated this to my managers many times in many conversations and meetings with the understanding that this can curb the problem with egos.*" By taking the initiative to develop internal communication with his managers, Peter managed to address a major problem in decision making among his management team.

Within the area of removing obstacles, Henry brought an example of how employees often turn to their managers with problems that they are experiencing, expecting the manager to listen and bring solutions. In reality, many managers adopt the policy of 'ignore and hope it will go away', bringing a sense of disappointment and frustration to employees. Henry took the initiative by not only listening and responding to employees and their problems, but by actually trying to preempt them by solving problems before employees knocked on his office door: "*When workers raise a complaint, you need to give them a response…to tell him, 'Listen, I've checked the issue…you're right or you're not right'… If you don't respond to their complaints or the things they raise, your listening has no value. That's what I call 'transparent workers', and that's what you want to prevent. To tell you that I succeed all the time, 100% - no, I don't. But whenever a worker turns to me, I try not to dismiss him. In truth, the best thing isn't to wait for them to turn to you with a problem, it's to initiate a solution that comes from you to a problem that you can see in any case. But that really depends on how ready you are to listen…some managers just hope that will it go away, but the worker*

doesn't forget. What I tell my managers is 'Initiate the first move and don't wait for it to come from under you'."

The obstacle that Catherine brought in her interview is connected to the delicate balance between time and money, i.e., that when organizational missions are postponed or delayed, managers do not always understand the financial repercussions on the business. In order to alleviate this obstacle, Catherine adopted an optional policy offered by international headquarters to examine 'virtual loss' as a result of falling behind deadlines. This initiative not only increased the commitment of managers to keep to schedule, it also raised their financial orientation. *"…like the initiative 'virtual loss'…I wanted, at the end of every year, to check what was planned and what wasn't done, not from the aspect of how the manager functioned, but from the aspect of money…and suddenly, you have a picture of how much 'virtual money' we lost during the year perhaps from something that was postponed, cancelled or that failed. From my point of view, it increased the commitment of our managers who say 'I'm planning to do this and that'… suddenly they see with their own eyes the meaning of postponing. When you see money, believe me, everyone understands. Think about it, a small initiative can make everyone think of money."*

No Fear Attitude- *taking risks, overcoming fear, learning from mistakes*

When the executive managers talked of the process of leadership development in their organizations, they spoke of enabling their managers to bring change in various areas like technology, systems, processes, and partnerships. They emphasized that organizations are required to understand the price of these potential changes, which are developed through trial and error, and do not always succeed. Thus, the necessity to allow managers to continue trying with a 'no fear attitude' despite failures along the way is crucial to reaching growth, innovation and leadership development, and is achieved through taking risks, overcoming fear, and learning from mistakes.

Taking risks

Taking risks to expand the business either through structural change or partnerships was mentioned by Arthur and Andrew, who initiated unheard of changes which can often receive cold welcomes until proven effective.

> *The Trade-Marketing Department – it's a big department…created a big change in the company – and it could have succeeded or it could have failed. It created a ripple effect – it was a big change from the point of view of the organization. It changed the core of the department from sales to marketing. We created something new, something from*

nothing. For the manager that led this change, it was the peak of his development. [Arthur]

We created a group with people from a high profile intelligence military unit that developed internal start-ups within our company and took calculated risks…and I told them, we support you and anything you need we'll give you. Working together with them created a kind of partnership – we'd meet together, eat together…and we weren't entirely sure where it was leading, but I felt something smart would come out of all this. [Andrew]

William was determined to raise the quality of the products manufactured in his company and was prepared to take personal responsibility for the risk he was taking. By deciding only to release products following receipt of quality approval by the laboratory, William knew he was taking a huge financial risk jeopardizing not only his reputation but also the profit and success of the company: *"[…]and I knew that I was throwing myself into a hole when I decided to rely only on the lab's approval and that's the risk that I took. I had to show everyone that no matter the cost, we don't release damaged products onto the market...and it paid off – in the end we won more market share. [William]*

Albert and Peter spoke of how new projects can inject new life into organizations, and how they took responsibility for initiating them:

I approached my colleagues on the management team and told them that I've taken a big risk…I'm not sure that headquarters approves…but I told them, 'Imagine anything that you want to achieve – whatever that is, we can do it with SAP'… and they went away and built the best business processes they can because I gave them the liberty to do it. [Albert]

A big part of what we did, especially our last project, was high risk. The ability to manage and leverage risk is built on having the right people who can do the job. On the other hand, I'm committed to them because they put their future in my hands and I take the responsibility. [Peter]

Overcoming Fear

The executive managers mentioned how sometimes the personal fear of receiving criticism, of allowing others to speak freely, of surrounding yourself with people who may be 'more' than you, and the fear of developing people who may become 'more' than you, can create situations which do not enable healthy and effective processes of leadership.

The following executive managers spoke of the importance of being able to speak openly and freely to their superiors, their colleagues, and their subordinates. This freedom of speech is something that drives towards action and precision in decision making.

I encourage my managers to openly say anything they want, not to be afraid. More than that, I want to say that it's their duty to criticize and not to take things for granted, but there's a fine line between doing that and being a trouble maker… [James]

The decision that you want to be a leader…it forces you to be brave, not to be afraid, to argue with the other managers, especially with your colleagues…and to say what you think because fear paralyses – and that's the inner work that you have to do with yourself. [Catherine]

When there's an open atmosphere and you feel you can talk about anything, and there's no fear, like in our company…this attitude comes from our shareholders - they're not only looking at the bottom line on the P&L Report, but on the line of people who are going to fight and set out to battle together with them. An open atmosphere allows people to bring problems to the table and not to sweep them under the carpet. There's a legitimacy to this attitude that is built over the years…and apart from that, how will it help the shareholders if they get a new CEO who manages to bring them a positive profit line and he leaves after 3 years because he wants to advance to the next step in his career, and in the 4th or 5th year, the firm goes down the drain because he didn't build foundations of openness, but foundations of fear. [Edward]

Henry, Peter and George spoke of how fear can prevent managers from recruiting and promoting the best human resources available because they are afraid of being surrounded by people who they consider more knowledgeable, more professional, more experienced, more motivated. When managers manage to release this fear, their ability to recruit and develop their people increases which naturally leads to better productivity from them and the whole team.

We're all a bit paranoid…What, I'm going to bring someone who's better than me?!!...in the end, he'll take my place! You mustn't be afraid to bring people that are better than you, that will challenge you. [Henry]

You know that you need good people because you can't do it alone, and that's where it leads you – fear on the one hand, and responsibility on the other. Only the paranoid survive. There are some people who are paralyzed by fear, and there are others whose senses are sharpened by fear and driven by them. If you want to fear less, you need the right people. [Peter]

I want to be surrounded by the best people…from the belief that the best people make you a better manager, bring better results and enable you to progress. Some managers are afraid of this, but I'm not. I believe in developing my people. [George]

James also spoke of developing his people, more specifically about developing the next generation: "*If I don't know who's going to replace me, I'm not doing my duty. Yes, it means you need the courage not to fear, and to tell the management team who your replacement is. That's how I know and that's how you know…and it forces you to either bring good people or at least to develop them to your level. Just as we're not afraid to do enquiries and to learn what happened, we're not afraid to nurture our replacements.*"

The following example given by William presents how the experience of failure can induce feelings of fear regarding the next big project: "*…and I, I work on myself, for example I failed with a launch and now there's a new launch…to what extent am I able to disconnect from my previous failure? Do I now become paranoid? How can one failure not affect future launches? I bought a production line – not the best… Will my next buy be affected by paranoia or by learning from my mistake?... Not to stay with your fears – how one failure doesn't affect your next success.*

Learning from mistakes

Making mistakes is part of life for without trial and error there is no progress. Victoria and William explained how not making them implies not taking risks.

> *People make mistakes…they're afraid of making mistakes. Like a container that falls over…and I ask 'what have you learned and how do I know that it won't happen again?' I don't fire people for making mistakes, I fire people who don't learn from their mistakes." [Victoria]*

> *A person who doesn't try, doesn't make mistakes…we don't always succeed. But because I'm involved, I tell my managers that I'll take responsibility if we fail and if we do fail I don't focus on blame, I focus on what we can learn from our mistakes and this allows me to move straight onto the next project. [William]*

Several executive managers stressed how they actually encourage their people to go out and try new things to reach new targets and achieve more, not to be afraid of failure, not to be afraid of making mistakes. With the understanding that learning from mistakes leads to development and growth, the executive managers realize from their own perception that this is part of the process of leadership development.

> *The tolerance to accept mistakes, not enormous ones mind you, allows the managers and employees to feel freer to express themselves and to be productive to the company. Our company has more than enough space to hold mistakes. [George]*

> *Making mistakes is part of our lives – it's legitimate and it's how we grow. I give my people a lot of examples of how I failed and how I got on because of that – because of my failures, they opened me. And this is the motto that I give to my management team and the one that they pass on to their teams. [Richard]*

> *A manager who knows how to handle failure is excellent because he drives himself back to the track and he knows how to move his people after failure…and that's an amazing ability. For example, the Maintenance Department has a lot of failures, and here we develop managers who know how to deal with failure. The way to success is often long and difficult, and we absolutely allow our managers to try different things, like trial and error. [Mary]*

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Informal communication - *promoting openness, sharing*

In organizations, processes of communicating, sharing and learning are often formal and organized according to organizational structure, behavior and culture. Simultaneously occurring with formal processes of communication are informal ways of communicating. All of the executive managers interviewed mentioned pushing their departments and their people to break through formal organizational barriers in order to connect, share and learn from each other. By promoting openness and sharing the executive managers encourage their people to bring added value to the collection and by doing so to in reach departmental targets, and deal with challenges and cross-departmental difficulties.

Promoting openness

To break through formal organizational barriers, an open organizational atmosphere plays a big part in encouraging individuals and groups to communicatively share internally within the organization. Richard says, *"I think that the main thing that we create in our organization is an inviting and containing atmosphere, where people mutually enrich each other, are open and accept failure and success to the same extent".*

> *People can say 'I tried and I failed' because that's the atmosphere that we have here – with all the pressure, and there is pressure…sometimes to the sky, the atmosphere here is still inviting and containing. I want to tell you that it's got a lot to do with the backing of the CEO and HR manager. [Arthur]*

Sometimes an open organizational atmosphere takes the form of the physical environment as Victoria mentioned: *"In our mountain meetings, we actually climb the mountains around us because it's cooler there and you can see the horizon, see really far away. That's the place where our people become a team. As the CEO, I want my activity with them (the VPs) to create the ecology of the team, and I expect them to do the same with their teams."*

Being able to express openly is perceived by many of the executive managers as a key component to mutual sharing and learning:

> *When we sit in a Sales Team Meeting or even in a Management Meeting, we are allowed to say what we think and give our opinions, even if what we say is different from what the senior manager or the CEO think. [Richard]*

> *I encourage my managers to openly say everything that they want – it's not only ok, it's a must… not to accept things as they are. This open attitude is what I expect from*

them - to sit in a meeting and to contain the situation, to contain different opinions, and to find a way to answer. [James]

William pushes his managers to freely express what is bothering them without involving upper management*: "...encouraging them to meet one another, to close the door and sit opposite each other and to say all that is on your mind and to say what you think of him, to open everything and not to do it via the CEO".*

Free expression involves a willingness to accept what is said and openness:

Do they all open up? No! Some people are more centralistic, but in the end it depends on the VPs. If the VPs are open and willing to help each other and others, then the message gets passed down to their people. [Richard]

Henry adds: *When I talk about openness, it means that every person in the organization can express his opinion and we will listen and respond to his problems and arguments. I think that this openness very much exists in our company. Even if you are a simple salesman with us, you can call the CEO and report a problem or complaint. That's fine – we like it and we encourage it. This openness enables employees to raise problems because they know that the problems they raise will not be swept under the carpet. They will be listened to.*

Inviting members of different divisions and departments to share with each other forms part of creating this kind of openness:

I asked the production manager to hold more team meetings and to invite a guest from the marketing department or finance department to tell them what's going on there, because the employees meet me and don't always know everything. In this way, there is a bigger transfer of knowledge and then they'll understand what's happening. Some will agree with what they hear, and some won't, but they'll understand the basis. [Victoria]

However, willingness to accept and openness are not always easy to achieve and there is often resistance:

It's about leading processes that I created, that I advanced, and of course I'm talking now as if it all went smoothly, but it didn't. The organization was not used to openness – everyone was used to keeping his cards in his pocket. By the way, it's part of...it's dealing with very complex difficulties, the organization 'kicked' this model out of the field. There were managers that couldn't...wouldn't, they kicked this model, but again, it enabled me to reach a deeper connection with each VP, with the business units, with the company. [Albert]

It took time to understand. The minute that you are off schedule with the plan, you understand that there is resistance. You can't ignore resistance. That's why you should share with your people, open a two way dialog...that makes the resistance smaller, even if their complaints are stupid and small...and this cuts processes. [Victoria]

I think that openness between managers and people, and even more between managers and other managers happens when they're friends – that's when everything flows. Wherever there's tension, the communication...let's say, it's like two lawyers talking to each other. [Catherine]

Victoria brings our attention to the fact that openness works in two directions, from employee to manager and from manager to employee: *"...employees are more demanding. They ask for more, demand more, are willing to argue with you, not always on actual and professional matters...and therefore we hold our openness to bring everyone to the mountain (outdoor meeting space) and to discuss together the problems and the opportunities. The technique of discussion enables everything to be influenced".*

As a VP, you respect your people and your colleagues, you give legitimization, let other people in the organization understand that your people can bring added value. This change led us not only to do brainstorming together, to share openly, but also created a feeling that we really work together. [Henry]

Sharing

Sharing is an inherent part of informal communication – sharing of knowledge, sharing of ideas, and sharing of direction. Realizing a common goal often facilitates this sharing:

...mainly it was done through collaboration between shift managers, production managers and supply chain managers. I asked them to sit together and to reach a significant and precise goal for the entire plan, so they would take a shared decision as to how to join forces in order to improve product quality. Sitting together made them share things, talk together about the goal, about the way [George]

When the marketing division, the production division or logistics department suddenly understand that there's a place for the sales team...they consult with them and listen to their opinions and understand what they are saying. They do a better job...they do a better job because they understand that they actually have a common goal – to reach the profit forecast of the company. [Henry]

Holding common goals sets the stage for inter-department collaboration:

There's no business school that can give you the added value of quarterly meetings between six business units – each one with its own story, own challenges and so on... From a professional point of view, it was inspiring. There was a lot of strategic talking about our vision and common goals. There was a lot of shared thinking – really broad and expansive and it was fantastic, it was...I'll never forget it...it was everyday to come to work with open eyes, highly motivated, with a big hunger for what will happen today.[Albert]

"It begins when the Dairy Manager meets the Logistics Manager and they begin to argue about who made the mess, and it finishes with VP Finance and VP Marketing arguing about the results of the advertising campaign. As a manager, first of all, you need to set clear common goals, so they won't be able to argue that the goal wasn't clear. When they see different goals, one wants to optimize the profit and the other wants to optimize sales volume…and there you have it – a big BOOM – an explosion! [William]

Holding a common vision is also perceived as a significant factor:

We conduct ourselves with and through a common language, a common vision, common goals…and that's how we create a deeper and grounded message. [Mary]

…because the connection between the people or the managers here is through common values that we offer to our consumers in Israel and abroad. [Edward]

Philip and Alfred brought examples of how sharing can also occur through informal conversations and interactions. Philip spoke about how every moment can be used for sharing, especially mentioning sharing informally by telephone on journeys as an effective alternative to formal meetings: "*We speak a lot on the phone. That means, me and my subordinates share everything that's happening with each other. The more we speak on the phone, the better. Lots of conversations, even short ones. A lot of reporting happens on the phone and not one-on-one in formal meetings. I invest less in meetings but a lot in interactions on the way. All the time, we speak, everyone with everyone while we're on our journeys. It's amazing how this tiny phone can be such a big help.*"

Alfred told of how the door is always open for people to come in and share: "*We're a family company so people are really involved in the business. They really know what's going on. People are truly connected and this brings a lot of motivation and the fact that this is a family business means you can talk to the owner. You can knock on his door, enter and ask him anything you want. All these open conversations create a dynamic between the people – it's like oiling the machine before it squeaks.*"

Andrew described how managers who attend and complete the internal leadership course at his organization create and share a special relationship which enables them afterwards to join together in various missions which would not, indeed could not, occur before going on this course: "*The graduates generate meetings between themselves on different levels in the organization, exchange information…and all that without the bureaucracy which organizations like ours are famous for. They simply begin to talk.*"

Interpersonal relationships-– *caring, ego management*

Developing interpersonal relationships between themselves and their followers is perceived by the executive managers as a significant part of the process of leadership development in their organizations. They spoke of it from two main aspects: caring and ego management. Within the frame of caring, three sub-sections emerged, that of unconditional caring, caring out of respect and caring as a future investment for various purposes.

With respect to ego management, the focus that emerged was that since ego is an innate part of being human, the need to manage it is crucial because it can have a very disruptive effect on the ongoing business. Thus, caring and ego management are perceived as the two main channels through which interpersonal relationships are developed.

Caring

In today's environment, caring has become a built in expectation for managers by their employees. Gone are the days, when employees were grateful simply to have a job, Today, employees expect much more, including a sense of caring by their manager. Mary articulates this point: *"You know, today workers choose to follow their managers Once, managers were worshipped, but today a worker doesn't see his manager as an idol and he wants him to listen and hear him. 'If you're my manager, you need to stop and listen to me. I don't only come here to work, I come here to fulfill myself'. It's a developmental process and you can see its beginnings way back in kindergarten."*

In light of this situation, the executive managers interviewed understand that caring has become an integral part of their role. For some, it is something that they bring unconditionally as mentioned by Edward and Victoria. Edward's example shows how caring does not need to rest on something that the he himself necessarily receives from his own manager, but rather on the motivation and willingness to be there for someone else: *"Our 'Chain of Empowerment' – it begins with someone, let's say from you, and then you pass it down to your people till it reaches everyone. 'Chain of Empowerment' - in my opinion it's a kind of key, a key to caring and that encourages leadership development in all the organization. It's actually a verbally agreed upon infrastructure between you and your people, and the moment they recognize it, there's a really strong call to action. You need to hope that this is done to you too, you need to ask yourself, does your boss care for you? If not, that's really disappointing because it means that he's busy thinking about himself."*

Victoria's example shows how caring for her team extends to their families, something which she perceives as part of her role as executive manager: *"… Knowing the workers creates a direct connection. Our conversations aren't based on salaries or complaints, but simply on the fact that I want to get to know the worker and he wants to get to know me. I've had some magical meetings, I've heard stories about their families, I've heard about their dreams… Occasionally, I take the initiative and contact their partners/spouses – I'm a very caring kind of person, very very caring – I don't only provide for my workers, I provide for their families too."*

Alfred spoke of how caring is something that has always been a part of his character: *"I think that I've always had it – I've never been a formal kind of manager. I've always been very personal, close personal relationships. I think I first became aware of this with my kids – it's like bringing up children when you want to motivate them. That's why, what drives me is being close, having a good relationship."*

Several executive managers expressed how caring is expressed out of respect for their people. Both Henry and Charles mentioned how this way of behaving is something that they absorbed during their childhood in their homes.

> *As I mentioned earlier, some managers were not seen enough, like they were transparent. By working with them, suddenly they were seen – suddenly they were given a space, they were given respect. Caring made all the difference. You care about your people, it's like caring about your kids – the good things and the bad things. It's something that I grew up with, it's something I was educated. [Henry]*

> *Once I found myself in a situation where some of our workers were earning less than minimum wages…I decided to raise their salaries and I took it all the way to the Board of Directors. That's the kind of caring that managers are required to give. It comes from what I absorbed from my parents at home. They taught me to respect others, to strive for equality – respect for everyone, no matter who you are.[Charles]*

Richard and Albert bring examples of how caring is their way of giving personal attention to each and every one of their people:

> *I'm a person's person. I give personal attention to everyone. That's the belief and understanding that guides me because all in all, it's your people who do the job and not you. That's why you have to give them space…that doesn't mean that I always manage to do it, but people tell me 'I feel comfortable with you'. [Richard]*

> *It's unbelievable how small things work wonders.. I make sure that each one gets a personal birthday card handwritten by me with an anecdote that can only refer to him - each one with a personal touch. You ought to see what it does – it's like they feel I'm looking into their hearts. [Albert]*

Caring was also spoken about by the executive managers as a form of investment that can bring diverse results, like profitability, positivity, loyalty, and drive. George talked about how managers have the incentive to care because of the outcomes it can bring: "*A manager needs to understands that it's in his best interests to invest in his workers because that way he'll get better results, his work will be easier, his reward will be higher and he'll get promoted sooner. The benefit is mutual – it's a win:win situation. I don't do it because I want the workers to admire me, but that's a natural side effect.*"

Andrew spoke of caring and how managers have their own way of expressing it. With him, it was based on presence, something which he felt brought a positive affect: "*I very much believe in being close to your people. There are some managers who shut themselves away in their offices planning things…. I come at night to do my planning and during the days I walk around a lot, much more than expected by a senior manager. But that was the idea, that everyone get the message: people remember and respect you when you reach every place,. The workers are affected by this in a positive way..*

Philip brought an example of how investing in the career management of his people practically guaranteed him their support, loyalty and performance: "*I took my level 3 managers and told them that we want to manage your careers. It's my responsibility to show them the way to their future in the organization and to invest in them. That means that we want to manage their careers. It's my obligation to them and in the end you reap the fruits from it – they'll do anything for you.*"

Some executive managers described their sense of responsibility to their people using it in such a way that it is interchangeable with caring;

> *You get up every morning with a sense of responsibility to your people, and you have to live it. It begins with their salaries, their development and their futures. Your responsibility is also to advance their careers because in the modern world, workers are far less connected to organizations – they feel that they are connected to themselves. Many times, they choose to follow you as their leader and for them to choose you, you have to be attractive, you have to care. [Peter]*

> *If I don't feel what you feel, I can't develop you. Beyond the great feeling that you get when people follow you, you pay a price – the price of responsibility. That feeling of being responsible for your people never leaves you because you're constantly dealing with them and they don't let you forget that you're responsible for them. The responsibility I have – it's personal responsibility and professional responsibility, and I take a real interest in you – I really care. [Arthur]*

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Catherine and William bring examples of how caring enables managers to succeed because not only does it drive processes, it is also impossible to succeed alone.

I look at my people in two ways. The first way is personal – you look at your people and you connect to them on a personal level. The second way is through caring – caring by showing and doing for them. People like it when their manager cares for them, and that in itself pushes the whole system forward. [Catherine]

I understand that I can't succeed without my people. Our business is built on people – that they'll do the job better than the competitors. Let's work with our people till we win. That's your place as their leader to show and explain to them that they're the most important thing – without them you can't succeed and from this place comes a lot of caring. [William]

When caring occurs in such a way that it upsets another person, issues of ego arise, such as envy and anger. Thus, from a certain perspective caring and ego issues sit on a dichotomy.

Ego management

James described a situation where caring for someone in another team created a negative situation: *"When you see a manager whether he's in your team or not, or even a colleague, who does things or even behaves in ways that don't sit well with your beliefs or values, you need to approach him and talk to him. '' Why? Because you care about him even though he's not on your team. And if he is on your team, then of course you care – you care very much.. With all the 'noise' that it creates because you cross lines, in my eyes it's excellent caring. You know– there's a lot of ego in the room'. Ego is a big thing… Our VP HR once said in a management meeting, that ego and caring are one thing but opposites, and we need to understand that."*

Edward reflected in his interview what happens when caring is not reciprocated or mutual and how this should not affect a manager's way of behaving: *"...and what happens when you decide to empower your people but your manager doesn't empower you? It depends on your personal ability, it depends on your character, but it's a real bummer because your manager is obviously busy with himself – he has an ego from here till tomorrow – but your caring doesn't need to be affected by what's going on above you. You need to be focused on your people."*

Henry brought an example of how he came in an arrogant frame of mind to his new position: *"I think one of my greatest sins happened when I moved from the world of marketing to the world of sales. I came with a kind of arrogance, a kind of ego. It means that*

you're not really listening. It means that you think that you know everything. It means that you sometimes don't respect the opinions of others – you think your own are better and more correct. And I think that during that first year, when I moved from marketing to sales, I learned the meaning of modesty.,. And I think that as a manager, when you're first instinct is to think, 'I know', that's when the ego is speaking. It's saying 'I know', 'I'll decide'. And you have to act against those instincts."

The following executive managers referred to the issue of ego as something that can prevent and interfere with other processes *99% of the time, it's ego that stops us from seeing reality in an objective way. I can show you what I mean – 2 of my department managers, who couldn't reach a solution together – each side blamed the other. So, why doesn't it work – because we're human beings and we have egos and they take control of us. I can't eradicate this behavior just like I can't eradicate terror, but I can attack it all the time, and each time egos rise, I bring a 5 kilo hammer down on them. And I explain to my people that if they're busy counting how many points I'm giving them, from my point of view, it's a failure."Wiliiam*

Victoria brought up ego with regard to something that prevents showing gratitude: "*It's human nature to moan about what you don't have, but why not stop for a moment to be thankful for what you have. I explain to everyone and to myself because it's likely to reduce the size of my ego and their egos.*"

George described how ego can interfere with collaboration between departments and people: "*The moment managers are obliged to work together, it means that ego issues are reduced to minimum. And all the people who had a problem with their egos, I dealt with this in the strongest possible way. And that means personal conversations with the relevant manager and working together with HR to make sure that ego problems don't get past us without our attention.*"

Cross Departmental Organizational Structure*- initiating new projects, working together*
In its essence, cross departmental activity leans on the principle that the power of the whole is greater than its individual parts. With an understanding of the strength and resilience that lay there, the executive managers spoke widely about their use of a cross departmental organizational structure in their perception of processes of leadership development. They use this structure for the following purposes: (1) to meet challenges and/or solve problems; (2) to

create an innovation or an innovative work process; (3) to utilize internal resources instead of bringing external ones, and; (4) to meet the specific and often unique needs of their organization. Enabling participants to cooperate, share, make an impact and to go the extra mile, the interviewees replaced the traditional structure of the organization, albeit temporarily, by a new cross departmental structure to lead dynamic, innovative and often 'lifesaving' organizational activities, projects and processes.

In some cases, the decision to do cross-departmental activity comes from a manager who thinks big. For example, *"The CEO gave me an IT project and I could have left it at that but we turned it into a project to change our organizational culture. It's about taking something and making it bigger – to execute it from a place where you sweep others after you, from the bottom to the top...till everyone is behind you. It was a completely new project that we had to convince and explain to everyone, especially the reason behind it."* [Albert]

In other cases, cross-departmental activity is initiated by an executive manager who wishes to create and maintain change internally instead of relying on external sources, as in the example given by Peter: *"I decided to create a new position – VP Change. I recruited the guy who together with the other VPs...sales, marketing, finance, HR, operations...they sat together and created a new structure for the organization. You have to understand that the alternative was to offer the job to McKinsey. The joint process that my management team went through didn't only save money, it generated commitment to the new structure and enabled them to work better in collaboration."*

Cross-departmental activity sometimes arises to meet the specific needs of a plant or factory. George talks about developing a computerized system *"...that would suit our plant only. I knew that managers working with the engineers, together with insights from our operators, would give us the best solution and that by working together no one could complain about the system and everyone would feel that they had influenced the outcome."*

Another example of a cross departmental project mentioned by George and echoed by Charles is one that began at the top and reached down to lower levels of management: *"Total Quality means improving the relationships among people, among departments. The moment managers are forced to work together, which means reducing ego issues to the minimum, the process or joint project of sales force and marketing, didn't only encourage division*

managers to sit down and think together, it also went down the line and involved their teams. It was an unprecedented process."

> *We have a lot of projects – people don't always like to cooperate, but that's my job to bridge between the different departments. Whenever there's a problem, I ask the managers to sit together to find a joint solution, but that's just the first part. The second part is more important – when they come with a new initiative…and that comes from them…and it's based on cooperation – and that's great, that managers of divisions take it down to managers of departments, and the fact that they manage to work together deserves a medal…it takes a lot of effort from the senior managers to put the company ahead of their separate divisions.[Charles]*

William brings an example of an innovative product that was created by a diverse cross-departmental team to solve the problem of children eating chocolate spread which has little if any nutritional value and is a great cause of obesity.

Edward tells of a case where the sales volume was problematic. He created cross-departmental teams made up of members from the marketing, sales and commerce departments, joined once a month by a member of the finance department. Together they visited two stores to learn from the teams there how the business is run. As a result of their combined efforts over a period of several months, the sales volume increased not as a result of higher store visits, but as a result of a rise in the number of items purchased. Edward explains that in order to leverage this project and its impressive outcome, *"We created a model based on the team's work which we took to each store and trained how to work with. It has become our standard retail policy".*

James brings an inspiring example of how creating a cross-department team to solve a painful problem in the organization, brought value from the bottom to the top of the organization and vice versa: *"One of the projects that I'm really proud of is improving the payment conditions of our employees. Suddenly, we began to understand on the management team, that quite a lot of our employees are not far from minimum wage, and on the other hand we're a company that earns pretty well, touch wood. We couldn't ignore the situation – it required all of us to see all the workers and not just the bottom line (in the financial reports) – suddenly everyone's thinking welfare – thinking about the owners and also about the workers… We made a commitment to solve the problem. We opened a collaborative team including of course HR, finance, operations, communications – a team that sat on this issue for two months, full of amazing ideas I must say. In the end, the team came to the*

management team. I approved their plan despite the cost. When I went up with this to the Board, they asked, 'Where will you bring the money from?' I opened a detailed presentation and they were amazed to discover that most of the money is on the floor (money that is usually wasted). I told them that our workers are not only our ambassadors – they are our partners and I want to take care of them."

At a time when his company was facing an ethical dilemma, Arthur recruited his colleagues to face the problem: *"It was a cross-organizational project involving a number of departments…the managers were prepared to cooperate between themselves because we shifted from personal leadership to collaborative team leadership…self-importance didn't disappear but it became less important. It was a project that the managers were full partners in along the way, and they understood that the competition for attention between sales, finance, marketing and QA isn't relevant. It's easier to recruit partners for a cross-organizational project in times of crisis than partners for strategy planning in good times."*

Perhaps less of a cross departmental organizational activity but definitely a precursor to it is the awareness of the departments and divisions of their connection with other departments and divisions:

> *A department manager should be able to 'play his department' in an excellent way, but he can't afford not to know the department next to his, because they interface. He either receives service from them or he gives it, and if he doesn't know or understand what goes on in that department, there's no way that integration can work. . [William]*

> *There's a project I'm leading at the moment because of something unexpected, it's a project that crosses all the departments because that's how it is with finances, no one gets a dispensation. There's a lot of room in this project for big and small leaders – we can only succeed with full cooperation. [Catherine]*

Within this context, the management team is actually an innate cross-departmental team as mentioned by Victoria: *"I want them (the management team) to talk to their partners…the more they talk, the more they'll understand and perhaps even agree."*

Leading a department towards excellence and growth by crossing with other departments is another way that cross departmental activity contributes to individual and collective development.

> *We created a new initiative – it involves working with all the departments – Project Operations Management, and by the way it changed the whole company's way of*

working…from A to Z… goes through all the departments. It's not just checking targets, it's targets and their evaluation…it's a big cultural change. [Albert]

The responsibility of the managers is to drive growth. That growth depends on new initiatives, like acquiring new companies, entering new markets, searching for new raw materials. These kinds of projects are done by creating mixed teams involving managers from different departments that run together in the arena. [Peter]

Cross-departmental activity gives participants the opportunity to influence and affect strategy and outcomes, as mentioned by Philip: *"With my management team, I initiated weekly meetings called 'Ofek' (meaning horizon in English). Every week, we take four hours to talk about the future with no connection to our other weekly management team meeting.. So we do Ofek four hours every week and there's a manager who's in charge of it, a person who checks it with a simple method – what are the opportunities and threats that we see because we can't always see everything ourselves."*

Philip and Mary tell of how longevity and shared purpose is often necessary in cross-departmental activity:

We wanted to create a new technology, something that would bring a new solution to the market, something that didn't exist before… Every week, the team came to a meeting – boom, a barrier! Some would say, 'There's nothing to be done about it – let's stop!', and others who would say, 'Guys, let's solve it!' Marketing, finance, purchasing, technology, engineering and perhaps I've forgotten someone. It's a process that should have taken seven months, but in reality it took two and a half years – two and a half years for the team to develop it. Only two weeks ago did the process finish and it's a big breakthrough. [Philip]

We did a cross-organization project for a whole year. For a whole year, the deputies advanced a project that crossed the organization, that significantly increased the quality of our products from where we were before-hand. None of us could have known that we would have to do a recall of one of our products a year later, and lucky for us, this project prepared us to manage that crisis. [Mary]

Shared purpose can describe a project, a goal or something bigger – a sense of being and belonging to one entity. Alfred speaks of 'the chain' which means all the partners involved. He brings an example of how the power of the collective is greater than the individual: *"…at the end of the day, an organization is a chain and the moment the managers understand that they're part of a chain and that they need to pass the baton on to the person after them…so, the manager needs to hold the baton in the optimal way and not just to throw it and carry on running…and this is in every process that managers do. The driving force of the organization is to work in cooperation with all other departments, stakeholders and*

partners. The understanding that you work with partners and not with colleagues – that's the story, that's the chain I was talking about."

Engagement*- explaining for understanding, carefully listening, convincing for agreement*
When talking of how they perceive the process of leadership development in their organizations, most of the executive managers spoke of the changes that they have made in their companies both in the past, the present and looking forward towards the future. They automatically connected the process of leadership development with the arena of change, i.e. the place where leadership is developed in their eyes is within the process of change. Driving such processes requires engaging the team which in itself involves explaining for understanding to the people who will be involved, listening carefully to their input and questions, convincing when necessary and finally, reaching a place of agreement.

Explaining for understanding of intended change was found to be crucial for project success since followers in today's organizational environment are less willing to take top down orders than in the past. Aware of this, the executive managers feel the need to explain their ideas in the best possible way.

To change the atmosphere and direction of the company, Victoria gathered her management team and together they built a new vision and new values. This process generated a lot of excitement and motivation which needed to be transferred to the rest of the employees in the organization. *"I gathered all the employees to present the vision and values of the company. After that, we did many meetings with the managers and employees and we tried to understand and find together what the values mean. For example, one of our values is respect – respect to whom? To stakeholders, to brands, to people, to the company?"*

William, saw that consumer trends were beginning to change – something which could harm the organization. *"This is a big change that needs to be prepared for because our consumers' preferences have changed. Let's be flexible in our new product list, something that requires making a new plan…my mission is to create an organization that understands these changes and loves them."*

Suffering from a problem with quality control, George instigated a process of reorganization in production. *"We decided to gradually change our process of production…we combined three line managers into one. This change gave the lower managers much more responsibility so we had to explain what we want from them, what we*

expect of them at the level of general responsibility for quality…and we had to explain and convince them that this is the right solution…in the end, we got positive results."

Not always is it the employees who need to understand, sometimes it is the higher management. Andrew told of an example where he needed to present a very complex market change to the Board of Directors: *"It was hard for them to understand that the market is changing especially in this sector…and the process I did with them proved that a lot of work is required to explain and persuade."*

Regardless of the drive for change, what many executive managers stated was that first and foremost, employees need to understand where the team/department/company is at the moment and what the manager/leader wants to achieve.

> *It begins by explaining to our workers what we want from them, and to bring them to believe in their manager…so, first of all, we need managers who know how to explain to workers, and these managers don't have a monopoly on intelligence…because people don't always agree with you. It takes a lot of effort to explain, till all of them are with you. [George]*
>
> *The first step is to decide where you want to go. You must be clear. For example, when you prioritize…not everything can be at the top…not everything can be urgent. So, what's going to be higher – increasing growth or decreasing costs? The people who work, they're great but they don't always understand what we want from them. [William]*
>
> *Our managers can't succeed if their people don't know, or don't know how to read, the targets that they want to reach. This manager can be the best manager but if he doesn't know where he's taking his people, he can't be a leader. [Philip]*

Sometimes, the executive managers want to create a common base line from which to take action. This may involve explaining to other people how departments, procedures and processes work so that their future thinking and activity will be based on the facts as explained by the managers. Catherine brings an example of how when others understand where they are in the process, they become engaged in future activity: *"The moment you draw the picture for them and explain why they're important, and where they are in their place in this process…in my eyes, that's engaging them. It's really important to explain and describe what you want from them because it's not always clear that it's clear to everyone."*

In the same way, Edward and Albert, bring examples of creating engagement through explaining the business.

We held some seminars for our middle management to give them a broader picture of the company. What brings value at the end of the day is having a deeper understanding of the firm. A level, two levels – even from above – that's where we invest our time, so they'll understand the business better. [Edward]

. I think that when brand managers or category managers in every division understand the full picture, their commitment is completely different. They feel much more committed to the organization, understand the logic of moves that they may not have understood without this explanation. Everyone understands how what they do impacts other parts of the organization. First and foremost, they need to understand the business. [Albert]

However, the executive managers explained that it is not enough to explain the direction, targets, projects, strategy and/or changes – they are also required to listen and convince the stakeholders. Often, the executive managers meet resistance, something that also needs to be addressed.

The marketing team told me it would be ok, but in reality, the project didn't happen. They kept saying the same thing for over a year…and the moment you don't keep to schedule, you understand that there's resistance. It took a while for me to understand that my people are resistant…you can't ignore resistance, the more I share with my people the lower the resistance and this makes the process shorter. [Victoria]

I think dialog is very important for us and we develop it with our people at every opportunity. You encourage them to express their resistance and their disagreement, and at the end when you agree, they feel partners. [Alfred]

…this change… almost cost me my health… took a lot of time and effort, many hours of explaining why we need it at all. Mainly, I listened to the people who were against it…it wasn't easy…they tried to stop me…but, in the end, more listening, more explaining…in the end, there's a decision. True, not everyone…but the majority believe in our new way and that's great. [James]

The executive managers were aware of the fact that they do not always have a hold on all the answers, are not always fully connected to the field, and understand that if they <u>actively and carefully listen</u> to their employees, they will be able to increase productivity.

At our management meetings, there are many arguments, a lot of energy…but there's room for everyone to make an impact. That's why it's worth my while to listen, and that's why they're prepared to follow me…because the management team understands that I don't know everything and I'm not afraid to say it. [Philip]

Our new project…I knew I'd have to convince the people around me – my people, my colleagues, my superiors… It doesn't just take time and energy, it forces you to listen especially to the young employees that have something to say about everything. [Peter]

There's the understanding that you have to listen to your employees, and the managers discover that it's not always easy to engage them. [Mary]

Following their mention of explaining for understanding and actively listening, the executive managers spoke of how reaching engagement involves <u>convincing for agreement</u>. Without agreement there can be no full engagement. Alfred gave an example of how he wanted to promote a new project which involved convincing channel managers, the sales team, the planning department to go the extra mile for him: *"…how you manage to engage your people in the direction of your targets – there are two components to make it happen…first, your personality – you have to open to other people, to understand that you need their agreement. Imagine trying to implement a new project without the agreement of your people? The more they agree with you, the greater the chances of success."*

Other executive managers also spoke of the necessity for agreement:

To convince the managers or the employees about the new process or the required change…it takes massive effort – a lot of patience and the understanding that as a manager, I need to persuade them and to get their agreement to go in the direction that we chose. [Richard]

The managers who manage to reach agreement with the rest of their people and to convince them in a direct way without being manipulative…like it happened in the purchase of our new site…by the way, the managers who manage to reach the most agreement, they're the managers that usually get listened to more. [Peter]

From the interviews, the author understands that engagement is a complex process involving many drivers. The following example given by Arthur sums it up: ". *Engagement comes when you reach a point where the people you manage understand and believe in your way, and follow you and your mission with much enthusiasm…and they don't complain."*

Shared responsibility- *partners in common targets, expecting more*

Shared responsibility was perceived by many of the executive managers as part of the process of leadership development because it increases the capacity both of the collective (by shortening time to market and raising production), and increases the capacity of the individual (by enabling him to see the bigger picture). The guiding star behind this approach is that the executive managers see their organizations as single entities, where the whole can

be greater than the sum of its parts. They realize that when departments and divisions work together with shared responsibility they can do a better job and achieve greater results.

<u>Partners in common targets</u>

Shared responsibility is derived from common targets which necessitate forming partnerships with other parties in the organization as part of a collective endeavor.

Sometimes shared responsibility comes in order to promote organizational goals and objectives. James speaks about the shared responsibility of the management team which demands that each member see the other as a partner to joint targets. *"To reach objectives…there are professional targets for each division but also common targets, like profit and fulfilling our vision. Is making a profit the sole responsibility of sales and marketing…definitely not!"*

> *– the responsibility belongs to everyone. You can't win alone, you can't fail alone – success belongs to everyone, failure belongs to everyone. What I tell all my managers is that one failure…from my perspective all seven VPs have failed. [William]*

> *They (the management team) create a positive dynamic in each of their divisions and are committed to each other as colleagues. Colleagues, that means partners. They have something in common – a common objective…they also have the responsibility of the division – they have the obligation not to jeopardize each other.. [Edward]*

> *We, on the management team, speak in a common language, shared vision, shared targets…and that way we create a deeper rooted message, that reaching our targets is not personal but rather a joint effort made by all of the management team. [Mary]*

One of the executive managers, Peter, spoke of how shared responsibility impacts reward – that the higher you are in the organizational structure, the more joint responsibility is expected and rewarded: *". The responsibility for executing company plans is both individual and collective. The more senior a manager you are, the higher the weight of collective responsibility lies on your shoulders…and that is also why you get a higher bonus at the end of the year which is based on the notion of partnership."*

Some of the executive managers mentioned shared responsibility in the context of leadership development as connected to taking the initiative to expand the core business. Richard gave an example of how he, as an executive manager, sees himself as part of the big organizational picture with responsibility for much more than his own department: *"I personally feel that I have a lot to contribute to other departments and that it's my*

responsibility to tell them what I think even though my personal responsibility is for a completely different department… I need to think big and not just to sit in my corner."

On the same note but from a different perspective, Henry gives an example of how he expects and encourages employees from all levels of the organizational structure, to contribute and take the initiative: *"Look, first of all, there's no hierarchy…that means, even if you're the salesman with the least experience, you can call the division manager and let him know that there's a problem. It's more than welcome…we like that and encourage our employees to take this responsibility a step further, and not to sit back and wait for the next problem to emerge… Apart from that, this has more value, like a sense of belonging to the organization, to being a partner, the confidence of the workers…these are really important things."*

When George and his company wanted to develop a new quality system, he simultaneously selected a project manager and also released an expectation and request to other managers to be partners and to take shared responsibility for the success of this project: *"The shared development of this system that measures what is important to us, was built both with responsibility not only by the quality manager but also through the shared responsibility of the rest of the managers and the operators who sat on the team…all of them added their requirements from the system and how he wants to see the new process."*

On the same note, Albert revealed the following: *"I took a project – a project that creates change…it was about taking something and making it bigger. To execute this project I had to engage all the managers from the highest to the lowest, so that the responsibility and commitment were not only on me as leader of this project but the responsibility and commitment were on everyone for us to succeed. I believe that I achieved this the moment I proved to everyone that we're all partners both in the path and in the results."*

William gave an example of how he encourages his management team to work together independently from a place of personal and collective responsibility. *". I try to encourage the two parties to solve the issue between themselves. I try to encourage them – I explain to each one individually and together - this is your responsibility….and the others tell me 'sit with both the managers – a joint meeting with you will solve the issue'. I'm not prepared to do this. If we do a joint meeting, we've failed. Sit together, you're successful people – 'explode on each other' till you find a solution."*

While William considered failure as being the result of over involvement by him, Philip spoke of failure as an opportunity for shared responsibility: *", wW do investigations on big issues-failures not small ones. The investigation takes place with full participation by all the partners...at the beginning, there was a lot of fear. Now, it's understood that this is where we learn...we learn what didn't work for us. It's part of our organizational culture – the managers are no longer afraid of it, we all understand that investigations help us to improve."*

<u>Expecting more</u>

Within the capacity of working as partners, the executive managers spoke of how they perceive 'expecting more' as crucial and necessary to leadership development, where it reflects the duty of the individual within shared responsibility. Not expecting more and not expecting followers to take the initiative and to think big was perceived by the executive managers as being 'small-minded', and since several executive managers spoke of this, being 'big minded' can be interpreted as an important part of the process of leadership development.

Whoever comes to my office, leaves with bigger questions than he came in with. He leaves richer but doesn't get answers. What he does get is knowledge and with that knowledge he can go and decide what to do...because I want my people 'big minded' and with a macro perspective. [Charles]

You (the brand manager) are responsible for moving processes in the organization. You're responsible for the brand. You're responsible for things...even if you don't think you are...or maybe you don't see the connection between them. [Alfred]

When a person is small-minded, he doesn't take responsibility for anything apart from what's expected of him. Even worse is that he doesn't take responsibility of his colleagues. One of my managers told me that he had known that the purchasing manager would fail...I'm talking about a project to find alternative suppliers...he didn't say it in the first meeting. From my point of view, that's irresponsible . I expect my people to be 'big-minded'. This unfortunate event became a turning point in our company and since then we expect shared responsibility. [Catherine]

The text above presents the focused codings which emerged from Stage 2 of the analysis. Following this, the author began Stage 3 – the stage where eleven focused codings

became four categories. These categories bring new meaning and organize the findings into a reconstruction of the process of leadership development as can be seen in Fig.16 below. The categories are: *optimizing, discovering, developing, connecting.*
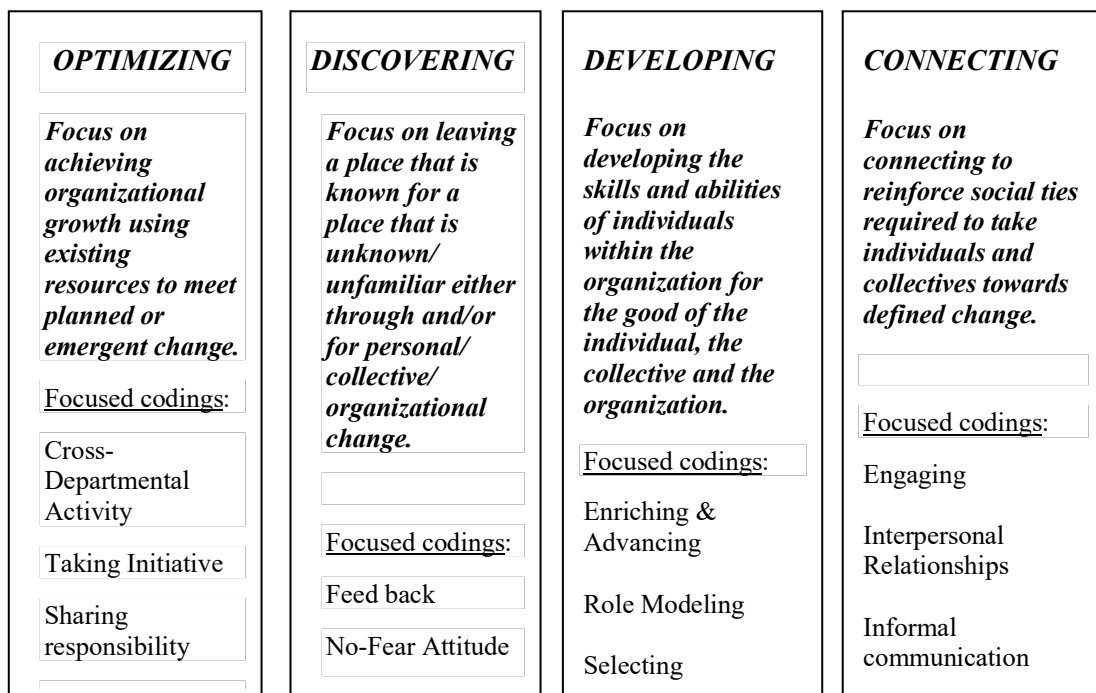
Optimizing relates to reaching organizational growth by leveraging existing resources to face or generate change. It includes the focused codings: *cross-departmental activity, taking initiative,* and *sharing responsibility.*

Discovering relates to leaving the organization's familiar zone in order to face or generate change be it individual, collective and/or organizational. It includes the focused codings: *feed back* and *no-fear attitude*.

Developing relates to expanding the skills and abilities of members of the organization and by doing so to expand human and social capital. It includes the focused codings: *enriching & advancing, role modeling,* and *selecting.*

Connecting relates to strengthening interpersonal relationships and cooperation to create and face change. It includes the focused codings*: engaging, interpersonal relationships,* and *informal communication.*

Figure 14. *Reconstructing the process of leadership development – the four categories*

OPTIMIZING	**DISCOVERING**	**DEVELOPING**	**CONNECTING**
Focus on achieving organizational growth using existing resources to meet planned or emergent change.	*Focus on leaving a place that is known for a place that is unknown/ unfamiliar either through and/or for personal/ collective/ organizational change.*	*Focus on developing the skills and abilities of individuals within the organization for the good of the individual, the collective and the organization.*	*Focus on connecting to reinforce social ties required to take individuals and collectives towards defined change.*
Focused codings:			
Cross-Departmental Activity		Focused codings:	Focused codings:
Taking Initiative	Focused codings:	Enriching & Advancing	Engaging
Sharing responsibility	Feed back	Role Modeling	Interpersonal Relationships
	No-Fear Attitude	Selecting	Informal communication

Source: Author, 2020

Optimizing captures the value of 'we're in this together'. It enables executive managers to optimize the collective capacity of the organization with an understanding that the whole is worth more than the sum of its parts. *Discovering* holds the sense of discomfort and dis-ease experienced individually, collectively and/or as an organization when responding to planned or emergent change, a sense of leaving the familiar for the unknown. *Developing* connects to the investment made in expanding the skills and abilities of individual members of the organization both formally and on the job. Raising the value of individuals (human capital) consequentially raises the value of the collective (social capital). *Connecting* embraces a modern approach to leadership where relationships form the basis of collaboration and partnership towards change creating projects and actions.

Having presented the analysis of his findings, the author will now enter a discussion integrating the categories that make up the reconstructed process of leadership development, the literature and gaps in the literature.

4.2. Discussion

In subchapter 4.1, the author presented the findings from the interviews with sixteen executive managers. All of them described the process of leadership development in their organizations from a personally authentic perspective. Their stories held similar issues ranging from cross-departmental projects, the use of engagement and role-modeling, to being able to function with a no-fear attitude under diverse circumstances and dynamic environments.

Underlying the executive managers' narratives lay an ever changing business environment requiring them to deal with various changes and situations either planned as part of their strategy or emerging from the field, and a desire, a very strong motivation to increase capacity to reach their goals.

Based on the data analysis, the author distinguished between two very different avenues of leadership development: (1) the avenue of formal processes of leadership development which holds the category of *developing* (Dev), and; (2) the avenue of informal processes of leadership development which holds the categories of *connecting, optimizing, discovering* (COD). These two avenues comprise a reconstruction of the process of leadership development.

Figure 15. Outline of the reconstructed process of leadership development

Reconstructed Process of Leadership Development

Formal Processes
developing

Informal Processes
connecting, optimizing, discovering
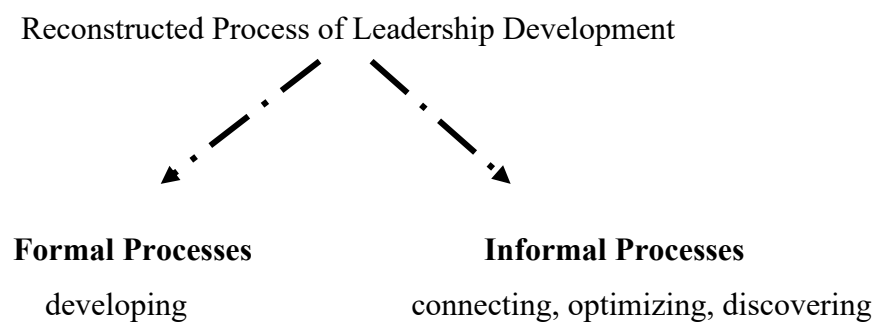
Source: Author, 2021

Despite the fact that formal processes of leadership development (Dev) are those most mentioned in the literature and those that come to mind when planning processes of leadership development in organizations, it was the informal processes that came pouring out

in the narratives of the executive managers. This is a significant understanding and reflects how in an apparently concealed manner, executive managers perceive leadership development in their organizations – as something informal and integrated within initiatives that they (or their people) design to deal with the challenges and opportunities in front of them.

Informal processes of leadership development enable organizations to increase the capacity of their collective without stopping their ongoing business activity. For this reason, executive managers may choose to integrate them in addition to or instead of formal processes of leadership development.

To get a more detailed picture of these formal and informal processes of leadership development spoken of by the executive managers, Table 23 below presents the characteristics of each:

Table 23. Characteristics of formal and informal processes of leadership development

Formal processes of leadership development Dev (*developing*)	Informal processes of leadership development COD (*connecting, optimizing, discovering*)
Planned and budgeted	Emerging and dynamic
Occur in-house and/or at Leadership Academies (Outside of the organization's ongoing operations)	Integrate into the ongoing business activity of the organization
Selection of marked to lead participants	Collective participation
Stem from initiatives of executive managers and/or Human Resources Managers to increase individual capacity	Stem from initiatives of executive managers (and their people) to face dynamic and changing business environments
Transparent, open practice focusing on individual development according to the needs and desires of the individual and the organization	Concealed practice leading to individual, collective and organizational development

Source: Author, 2021

Formal processes of leadership development

The main difference between formal and informal processes of leadership development is that participation in formal processes depends upon being marked to lead and selected in programs that are planned and organized. The focus in these processes is on developing individual ability. The category of *Developing* embraces these formal processes.

DEVELOPING

To face planned or emergent change, executive managers are required to prepare their people to deal with new situations (Clerkin & Ruderman, 2016). To do this, they utilize several practices of development, including training, mentoring, coaching, and role-modeling (Shamir & Howell, 1999). The category of *Developing* leans on the notion that the better prepared individuals in an organization are, the better they will be able to meet the challenges, needs and opportunities that arise both on a personal and collective level (Vidotto et al., 2017; Van Velsor et al., 2010).

Executive managers consider the development of their people on two levels: planned and emergent. On a planned level, executive managers tend to see their people as assets whose capacity (McCauley et al., 2010) can be increased through any number of formal or informal development programs/practices. Often those chosen or selected to take part have been marked as talent and their development is part of creating the next generation of leaders within the organization. This is the traditional focus of leadership development in organizations where Human Resource Departments support and accompany these efforts. On an emergent level, when executive managers identify a difficulty or area of challenge that one of their people or teams is experiencing, they can make sure that this person/team goes through a tailor made process of development to relieve and cope with the problem (Hezlett, 2016; Ponte et al., 2006).

While executive managers see themselves as directly responsible for the development of their team, they expect and encourage their team leaders to take personal responsibility to continue this trend by developing their people through formal and informal practices. One of the interviewees stated that *"A manager who doesn't devote a big chunk of his time to coaching his people, or someone who doesn't have the ability to coach – he's a manager who is missing something."* In this way, executive managers take the notion of 'leader developing leader' very seriously with the understanding that it brings significant gains with minimal cost and effort (Cacioppe, 1998).

Within the reconstructed process of leadership development, the category *Developing* holds three focused codings: (1) *Enriching and advancing; (2) Role-modeling*, and; (3) *Selecting.*

Considered to be of significant value in the reconstructed process of leadership development, executive managers invest in training, mentoring and coaching to *enrich and advance* members of their teams. Training refers to lectures, courses and seminars which may take place out of the company (sometimes even out of the country) or in-house, and may be delivered by external or internal facilitators. The purpose of training is usually to deliver skills, tools, knowledge and knowhow connected directly or indirectly to the organization's field of activity (Conger, 2010). In addition, training revolving around real-world challenges helps participants to solve real problems within their organizations (Day & Dragoni, 2015). Many executive managers understand the value of training in areas not connected to their activity for the purpose of opening the mind, inspiring and bringing general enrichment. For the most part, training is a group activity although specialized training may be appropriate for individuals within a particular context. In some cases, organizations establish internal colleges/academies to teach specific skills and knowhow necessary for their activity and productivity.

Executive managers expect participants in training programs to be active and engaged (Reichard et al., 2017). They are often able to observe this first hand by choosing to deliver the course or workshop themselves, following the principle claimed by one of the interviewees that *"personally training participants is very important because I'm familiar with the problems"*. From the findings it has emerged that in-house training within the framework of an internal program or college/academy of development is perceived by executive managers as being a significant factor in the formal process of leadership development, especially when those doing the training, giving the lectures and/or instructing are people from within the company. Learning from each other and doing simulations are key activities in organizations with such direction (McCauley, 2008). In some programs, participants are called upon to undertake 'final projects' which can bring invaluable ideas and insights to these organizations, breakthroughs to departments, opportunities for project makers to shine.

While participation in training programs is always enriching, it is not always advancing in the way that the participant may wish. The notion that enrichment and empowerment on an individual basis leads to enrichment and empowerment on a collective basis not only justifies but also warrants sending those who are motivated and willing to invest in their self-growth and self-development.

Beyond training, mentoring and coaching emerged from the findings as two of the most highly used practices of formal leadership development within organizations. In some cases, external coaches are hired to work with employees while in others, managers from within the organization are trained as coaches for the purpose of coaching and mentoring their people. Understandings and insights from the coaching process are transferred back into the work environment, with the additional benefits of skill enhancement, increases in motivation and self-awareness, and a general sense of wellbeing (Mattar et al., 2018). Besides the value that they bring on an individual basis, when mentoring and coaching are conducted internally, either formally or on-the-go/informally they open new channels of connection between different levels of managers within the company thereby increasing social capital (Sooyoung, 2007).

Mentoring, involves learning and developing from the experience of others and as such expands experiential and process learning (Sarri, 2011). Many executive managers perceive mentoring as a must have skill for their managers. Acts of informal mentoring and coaching occurring on the job demonstrate that executive managers aspire to the development of their people, often perceiving this as a significant part of their role and calling to be 'leaders developing leaders' (Corner, 2014).

One of the actions that executive managers use as part of the informal process of leadership development is *role modeling* which occurs on the go and in an informal manner. The use of role modeling creates an attitude which connects to the daily reality of the organization and the people who operate within it, as opposed to more formal practices of past decades which were less flexible and less hands-on (Holtzhausen & Botha, 2021).

In role modeling, executive managers encourage their people to model their behavior through personal example and opportunities for informal coaching. Giving a positive personal example is perceived as an obligation by executive managers, who consider their behavior as ethical and worthy of seeing, copying and learning from (Bolden, 2005). In this way, those

observing and learning go through a process of leadership development as they adopt and adapt new ways of doing and behaving into their repertoire (Dalakoura, 2010).

To serve as an informal coach, executive managers invest time and effort in listening and guiding their people, even though they themselves may not be qualified coaches. In terms of intensity and content, informal coaching occurs as needed and when called upon without resting on a specific methodology or time frame. For some executive managers, the role of informal coach is one of their most significant, and more and more executive managers are using informal coaching as a means to cultivate and develop their people (Jones et al., 2016).

To serve as a role model, executive managers understand the need to enrich and increase their own knowledge by learning and studying from diverse sources, including from their people. Many executive managers take it upon themselves to learn new bodies of knowledge upon entering a new position in order to strengthen their position. Enabling them to engage in discussions with their people on a higher level and to challenge them, processes of leadership development deepen as motivation rises and added value is created (Watkins et al., 2011). One of the interviewees undertook a strict regimen of learning upon joining his company, claiming that, *"today I can conduct conversations on technical issues with people in the company. True, I'll never be an engineer, but I can certainly ask the right questions."* For other executive managers, learning is 'a way of life' and when this is the case learning becomes a value that is demonstrated through personal example. Learning creates a process of leadership development as people enrich and exchange their knowledge, using it to increase their ability and capacity (Gardner et al., 2005).

When role modeling occurs within organizations, two-way channels of enrichment open between superiors and subordinates (Sooyoung, 2007). As one of the interviewees stated, *"If you let your people teach you, they get the confidence to 'get on the train' and to succeed."* This leads to the generation of new sources of information and knowledge which not only enrich the people involved, but also create increased cooperation and sharing (Ilies et al., 2005).

In *Selecting* lay traditional long-term formal programs of leadership development, such as internal leadership colleges/academies, external courses and training. In contrast to external courses and programs often held in academic environments with experts in the field of leadership development, internal colleges/academies of leadership development are usually tailor made to the content, climate and values of the organization, utilizing managers from

within the company to train and develop the selected participants (Bolden, 2005). The skills and tools delivered in these academies are diverse and vary according to the strategy and challenges of the organization.

Formal programs of leadership development held internally often end with action learning activities (McCauley, 2008) and final projects that pave the way for future change within the organization, and their intention is to develop leaders for the long-term (Russon & Reinelt, 2004 in Mabey, 2013). An additional benefit of conducting formal programs of leadership development in-house is that it gives participants from the same organization the opportunity to learn from each other within the real environment in which they work (Hernez-Broome & Hughes, 2004).

Whether internal or external, programs of leadership development are shifting from a formal approach to an informal and continuous process involving the self-directed learning and active participation of participants in their development (Reichard et al., 2017). Involving high investment on behalf of the candidates by the organization, these programs are perceived by participants as prestigious and career advancing (Watkins et al, 2011), while executive managers perceive those sent as participants in a process of leadership development and the next generation of leaders within their organization.

Selecting participants for formal programs of leadership development leads executive managers and Human Resource Managers to examine the personal qualities (Collins & Clark, 2003 in Day et al., 2014)), the motivation, and the willingness to learn, invest and grow of the candidates. Beyond being perceived as 'talent' by their direct managers and HR Managers (Leskiw & Singh, 2007), participants not only need to care about their development, they also need to be confident in their ability to develop (Reichard et al., 2017). Participating in these programs ensures the development of a leader attitude and mindset (Mabey, 2013) in addition to the acquisition of new skills and practice. Despite participation, progressing to new leadership roles within the organization is not guaranteed (Watkins et al., 2011).

To triangulate formal avenues of leadership development (Dev), data found on the MNC's websites (presented in Table 20) which connected to the focused codings of *Developing* are presented in Table 24 below. Although nine MNCs were included in the sample only five MNC websites mentioned elements connecting to Dev in their content, thus only five MNCs appear in Table 24 below. Empty spaces in the table reflect that no data was found in the websites for these focused codings.

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Table 24. Triangulation of Dev

	Enrich & Advance	Role Modeling	Selection
Coca Cola	**Help people be their best selves:** Build and develop talent, serve as a coach and connector, making your passion irresistible.	**Be a role model:** Live our Growth Behaviors and act with a growth mindset, building an environment of trust and safety. Seeking the right outcome, not the comfortable one.	No data found
Danone	**Make an impact:** We want to empower employees to make a difference. They drive our movement to make the world healthier and are steering us to a sustainable future. **Growth:** At Danone everyone is encouraged to learn and grow. You can develop your skills, travel the world and explore new areas of the business.	No data found	No data found
Carlsberg	**Learning opportunities:** Development of leadership and functional capabilities plays big role in our company, and we offer different learning opportunities both on global and local level. On the global level, we have our learning anchored in five different academies. Learning is a key element in the development and motivation of employees – especially in talent development. Our approach to L&D is based on a model where we strive for **70% experience**, on the job, e.g. short or long term assignments; **20% exposure**, e.g. mentoring, networking, coaching, and finally; **10% from formal learning and training** in an action-based and blended	No data found	No data found

	format.		
Muller	**Continuing education:** Anyone who wants to get ahead - whether professionally or personally - will find plenty of training opportunities in our Müller e-Academy and in seminars. Career development is firmly anchored with us, we support you in achieving your individual goals.	No data found	No data found
Strauss	The Strauss Group offers manager training and leadership development programs to cultivate and nurture skills and abilities, and to raise awareness of Strauss's complex business and organizational environment. These programs are implemented in several of the group's business units and will be expanded in the near future to the whole group. The Strauss Group executes annual performance, ability, and career development evaluation of all employees in the organization.	No data found	No data found

Source: Author, 2021 – based on websites appearing in Table 17

According to Table 24 above, Enrich & Advance was found to be the focused coding with the most validation from the websites. Five MNCs (Coca Cola, Carlsberg, Danone, Muller and Strauss) presented messages that show how developing their people through learning and growing is of importance, and worthy of appearing on their global websites. Coca Cola specifically mentioned role modeling as a call to their people to enter a mindset of growth. None of the MNCs mentioned selection.

Informal processes of leadership development

Comprised of three categories - *Connecting, Optimizing, Discovering* - informal processes of leadership development are in their essence dynamic and integrated into the ongoing business activity of the organization. These informal processes do not focus on selected individuals but rather embrace the participation and development of the collective.

The categories of *Connecting, Optimizing, Discovering* embrace these informal processes and are presented below.

CONNECTING

Executive managers active in today's dynamic and uncertain environment are constantly responding to and planning change. With the goal of expanding organizational capacity, executive managers and their teams understand that in order to get from plan to execution, they need to invite and recruit as many stakeholders as possible to connect and be actively involved participants in the mission.

 Leadership involves complex interactions between people and situations that arise in diverse systems (Day, 2001). In order to handle these interactions, executive managers encourage and develop social interaction, communication and connection (Day et al., 2014) within their organizations which requires a mutually open and collaborative atmosphere (McCallum & O'Connell, 2009). Cultivating cooperation, the sharing of opinions, the opportunity to speak up and be heard, and the need and desire to understand what lay behind organizational missions, the category of *Connecting* is the place where stakeholders are invited and recruited to join missions of change. *Connecting* enables those joining the mission to feel that they are part of something bigger, to know that their ideas and opinions count, to develop a sense of trust, connection and significance, thereby motivating them to go the extra mile and do what is necessary to support and be part of the change. This supports the modern paradigm of leadership where orders given top-down have shifted to strategies of partnership (Dalakoura, 2010).

In order to gain stakeholders' agreement and commitment, executive managers engage the people around them, develop interpersonal relationships, and encourage meaningful informal communication. These actions organically create a process of leadership development, for engaging, relating and communicating are skills of leadership and those

who are involved - both the engager and the engaged, the relater and the related to, and people participating in informal interactions - develop their leadership ability. The very act of sharing, communicating, discussing, and deciding in an open and accepting way enables participants to be active, to grow and develop, to increase the value of their human capital. Since there is a symbiotic relationship between human and social capital, increases in one will lead to increases in the other (Van Velsor et al., 2010). Thus, in the category of *Connecting,* where active and dynamic activity is ongoing, social ties and connections are nurtured and developed (Drath et al., 2008) creating and building on organizational human and social capital (McCallum & O'Connel, 2009), affecting organizational procedures and policy by becoming part of the organizational culture.

Moreover, considering the volatility and ambiguity which exist in today's market, executive managers take decisions and make adjustments on the go requiring a level of *Connecting* that is available, enabling and supporting. Without it, they will have great difficulty in facing the challenges and changes that arise.

Within the reconstructed process of leadership development, the category *Connecting* holds three focused codings: (1) *Engaging; (2) Interpersonal relationships*, and; (3) *Informal communication.*

The process of *Engaging*, as it emerged from the findings, involves three main efforts: explaining for understanding; actively and carefully listening, and convincing for agreement. The word 'efforts' was not chosen lightly, with all of the executive managers stating clearly that they spend much time and effort on getting their people to challenge and join their ventures.

With the days of top-down management quickly disappearing from the organizational map (Dalakoura, 2010), today's executive managers understand the need to explain their direction and ideas for change, whether planned or emergent. Planned change may involve changing the atmosphere and direction of a company or dealing with a problem in quality control, while emergent change may involve responding to changing consumer trends. Both types of change require executive managers to develop direction within environmental parameters and limitations, to recruit others in support of this direction, and to engage and motivate them to achieve it. Since these are expectations of those holding positions of leadership, executive managers are expected to provide it (McCauley et al., 2010).

Varying amounts of flexibility and patience are necessary because explaining for understanding is not enough. In today's social and organizational climate, executive managers need to be prepared to listen and convince as many stakeholders as possible to join them, including reducing resistance when it arises. Leaders are expected to explain to their employees that they are important and how they fit into the process, and to clarify what they want from them (McCauley et al., 2010). One of the executive managers interviewed told of how this process almost cost him his health, spending so much time and effort explaining why his organization needs this change at all! The reward is surely worthwhile as the same interviewee goes on to say, *"...and at the end when you agree, they feel partners."*, and when stakeholders feel like partners in a process of change, the probability of project success is much greater (Hitt & Ireland, 2002).

Active and careful listening is a soft skill that many managers learn as part of their professional development. For it to happen authentically, listeners need to acknowledge that they do not have all the answers and that they have something to learn and/or gain from the speakers (McCallum & O'Connell, 2009). In this case, the executive managers interviewed understood that by listening to their employees, especially the young ones *"who have something to say about everything",* they will be better able to meet the planned or emergent change and in the end to increase capacity.

Thus, after explaining the idea and listening carefully to others' input and opinions, executive managers remain with the task of convincing for agreement for *"the more they (subordinate managers and employees) agree with you, the greater the chance of success."* Conducting open sharing and dialog while convincing others encourages stakeholders to come on board (Kirk, 2005 in Bolden, 2006). Despite this, the executive managers understand that at the end of the day, a decision has to be taken, and if necessary, they will take it without full agreement by all their people.

Developing *interpersonal relationships* between leaders to followers, leaders to leaders, and followers to followers enables members of organizations to develop their connection on both a professional and personal level (Avolio & Gardner, 2005) and to become more resilient (Clerkin & Ruderman, 2016). This deepening of connection between people develops the social relationship between them and by doing so, strengthens their sense of trust and safety, opening possibilities for cooperation (Day, 2001). As a result, the level of social capital within the organization is raised, something which has been connected to leadership development (Galli & Muller-Stewens, 2012). By thinking about others, seeing

them and helping them to realize that they are part of something greater, executive managers create an environment which emphasizes the importance of being part of a collective, not only an individual within a collective (McCallum & O'Connel, 2009).

As it emerged from the findings, developing interpersonal relationships involves two sub-components: caring and ego management. The interviewees spoke of caring in three ways: unconditional caring, caring out of respect, and caring as a future investment for various purposes. The understanding that *"I can't succeed without my people…without them you can't succeed and from this place comes a lot of caring",* has led caring to be an integral part of the role of executive managers.

Caring implies doing more than is expected or required in a specific situation, of going the extra mile to do something for someone else. For some executive managers, caring is expressed through their presence which they feel brings a positive effect, while for others it is expressed through fighting for salary raises, investing in employees' career management or supporting/backing them in diverse situations. The outcomes of such behavior are far-reaching and are often rewarded through higher motivation, commitment and responsibility (Hitt & Ireland, 2002). Thus, the motivation for executive managers to care is significant since they understand that together with the above outcomes, employees develop a greater sense of connection, loyalty and identity with the organization. Once established, this will enable executive managers and their people to face the changes (planned or emergent) that they face and generate to increase their capacity.

At the core of the category of *Connecting* lay an environment where the organization is perceived as one entity and that all who work there are members of one team. In this sense, *Connecting* represents the collective whereas ego represents the individual. When individuals put themselves first, ego is at the forefront and when that happens power struggles, conflicts and dissatisfaction become routine. In any organization, be it a government, a company, a team or a family, issues of ego can be disruptive, creating a diverse range of emotions such as tension, envy and anger (Vincent et al., 2013).

Thus, in order to create an environment where employees can both bring themselves as individuals and at the same time sense themselves as significant parts of the whole, executive managers invest much effort in ego management. This may involve a range of practices from listening carefully, to creating a confrontation, to setting a good example through role modeling. By taking such measures, executive managers engage in and

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encourage the development of interpersonal relationships between themselves and their people, and within the collective. When personal barriers come down because people listen and see each other, ego issues become manageable and team work becomes smoother and more effective. As a result the connection between members of the collective deepens, capacity increases and those involved report sensing empowerment and success (Roberts, 2013), outcomes which reflect processes of leadership development (Drath et al., 2008).

According to the findings, ego can cause people not to see the reality clearly and to lose focus of the objective: *"...and I explain to my people that if they're busy counting how many points I'm giving them, from my point of view, it's a failure".* The implication here is that executive managers strive to create an environment where everyone is focused on the same target and points are equally divided when their people connect and succeed together. By setting personal and collective targets clearly, executive managers can set the scene for collective development. On the other hand, executive managers need to be aware of their own egos and how they sometimes affect their ability to see and listen deeply, possibly preventing and interfering with other processes (McCauley et al., 2006).

One of the ways that enables people to connect is *informal communication*. With the new perspective of leadership, this way of communicating has become widespread. Gone are the days of the old perspective of leadership where communicating was confined to formal situations and content (Dalakoura, 2010). This new openness and sharing encouraged by leaders through informal communication is something that executive managers strive for because they realize that the deeper the informal connection between their people, the better they can face planned or emergent change. Indeed, the findings reveal that executive managers active in today's uncertain environment push their departments and people to break through formal organizational barriers in order to share and learn from each other with the understanding that it can bring success in reaching their objectives and targets (Cullen et al., 2017).

For informal communication to occur, an open atmosphere needs to be created and maintained within the organization, and executive managers are key to doing this. By encouraging individuals and groups to open up and share internally within the company, executive managers help to break through formal organizational barriers, paving the way to mutual enrichment/learning, deeper relationships and new initiatives (Fusco et al., 2015). In

this way the value of human capital within the company is increased, leading to a symbiotic rise in social capital (McCauley et al., 2010) and growth in the ability of the organization.

When executive managers give a personal example of openness and sharing with their management teams, the expectation that department leaders will take it further with their people arises, with the hope that informal interaction will become an innate part of organizational behavior and culture. *If the VPs are open and willing to help each other and others, then the message gets passed down to their people.* The outcome of such openness and willingness to help each other leads to greater social capital (Baker, 2000) and increased capacity (McCallum & O'Connell, 2009; Day, 2001).

The two main facilitators of informal communication are openness and willingness to share. However, this is not always easy to achieve and resistance may be encountered, especially when this kind of communication is new within the company. One of the interviewees spoke of how his organization was not used to this kind of openness and that *"everyone was used to keeping his cards in his pocket."* It is not easy to change behavior but the findings reveal that through inviting different departments to share with each other on an individual and team level from bottom up and top down, by having "open doors" and encouraging transparency, it is possible to induce change.

An additional facilitator of informal communication is realizing common goals where the need to share creates opportunities for collective work through cross departmental initiatives and other joint projects. Sharing knowledge, ideas and direction when working on common goals shifts the focus from individual objectives to collective objectives that can only be achieved by working together. In this environment, failure is shared just as success is shared. When the sense of belonging rises and trust increases, the ability of the collective to face changes becomes stronger and the power of organizational social capital expands (McCallum & O'Connel, 2009).

OPTIMIZING

Executive managers lead processes of business strategy and planning for the long term and the short term. Based on their experience and principles, the company's vision and values, and the external environment, these processes are designed to give direction and provide the foundations for organizational activity. Despite the many work plans, projects and ideas that managers and their teams devise and plan, reality is often stronger, and the

need to adapt and change course often arises. Thus, todays executive managers need to be in a position to deal with both planned and emergent change (Galli & Muller-Stewens, 2012) by utilizing their existing resources to the maximum (Day, 2001).

Within the range of resources available to executive managers in their organizations, human resources are one of the most significant (Kotter, 2008). Developing individual ability (human capital) and collective ability (social capital) is crucial for executive managers to optimize their human resources when dealing with change and creating growth (Day & Dragoni, 2015). Successfully navigating change requires utilizing the potential collective capacity of the organization and as Robert Putnam stated, social capital is a resource that, *"increases rather than decreases with use and which becomes depleted if not used"* (Putnam 1993b, p.105).

Optimizing reveals a 'we're in this together' attitude demonstrating that the whole is worth more than the sum of its parts. By leveraging the potential collective capacity, executive managers enhance solidarity, confidence and smooth running of their organizations (Shane & Venkataraman, 2000).

Within the reconstructed process of leadership development, the category *Optimizing* holds three focused codings: (1) *Cross-Departmental Activity*; (2) *Taking Initiative*, and; (3) *Shared Responsibility.*

In order to deal with planned or emergent change, executive managers have the opportunity to use *cross-departmental activity*. With an understanding that today's problems are too many and too complex to be handled by one leader (Day, 2001), the executive managers interviewed all brought examples of how they use this approach from time to time to meet challenges and/or solve problems, to create innovative work processes, to maximize internal resources, and to meet the specific and unique needs of their organizations (Felicio et al., 2014). More and more leaders of organizations understand how utilizing social capital in cross-department activity can help them face today's uncertain and ambiguous environment (Galli & Muller-Stewens, 2012). Beyond the dynamic and often ground breaking projects and processes that it can drive, cross-departmental activity gives participants the opportunity to make their mark and create an impact.

Cross-departmental activity requires various parts of an organization to join together, even if only for a short time. Thus, an awareness of other teams, departments and divisions

within the organization and how they are connected facilitates the exploration of opportunities and can support and create a stronger basis for joint activity and productivity. Joining separate parts of an organization enables problems in one part to be solved by a solution from another (Baker, 2000).

Cross-departmental activity enables organizations to optimize their resources and to expand their collective capacity. Organizational resources are diverse, ranging from budget to space to machines to human resources, and more. By working together, endless options can be raised as participants open up to the resources held in other departments and new ways of organizing their allocation and optimization (Cullen et al. 2017).

In reality, cross-departmental activity occurs as a result of executive managers thinking big, of executive managers wanting to optimize internal resources to create and maintain change, to generate ideas for innovative products/services, to solve challenges faced by their organizations (Burt, 2000). By using this approach, opportunities are created for participants to develop and grow, thereby creating spontaneous processes of leadership development real-time and on the job.

In the struggle to increase potential collective capacity in organizations facing both internal and external change, executive managers have the option to take initiative themselves and/or to encourage their teams and employees to take initiative. Relating to being active and assertive, to leading the way, and to getting more from their people, *taking initiative* requires leaders to hold a macro view of their organization and to recognize the various options and opportunities open to them (Fulmer & Vicere, 1995).

Thus, the act of taking initiative exhibits a kind of behavior which executive managers relate to in their perception of the process of leadership development. Moreover, it reflects the leader identity that those taking initiative feel about themselves, and the greater the self-perception of leader identity, the more opportunities to experience and learn will be created and taken by those individuals (Lord & Hall, 2005).

Taking initiative enables executive managers to challenge their targets, change perceptions and, when necessary, to remove obstacles. With regard to challenging targets, initiatives may be created to change an existing situation, to raise productivity, to add market share, and to increase capacity. For this to occur, all employees, from top to bottom and bottom up, need to leverage opportunities to lead in the organization and to take

responsibility for that leadership in their relationships and in their actions (Drath, 2001). In this respect, executive managers both expect and drive their employees to be 'big minded' and to look beyond the responsibilities of their job descriptions.

By changing perceptions, taking initiative can make a huge positive impact and can touch any number of issues occupying executive managers, such as bringing and adapting modern technology into traditional sectors, opening areas once guarded by upper management to lower level managers and employees, financial saving by all layers of the organization not only by the finance department. Taking initiative to change perceptions both in and out of the organization often inspires and pushes leaders to higher levels of performance in their professional activity (Fulmer & Vicere, 1995). By affecting their departments, their people, their products and their reputations, taking initiative becomes an organic part of the process of leadership development as those who take it embark on a process of professional development.

Thus, when facing uncertainty, challenges and changes, executive managers are often required to bring solutions through various initiatives. In this respect, leaders today need not only to be qualified and knowledgeable (as in the past and according to the old perspective of leadership), they need also to be focused, adaptable and resilient (Clerkin & Ruderman, 2016).

Today's executive managers have adopted the modern perspective of leadership where organizations are perceived and related to as horizontal structures as opposed to vertical structures holding a strict hierarchy as they were in the past (Day et al., 2014). With divisions and departments positioned side by side in a structure that represents a single entity, movement forward towards goals and visions becomes something that requires *sharing responsibility,* a collective effort to do things together as partners to reach greater results (Day & Dragoni, 2015). It combines and requires responsibility and understanding by all organizational participants, not just the 'chosen few' (Bolden, 2005).

When executive managers successfully manage to translate this approach to their organizational structure and to their managers and employees, the collective become partners in common targets (McCallum & O'Connell, 2009). They begin to actively seek to create strong ties and nurture partnerships with others in the organization to reach goals not only directly beneficial to themselves, but also to support in achieving targets that can benefit other parts of the organization and sometimes the whole organization itself (Meehan &

Reinelt, 2012). The behavior required to share responsibility encourages members of organizations to see each other as partners to joint targets and to question perceptions that till now have been taken for granted. As one of the executive managers interviewed eloquently said, *"Is making a profit the sole responsibility of sales and marketing? Definitely not!"*

The executive managers interviewed expected their subordinate managers to take initiative and share responsibility, and perceived this as being directly connected to their process of leadership development, since clearly these subordinate managers see themselves as part of the bigger picture, responsible for much more than their own personal departments. Lending itself to the definition of leadership development given by Allen & Roberts (2011), sharing responsibility *"expands the capacities and awareness of individuals, groups, and organizations in an effort to meet shared goals and objectives"* (p. 67). Moreover, the action of sharing responsibility increases individual and collective capacity and reflects the character of the executors: "big minded" individuals with a sense of partnership and the motivation to do and bring more.

Thus, when organizational hierarchy is flattened, responsibility becomes shared as does the success of the projects and initiatives that it drives. At the same time, failure also becomes a shared outcome providing yet another opportunity for shared responsibility and growth of the collective.

DISCOVERING

When organizations face planned or emergent change, executive managers have the option of leaving the comfort zone in the direction of an unknown or unfamiliar destination. To deal with stepping out of the known and familiar, executive managers cultivate a no fear attitude where taking risks, overcoming fear and learning from mistakes become part of the organizational culture. There is a resemblance here to action learning, a practice used in organizations to facilitate processes of reflection, internalization and development. The category of *Discovering* nurtures an atmosphere that enables participants (leaders and followers) to express their ideas, opinions and thoughts freely and openly, knowing that they will be listened to and acted upon when and where appropriate (Drath et al., 2008).

Executive managers develop the environment necessary for *Discovering* by encouraging ongoing informal feedback in addition to the tool of formal feedback which has become mainstream in today's organizational world (McCauley, 2008). Informal feedback,

given and received on the job and with no hesitation or fear, facilitates processes of personal development and positively impacts individual capacity. In practice, this has a ripple effect to the individual's team, department, division, and so on, sometimes reaching out to the whole organization. In this way, changes made on an individual level induce change on a collective level, raising the capacity of both (Day, 2001).

Within the reconstructed process of leadership development, the category *Discovering* holds two focused codings: *No Fear Attitude*, and *Feedback.* Executive managers value motivated team members and employees who have the ability to adapt to environmental and organizational challenges with flexibility and determination to face and create change (Reichard et al., 2017). For these qualities to be expressed through action, executive managers develop an organizational climate to support a *no fear attitude*, where managers and employees are allowed to take risks, overcome fear and learn from mistakes. In this way, learning and developing through trial and error facilitates growth, innovation and leadership development.

The motivation to take risks is not always welcomed by stakeholders and/or superiors who often prefer tried and tested means and methods. However, when executive managers and their teams wish to implement planned change or to respond to emergent change, they put aside their fears and set sail for new shores. Sometimes the voyage involves creating new partnerships or structural change, taking personal responsibility for risks taken, implementing new projects to breathe new life into the organization. Whichever direction the voyage takes, one thing is clear, it is not a one-man show – it is a collective effort and in an organic way every manager and employee participates either actively or passively (Kotter, 2008). One executive manager interviewed reported that *"for the manager that led this change, it was the peak of his development"*. Such a strong comment reflects the leadership development involved in setting sale for a voyage of discovering.

Adopting a no fear attitude requires executive managers and their teams to overcome both personal and collective fears such as fear of criticism which often restricts interpersonal communication and freedom of speech throughout the organizational structure. Freedom of speech within an organization has been described as driving action and accurate decision making (Ahmadi et al., 2016), thus the benefits of nurturing it are profound. One executive manager stressed the importance of building foundations of openness, not foundations of fear.

An additional fear experienced by executive managers is that of recruiting and/or developing people who become 'more' than them – more knowledgeable, more professional, more experienced, more motivated. Executive managers who release this fear recruit higher quality human resources and are willing to develop their people. This naturally leads to better productivity from them and the whole team, a sure reflection that processes of leadership development can and do raise individual and collective capacity.

Fear of failure is another fear held among executive managers and their teams (Gill, 2001 in Bolden, 2005). Despite the fact that failure is often perceived as an inherent part of taking risks, what emerged from the field is that the experience of failure can induce feelings of fear regarding the next big project. The question of how one failure will not affect the next success is something that those in the mode of *Discovering* deal with, fighting off concerns and hesitance touching their next venture.

Connecting to this is the possibility of learning from mistakes and to taking insights and learnings from these mistakes to the next challenge or next project. Executive managers who encourage their people to leave their comfort zone in order to reach new targets and achieve more (Pitichat et al., 2018), to release their fear of failure and of making mistakes understand that the results of such actions lead to development and growth, recognized as part of the process of leadership development.

Developing an organizational culture that supports learning from mistakes is one of the most significant foundations of the category of *Discovering* because it promotes an atmosphere of trial and error, of legitimacy to go to new areas of interest, to be innovative and creative without worrying about negative consequences (Pitichat et al., 2018). As one of the executive managers interviewed stated: *"I don't fire people for making mistakes, I fire people who don't learn from their mistakes."* As an employee, such a strong message opens the door to showing up, speaking out and doing more (Burbaugh & Kaufman, 2017).

The practice of action learning has been defined as 'learning by doing' through simulations and training where real problems faced by organizations are solved by teams of learners (Marsick & O'Neil, 1999). It is considered an effective method for leadership development since it encourages action in the form of experimentation (Bolden, 2005). The difference between setting out on a voyage of discovering to action learning is that action learning is a practice, while *Discovering* is a journey of development. In this respect,

executive managers who are able to lead with a no fear attitude stand at the forefront of this category.

Discovering requires members of an organization to be attentive to themselves as individuals, to their teams, their colleagues, their superiors and subordinates (Pitichat et al., 2018). For the voyage to succeed, i.e. for the organization to face planned or emergent change and reach a place of increased organizational capacity, each person on board has both the obligation and permission to give and receive *feedback* on the go and on the job. Although this sounds logical and full of common sense, in practice it is no easy task to give and receive feedback both on a personal level and as part of the organizational culture. Developing an environment that both supports and facilitates ongoing informal feedback is a major challenge for executive managers, one which they themselves learn to deal with.

Informal feedback is different to its formal counterpart which, as mentioned previously, has become mainstream in most organizations today (Day et al., 2014). It holds a quality of mutuality in that it involves people of different levels, relationship and network (Van Velsor et al., 2010). For example, a level three manager in the marketing division can approach the head of the finance department with constructive feedback from his perspective, or a factory floor employee is encouraged to take the initiative by going to his boss to bring a new idea or criticize ongoing practice. This open-directed and open-minded environment creates equality within the organizational structure, enabling participants to be involved, to be seen and heard. The executive managers who participated in the study all brought examples of how informal and on the go feedback is a significant factor in their perception of the process of leadership development.

The very act of speaking up, of taking enough care to get involved in issues not directly connected to you, of leaving the comfort zone to express positive or negative feedback is in itself an act of leadership (Day et al., 2014). It takes courage to give and receive feedback openly and honestly. As one executive manager interviewed stated, *"The feedback that you give or receive on the go creates a feeling of openness and honesty because without that, there's no way you can face all the changes and all the crazy marathon that we run...it isn't something you can wait with till the end of the year."* This attitude acts a foundation for *Discovering* – the acknowledgement of the dynamic and volatile environment in which organizations and their people exist, the ever changing nature of the business world requiring those sailing the waters to be aware, open and honest (Day & Dragoni, 2015). That

is the essence of informal feedback – executive managers encouraging their people to open up to each other, to share what pains them, the problems that they are experiencing, and then to let others relate to that in constructive ways till solutions that suit the parties are found.

Whether feedback is part of a formal feedback process held at specific times of the year or informal and on the go, giving and receiving feedback is a struggle for many executive managers and their people despite the fact that employees tend to look to their superiors for guidance and feedback (Clerkin & Ruderman, 2016). Feedback often provides an invitation for inner work and self-development both personally and professionally. In general, the higher the self-confidence and the greater the experience, the easier it is to give and receive feedback (McCauley, 2008).

With the main goal of feedback being to instigate some kind of change or adaptation (Day & Dragoni, 2015), following up and giving support for this to occur is an important part of the process, for as one executive manager said, *"Feedback is only as good as the change that it creates."*

Having described the informal avenue of leadership development made up of the categories of Connecting, Optimizing, Discovering (COD), it should be noted that informal processes of leadership development are integrated into the ongoing business activity of organizations and involve the collective. In order to reinforce validation of this finding, triangulation of data found on the global websites of the MNCs regarding COD will now be presented in Table 25 below. Although nine MNCs were included in the sample only four MNC websites mentioned elements connecting to COD in their content, thus only four MNCs appear in Table 25 below. Empty spaces in the table reflect that no data was found in the websites for these focused codings.

Table 25. Triangulation of COD

	CONNECTING	OPTIMIZING	DISCOVERING
Focused coding	Engaging Interpersonal Relationships Informal communication	Cross-Departmental Activity Taking Initiative Sharing responsibility	Feed back No-Fear Attitude
Coca Cola	**Help people be their best selves:** Build and develop talent, serve as a coach and connector, making your passion irresistible.	**Set the agenda:** Dream big and establish a compelling vision, while bringing the outside in.	No data found

	Be a role model: Live our Growth Behaviors and act with a growth mindset, building an environment of trust and safety. Seeking the right outcome, not the comfortable one.		
Danone	**Make an impact:** We want to empower employees to make a difference. They drive our movement to make the world healthier and are steering us to a sustainable future. **People centric:** This is a collaborative and social workplace with a focus on wellbeing. We place importance on networks and relationships, not structure and process.	**Step out:** Entrepreneurship is valued and innovation celebrated. Danoners seize opportunities to step out of the everyday and engage with the community and industry.	No data found
Carlsberg	**Learning opportunities:** Our approach to learning and developing is based on a model where we strive for **70% experience**, on the job, e.g. short or long term assignments; **20% exposure**, e.g. mentoring, networking, coaching, and finally; **10% from formal learning and training** in an action-based and blended format.	No data found	No data found
Heineken	**Diverse views, make great brews** As the world's most international brewer, we have created a culture where diversity is embraced and all people can thrive. We are convinced that the diversity of our people makes us as strong and unique as our brands. We know embracing Inclusion & Diversity is the right and smart thing to do, as we stand by our values, notably respect for people. We want to continue driving that inclusive environment where everyone can feel they belong, and where people feel comfortable to share their business ideas and thoughts. We are an informal company	**Are you ready to grow friendships?** We believe there's nothing better than making a friend over a shared experience. The work you do at HEINEKEN will intersect with the paths of many colleagues and that is how you will be most successful. Forging ahead, together, in order to achieve a shared goal of building HEINEKEN's legacy. Global, regional, local, we all have the same ambition. And we all know one thing: We Are HEINEKEN.	**Are you ready to wow the world?** We are not just employees, we are pioneers with a thirst for knowledge and a spirit for adventure. We climb ladders, open doors and cross oceans. We are looking for the right people to go places with us. As an international organisation we provide local as well as global opportunities during the journey that is your career. The road is not for everyone: it is without a doubt exciting, but there are challenges and obstacles too. Can you take these challenges and turn them into opportunities? Are you able to see the

with a flat hierarchy and accessible leaders, courtesy of our Dutch origins. Have a brilliant idea? Then we'd love to hear it, and so do your colleagues around the world. Sharing knowledge and building bonds Connecting is a key part of anyone's journey at HEINEKEN.		potential? **Are you ready to cross your borders?** We don't just mean literally. At HEINEKEN you will thrive if you want to grow, to learn and to stretch yourself. We need people that are willing to take a leap into the unknown with us and explore what could be, not just what is.

Source: Author, 2021 – based on websites appearing in Table 17

According to Table 25 above, four out of the nine MNCs in the sample express data that can be connected to *Connecting, Optimizing, Discovering*. It is interesting to note that although organizations' websites provide a formal platform for organizational use, they sometimes convey data which for the purpose of this study belongs to both formal and informal processes of leadership development. For example, Carlsberg boasts several academies including a Leadership Development Academy which connects to formal processes (Dev - Table 24), while also claiming that in their organization they adopt a learning and development approach where 70% is made up from experience, 20% from exposure, and 10% from learning, i.e. 90% connects to informal processes integrated into their ongoing business activity and involving the collective (COD – Table 25).

A quick glance at Table 25 is enough to understand that *Connecting* receives most attention from the MNCs global websites. Emphasizing the importance of diversity, networks and relationships, concrete ways of connecting are specifically mentioned, including sharing, building bonds, helping others by acting as an informal coach and being a role model. Furthermore, employees are related to as the driving force behind the organization while the organization is presented as a collaborative and social workplace. Regarding the category of *Optimizing*, taking initiative is expressed to inspire dreaming big and seizing opportunities to achieve shared goals. *Discovering* also receives attention on the MNCs global websites where images of voyages and leaping into the unknown correspond precisely with the author's definition: *"focus on leaving a place that is known for a place that is unknown/unfamiliar either through and/or for personal/collective/organizational change" (Fig. 14).*

In his search for data to triangulate with the findings of this study, the author identified text that either implicitly or explicitly expressed the categories of *Developing, Connecting, Optimizing, Discovering* (Tables 24 and 25). Furthermore, interviews with the executive managers regarding their perception of leadership development in their organizations, portrayed a picture where most of their attention was directed to informal avenues of leadership development, i.e. COD. In contrast, data collected from the nine MNCs global websites revealed that both formal and informal avenues of leadership development are related to approximately in the same measure.

The reconstructed process of leadership development in business reality

Having established how the four categories – *Developing (Dev); Connecting, Optimizing, Discovering (COD)* - from the findings and the literature review generate and support the reconstructed process of leadership development, the author will now present how formal and informal processes of leadership development operate in the business reality of executive managers. Fig 16 below graphically represents these processes which are expanded on below.

Figure 16. The reconstructed process of leadership development
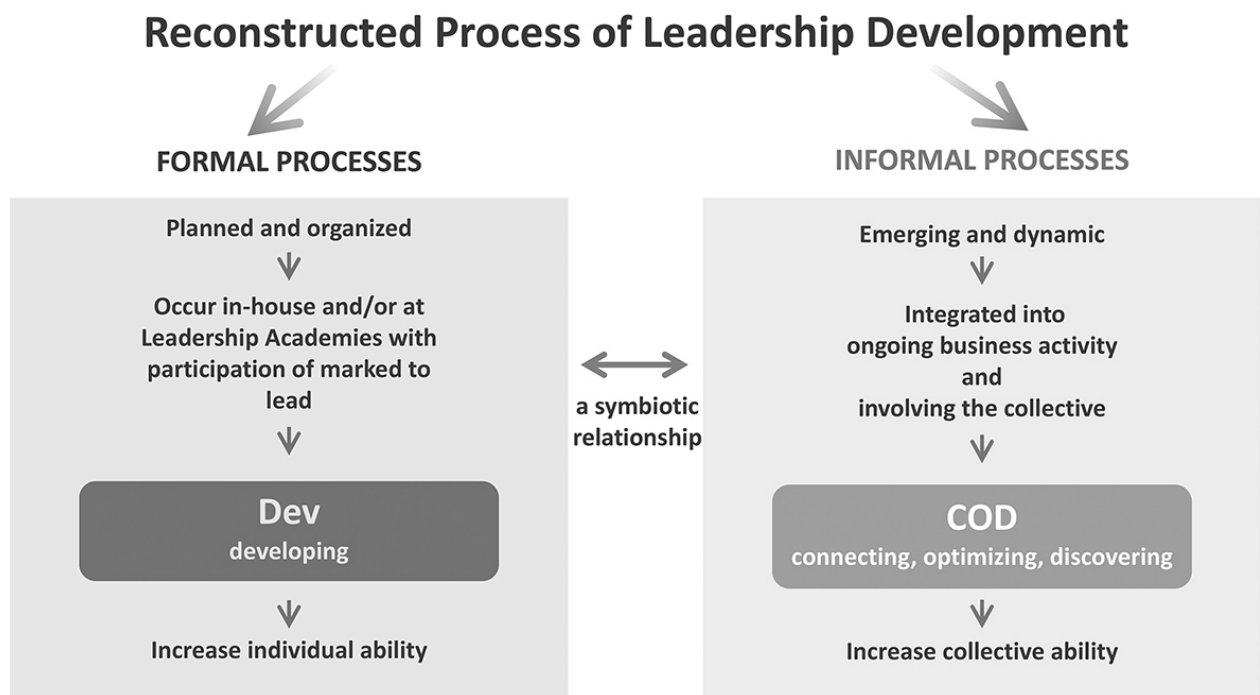
Source: Author, 2021

In order to grasp how Dev (developing) and COD (connecting, optimizing, discovering) work in symbiotic relationship within the reconstructed process of leadership development, it is crucial to understand that neither Dev nor COD are standalone avenues, but rather complement and expand each other. In its essence, Dev cultivates and expands human capital, while at its core COD cultivates and expands social capital. As revealed in the literature review, increases in human capital lead to increases in social capital and vice versa (McCallum & O'Connel, 2009). For this reason, the symbiotic relationship between formal and informal processes of leadership development, not only has value in and of itself, but also brings added value to individuals, the collective and the organization.

In practice, investing in Dev raises capacity within organizations because those individuals who were selected to participate now bring and use all of their ability and experience, and COD raises capacity within organizations because it develops networks based on interpersonal relationships, and opens the path to engagement and commitment which generates and increases collaboration. For the sake of clarity, the author will now detail how each process (formal and informal) works in the reality of the business world and perception of executive managers.

Formal processes of leadership development in the business reality of executive managers

Dev is defined as a practical means to achieve formal processes of leadership development when related to as a planned and budgeted activity within the organizational work plan. Not part of the ongoing business activity of the company, Dev is an additional activity using specific practices for specific purposes, i.e. individual coaching to reinforce self-confidence or a specific course in a professional skill. Dev is leveraged to increase the capacity of marked to lead employees who are selected according to their personal qualities, and motivation to learn and develop.

As a practical and formal means of developing leadership, Dev requires executive managers to consider the needs and requirements of the organization and of those selected to participate. In order to meet these needs be they organizational or individual, several practices are available to the organization: professional courses and training, coaching, and mentoring. These practices may be facilitated by external experts or internal employees. They may take place in-house or out of office, and sometimes at internal or external Academies of Leadership, such as that at Carlsberg.

The findings and discussion of this dissertation lead to an interesting and new understanding regarding the role of executive managers in the reconstructed process of leadership development. In Dev (formal processes of leadership development), executive managers play a role (together with Human Resources Managers) in selecting marked to lead individuals perceived to be next generation leaders, to participate in them. Since these programs require investment from both the participant (in terms of time and effort) and the organization (in terms of time and budget), and are not part of the ongoing business activity of the company, few and far between are those selected to participate. For this reason, those selected are usually highly talented, highly motivated and looked upon enviously by others in the collective. In cases where the program takes place in-house, the executive manager may be asked to participate in content choice, design and even in content delivery. For the most part, this is where the involvement of executive managers ends in Dev.

Informal processes of leadership development in the business reality of executive managers

COD is defined as a practical means to achieve informal processes of leadership development when integrated into the ongoing business activity of companies and organizations active in dynamic and ever changing environments. COD comprises three components – connecting, optimizing, discovering – which can be leveraged in the required amount, mix, and order according to the business activity into which it is integrated. Moreover, COD can be integrated into several business activities simultaneously and in parallel to deal with diverse ongoing organizational opportunities and challenges.

To clarify, the characteristics of COD are:

a. COD is a means to be organically integrated into the ongoing management and leadership of companies and organizations;
b. COD provides a practical path to deal with today's ever changing reality through connecting, optimizing and discovering;
c. COD facilitates a broad perspective of the organization and its needs since it enables the integration and use of a wide range of organizational resources;
d. COD creates the acquisition of collective experience which acts as a variable in leadership development.

The integration of COD into the ongoing business activity of companies does not require external experts, but rather leans on initiation, facilitation and promotion by executive managers within the organization. The expectation of these executive managers is that this

integration will gradually ripple down the organization and be adopted by the general population of managers within the company.

As mentioned above, COD is a practical means to reach organizational objectives and develop leadership which works according to the methodology presented in Table 26 below.

Table 26. COD methodology

COD components	Actions taken by executive managers	Actions taken by executive managers and their people
Connecting	Executive managers drive informal connection and bonding between departments in the organization, between their managers, and between the people who work in them	(1) openness and sharing between colleagues, superiors and subordinates (2) developing interpersonal relationships among the collective (3) caring as a value within the organization (4) the creation of an environment where ego is not the guiding star (5) the engagement of their people in decision making
Optimizing	Executive managers optimize the resources available to them with emphasis on the collective	(1) joint initiatives by their people (2) launching cross-department projects, and (3) assimilating shared responsibility for results within the collective
Discovering	Executive managers dare to reach new objectives with a readiness to discover and meet difficulties and barriers on the way	(1) informal feedback throughout the activity (2) releasing the fear of failure (3) learning from mistakes.

Source: Author, 2021

As a precondition to integrating COD into the ongoing business activity of the company, the initiating (facilitating/promoting) executive manager needs to adopt a modern leadership orientation, meaning that leadership is a social process and not an individual phenomenon.

The author would like to emphasize that the reconstructed process of leadership development contains two symbiotically related processes of leadership development – formal and informal. While formal processes of leadership development (Dev) develop individual capacity and informal processes of leadership development (COD) develop collective capacity, there is no doubt that one mutually affects the other and vice versa.

In COD, the role of executive managers requires the adoption of the new perspective of leadership – a deep understanding that he cannot succeed alone, nor can he succeed with only the marked to lead individuals invested in through Dev who represent a very small part of his workforce. With this attitude, executive managers bring the challenges and opportunities facing the organization to the collective, be that the management team or other groups of professionals within the company, or even the whole organization. In this way, the number of people involved in COD can range from few to many, making this avenue of leadership development something which embraces and bonds employees from diverse disciplines, professions, levels and backgrounds.

Encouraging and promoting the use of COD – connecting, optimizing, discovering – to deal with these challenges, executive managers become the initiators, facilitators and promoters of informal processes of leadership development. Along the way, those engaged and participating in COD may turn to the executive manager for guidance and assistance, and in such cases executive managers need to resist the temptation to take the reins by encouraging participants to work through their issues and find shared solutions.

Thus, the role of executive manager in Dev does not require significant involvement, while for COD the role of executive manager as initiator, facilitator and promoter brings the opportunity to accompany and guide both ongoing business activity dealing with real challenges and opportunities, and the empowerment and development of their people – the collective. In this way, COD is the executive managers' way of developing their individual people, their collective and their organization.

4.3.   Conclusions and future directions

The aim of this study was to reconstruct the process of leadership development from the perspective of executive managers employed in MNCs in Israel. To achieve this objective, the author took the following steps:

In **Chapter One** of the literature review, the author established the foundations of leadership development which rest on leadership theories ranging from great man theory coined in 1851 to the more modern social based theories of today. Continuing to develop as a result of changing trends in the business environment, shifts from traditional to modern organizational structures have paved the way for the inclusion of leadership development in organizational processes. The third and final part of chapter one explores the definition of leadership development and how it has, and indeed still is, emerging as an evolving concept.

To understand the process of leadership development, in **Chapter Two**, the author investigates it as an ongoing process rather than a one-time event, providing organizations with an integrative process to develop their leadership capacity. Leadership development is also examined as part of an organization's strategy and as connected to the values and goals of that organization. For the purpose of expanding his understanding of the process of leadership development, the author analysed models, frameworks and practices of leadership development presented in a wide range of studies.

In **Chapter Three,** the research methodology was presented, including design, general approach, sampling, data collection and analysis, and context. The aim of this dissertation was to reconstruct the process of leadership development from the perspective of executive managers. To reach this aim, the author used a qualitative methodology, specifically choosing a narrative method named constructivist narrative (Shkedi, 2015) or constructionist narrative (Flick, 2014). It is based on the assumption that complex situations are best described through narrative and storytelling. Using an in-depth interview, the author asked sixteen executive managers from eleven organizations the following research question: How do you perceive the process of leadership development in your organization? Their responses form the basis of the findings presented in chapter four.

Chapter Four includes the findings, discussion and conclusions of this dissertation. The author presents the findings arrived at by using thematic analysis (Shkedi, 2015) integrated with coding principles of grounded theory (Charmaz, 2014): initial codings,

focused codings, categories. The four categories found by the author – *developing, connecting, optimizing, discovering* – organize the findings into a reconstruction of the process of leadership development. These findings were triangulated with data from the MNCs global websites according to the principles of triangulation presented by Flick (2004). In the discussion, the author distinguishes between two very different avenues of leadership development: (1) the avenue of formal processes of leadership development which holds the category of *developing* (Dev), and; (2) the avenue of informal processes of leadership development which holds the categories of *connecting, optimizing, discovering* (COD).

In light of the above, the author would like to present the following conclusions:

- Since informal processes of leadership development (COD) facilitate collective development, their impact on facing or generating changes in the organization is stronger than that of formal processes of leadership development (Dev) which focus on individual development.

- COD leverages the leadership potential of those involved which generates competitive advantage for the organization.

- In contrast to Dev which usually falls under the responsibility of Human Resources Departments, COD requires the involvement of all members of the management team including Human Resources. This involvement can range from passive to active depending on the change being faced or generated.

- COD enables executive managers to adopt a modern leadership approach and attitude, freeing them from the old approach of being 'a great leader', to holding the new approach of shared leadership.

- The integration of COD and Dev within the reconstructed process of leadership development has great significance to organizations since it opens the door to the development and advancement of many employees, something which would not have been possible if Dev were the only avenue of leadership development available since it focuses on those selected.

- COD acts as an accelerator for organizations dealing with and generating change in dynamic business environments. Versatile in the number of people involved and length of process, COD contributes to the agility and creativity of organizations.

- COD enables executive managers of local branches of MNCs to implement informal process of leadership development on their initiative and with autonomy opposite the global enterprise, based on the local business environment and challenges.

Finally, based on the findings, discussion and methodology, the author recommends the following directions for future research:

- Expanding the scope of the research by interviewing participants in the reconstructed process of leadership development (Dev & COD)
- Expanding the scope of the research by investigating how the two avenues of leadership development within the reconstructed process of leadership development (formal processes – Dev, and informal processes – COD) impact the organization in terms of quantitative business results
- Follow up on informal processes of leadership development (COD) to explore and understand the weight and significance of each of component – connecting, optimizing, discovering – and their effect on the leadership ability of the participants
- Expanding the scope of the research to MNCs active in different countries in order to generalize the findings

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