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Cases on Global Leadership in the Contemporary Economy

Ivonne Chirino-Klevans, PhD

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IGI Global
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Leading in a global environment requires the development of unique skills such as openness, curiosity, inquisitive mind, tolerance to ambiguity, among others. It is not enough to be willing to reach out to other cultures to be successful in a global business environment. Understanding that adjusting our leadership style according to the context is key in creating effective synergies when doing business across cultures. This teaching case is a tool to be used in the classroom as a resource for a Leadership Course, Organizational Behavior course or Global Business course.

Every organization requires leaders. What "leadership" looks like is different across industries and across cultures. This chapter provides academics, executive education instructors, and other skill development specialist with an opportunity to analyze a real case scenario from the perspective of emotional intelligence, cross-cultural communication, motivation, and leading across cultures. Students will benefit from using analytic skills to identify areas of opportunity in a case that presents a real-life situation involving various concepts used in leadership development programs. Names and other key details have been changed to keep confidentiality.

In just eight years, La Vêture has grown from a startup founded by three young French entrepreneurs to become the dominant player in retail e-commerce services for French apparel brands. But now with a staff over 100 people, and three floors of open space in the city center, the company is facing a number of challenges. La Vêture is grappling with questions such as whether or not the founder's original business model and vision are well aligned with current market conditions, and whether or not the informal, entrepreneurial management style and company culture have hidden costs which are preventing the company from further developing. Employees sometimes find themselves caught in impossible dilemmas. The e-commerce manager and the newly hired human resources manager are trying to chart a way forward.

Many studies have looked at leadership during disasters and emergencies in a number of countries but hardly any has concentrated on developing countries and the implications of these nations' infrastructure, culture, and control systems. This chapter attempts to examine the leadership of Mrs. Ellen Johnson-Sirleaf, the first female president on the African continent, who led a global medical epidemic response during Liberia's recent Ebola crises. It identifies lessons to be learned by future leaders of developing countries as well as executives of non-governmental organizations frequently working on disaster relief projects around the globe.

Uncommon to other well-known leadership models, servant leadership explicitly states that the leader serves as steward by focusing the needs of the follower, whilst growing the followers' autonomy. Consequentially, followers increase in capabilities and collaboration, strengthen the leader-follower relationships through partnership, generating decisions that can withstand challenges and sustain organizational

Preface

Organizations who want to keep their competitive advantage in global markets need to be able to successfully operate across cultures. These organizations will benefit from hiring employees with global skills as well as from providing effective development opportunities to their employees so that these employees can develop the right competencies and be successful in a global economy. This reality has an important implication on what higher education institutions decide to integrate into their curriculum. After all, universities' goal is in part, to contribute to society by equipping students with skills, abilities, knowledge and behaviors that enhance employability. In fact, many employers are looking for recent graduates that poses skills that are not necessarily only related to the knowledge of a specific subject matter, but those skills that will help organizations reach their unique goals. There are many general skills that increase student employability in a highly competitive labor market. One of these skills is global competency. The concept of global competency has been defined by many authors. It would take a full textbook to discuss all of these definitions and approaches. For the purpose of this book global competency is addressed as the skills, abilities, behaviors and knowledge that allow individuals to operate effectively and appropriately across cultures in a business environment. Considering the importance of employability many business schools are starting to integrate global competency skills in their programs in a more intentional way. This integration considers study abroad programs, internships in global organizations, work-study programs overseas, curriculum mapping, among others. When we look at what other nations of the world are doing to develop these competencies we find a wide array of strategies. China has required mandatory study of English language starting in elementary school with the premise that learning another language sparks curiosity and could help in understanding other countries and cultures. These initiatives include as well the integration of the curriculum with content that addresses functional and strategic topics in global environments. The 2020 education reform in China contemplates updating their curriculum with skills that are relevant to the future in order to be able to solve real-world problems. And this reform will include helping school leaders understand and learn from successful schools around the world. Similarly, Korea has been requiring since the early 1940s the study of English as a foreign language as a subject for school-age children. That country has made a point of sending outstanding graduates from different undergraduate education programs to be trained overseas to be able to integrate those global concepts into their practice as educators. In a similar way Singapore has started to develop cultural competence in students at a very early age so that students can effectively tackle challenges of an "ever changing world". India, although trying to close an educational gap that takes precedence, has started to integrate global topics in its curriculum, in addition to increasing the number of languages required at school. The reality is that globalization is not something new. It has been in the spotlight of educators for a while. But due to easier travel, increased communication, and opening of new markets, globalization becomes more necessary in all fields. Globalization pushes employers to attract and retain a workforce that can perform in these dynamic environments. Therefore, education becomes the great equalizer that can help these future and current employees bring value to these organizations.

Universities, and particularly business schools, are now challenged with the responsibility of addressing the needs of a global environment and how to develop global leadership skills through their learning experiences. One of those initiatives is through accessibility via e-learning environments. These are learning paradigms that attract a diverse body of students who may be located in different parts of the world taking online courses. These interactions with students from different nationalities and cultures will help develop cultural competence skills as students may approach one same issue from a different frame of reference based on his or her own cultural experiences. Another approach that business schools are using to increase global leadership skills is through formal study abroad or global-immersion experiences. These experiences require resources and an important investment in preparing students for through orientation or pre-departure courses (delete "global immersions"). In a similar way work-study abroad programs provide students with valuable opportunities to put into practice not only knowledge but relevant skills in a cross cultural environment. The advantage of these global experiences is that students are generally assigned local mentors who help students "translate" cross cultural situations making learning "on the job" and across cultures a reality. Another related strategy involves hiring faculty who has depth on knowledge and practical experience working and/or teaching across cultures. The experiences that these professors bring to the classroom are very valuable as they are expected to design learning experiences that integrate cross cultural concepts and assignments contributing to the development of skills to work and effectively relate to others across cultures.

Another way in which business schools are integrating global leadership skills into the curriculum is through the use of case studies and teaching cases that incorporate elements of global business topics. The reality that instructors face in this arena is that many of the instructional materials have not been designed with cultural competence in mind. Anyone who has taught courses in business programs such as Organizational Behavior, Leadership, Human Resources, to name a few, can easily access cases that focus on a wide array of concepts, topics and skills. But very few of these cases integrate, in an intentional way, components that address global competence and/or global leadership. And yet, business programs are expected to have graduates that can effectively and accurately make sense, for example, of a global economy.

This book is unique in the sense that it represents an effort to bring experiences of educators, business executives, entrepreneurs, and consultants that have worked in global environments and who are willing to share their experiences through cases that will require that the reader sees an issue and analyzes it from different cultural perspectives. The intention of this book is not only to provide insights from researchers dedicated to the study of global leadership but to provide evidence-based cases that are based on real scenarios and that have occurred in different cultural contexts. The book contains a mix of case studies as well as teaching cases. These two paradigms invite the reader or the student to analyze these cases from different perspectives. These analyses require a departure from parochialism since they present scenarios or organizations which are immersed in environments that are impacted by global factors or by local cultures. Some of these case studies and teaching cases involve aspects related to leadership, management, finance, human resources, accounting, but all have a component related to global competence and/or global leadership, understanding that Global Leadership is the ability to get things done through others in a multicultural-multinational environment.

When we teach leadership and management we tend to use approaches that are generally accepted in the west. This approach pretends to ignore that business operations happen as well in global environments. This book intends to fill the gap we currently have in leadership and management courses in presenting students with scenarios that represent or require knowledge and application of principles of global competence in order to be successful in global business. These cases present scenarios that will require students to identify the impact of cultural dimensions in leadership; evaluate the importance that understanding (or ignoring) culture can have on the effectiveness of international business strategies, assess the benefit of using a complex approach to problem solving that considers different cultural perspectives; understand differences in conflict management related to culture; analyze how motivation is perceived differently across cultures; evaluate the best approach to negotiation considering cultural dimensions; integrate cultural aspects in change management; understand the concept of power and its implications in international scenarios; and analyze how culture impacts team work and feedback.

This book starts with two teaching cases. The first one, "'When in China...': A Teaching Case in Global Leadership" represents a situation that addresses the need to understand cultural dimensions and the effective use of that knowledge to create synergies and eventually lead across cultures.

The second teaching case is "Career Transitions: From the Boardroom to the Classroom – Do You Know What It Takes? A Teaching Case in Global Leadership". It describes the transition from the corporate world into academia in a multicultural environment. It presents a scenario where conflict management, identifying cultural dimensions, and intercultural communication are necessary to effectively manage and lead in a multicultural environment.

The first case study is presented on Chapter 3, "La Vêture: A French E-Commerce Firm in the Apparel Sector". This case study presents the challenges that a start up in France faces when it has grown from being a small company founded by three young French entrepreneurs to become the dominant player in retail e-commerce services for French apparel brands. Chapter 4, "The First African Female to Manage a Global Crisis: Liberian President Ellen Johnson-Sirleaf Management of 2014 Ebola", examines the leadership of Mrs. Ellen Johnson-Sirleaf, the first female president on the African Continent, who faces a global medical epidemic during Liberia's recent Ebola crises. It identifies lessons to be learned by future leaders of developing countries as well as executives of Non-Governmental Organizations frequently working on disaster relief projects around the globe. Chapter 5, "The Servant Leadership Movement: How Might Universal Leadership Behaviors Serve Millennials in Asia?" discusses the use of servant leadership skills that could be considered by business educators as they are creating their curriculum. This chapter aims to convey the applicability of this universal leadership model, illustrating how it would support culturally diverse millennials in Singapore. Chapter 6, "Experiex Trips: Cooperative Leadership in a Social Enterprise", provides an example of a small enterprise that encourages people to get out of their comfort zone and start experiencing cultural environments that are different to those that they are used to. The experiences that this organization designs are aimed at helping participants go through a process of deep and transformative learnings that will lead their life decisions and that can be translated into global leadership skills. Chapter 7, "Tourism and Handicraft Industry: Opportunities and Challenges of Operating in the Albanian Market", explores the role of tourism in supporting the development of the handicraft sector in Albania, analyzing the constraints faced by artisans during their daily activities of crafts production process. Albania is known for the tradition of crafts with precious values, created for centuries by masters of folk, in every province according to the features and specifications of different areas. The most known handicrafts in Albania are works in wood, iron, copper, precious materials like gold, silver, leather, wool, etc. which among others also proof its national identity. The book ends with the chapter named "Current Trends in Practicing Leadership". We left this chapter for the end as its objective is to explore the current trends emerging from real business life in comparison to theoretical development in the leadership field and to highlight common concepts coming from the theory and practice of leadership. From this aspect, this chapter may provide a basis for comparative leadership studies and contribute to the related literature and practical studies. The strength of this study is to present a comparison between current theoretical and practical leadership trends by conducting a content analysis. We felt it necessary to include a different perspectives in global leadership therefore a chapter that presents a meta-analysis of global leadership theories provides a different perspective into the development of global leadership skills.

As the reader can see the book provides different perspectives to global leadership using evidence-based case studies generated by researchers, professors and practitioners from different cultural backgrounds addressing situations that occur as well in different cultural contexts. These different chapters provide diverse perspectives that will help enrich the teaching experience of educators committed to develop global leadership skills and who take this responsibility with joy and who are open to learn from different experts in their fields.

Acknowledgment

Family first. I owe it to my mom and dad the inspiration for this book. Both of them sparked in me and my sisters, at a very young age, curiosity and openness towards other cultures.

My unconditional love and never ending gratitude to Ian and Alex who are my full time inspiration for all the things I do. Their energy and endless flow of ideas encourage me to start new projects and set new goals. To Rick for his patience and dedication to our family. To my sisters, for their unconditional support, and for being my confidants and role models at every stage of my career and life. My gratitude to all who have contributed to the content of this book, for their willingness to share their expertise. To my colleagues at the International School of Management in Paris whose support and knowledge kept me focused. To all those clients, students and colleagues from different cultures who are willing to share with me what their world looks like from behind their eyes. And finally, thanks to my colleagues at the MBA@UNC who are always ready to say “yes”.

Chapter 1
"When in China...": A Teaching Case in Global Leadership

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EXECUTIVE SUMMARY

Leading in a global environment requires the development of unique skills such as openness, curiosity, inquisitive mind, tolerance to ambiguity, among others. It is not enough to be willing to reach out to other cultures to be successful in a global business environment. Understanding that adjusting our leadership style according to the context is key in creating effective synergies when doing business across cultures. This teaching case is a tool to be used in the classroom as a resource for a Leadership Course, Organizational Behavior course or Global Business course.

TEACHING CASE

Michael sat on the porch at 7 am in front of his computer as he had been doing for the past 8 months. It was the start of a new day browsing his professional social media site hoping to find his dream job… again. He had been a successful business development executive for an important learning technologies research institute. He was still wondering what had gone wrong and how his dream job had vanished right in front of his eyes. Michael was a middle age industrial engineer who had been quite successful as an individual contributor in roles that required great attention to detail and a strong level of conscientiousness. Early in his life he had learned discipline and work ethic from his parents. He came from a military family. His Dad had been stationed in 2 different countries. Although Michael's family lived at base overseas

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his mom always made a point of helping Michael and his brother John get to know the local culture, have local friends and learn about different local traditions. The exposure to different cultures helped Michael's family develop curiosity about other cultures, openness to new information and experiences; disciplined questioning of their assumptions about other cultures, and very importantly, enjoyment in the process of experiencing new and different traditions. As an adult Michael usually found himself looking for jobs that would put him in cross cultural environments and those experiences helped him launch a successful career in global business development. He was very good at seeking out new experiences in global market environments in order to accelerate his understanding of a new culture and how to approach it from a business perspective; he was very skilled at cultivating wide networks in new regions of the world to help his company position their products. He had a unique ability to develop multiple sources of information by creating trust with global clients demonstrating real interest in their history, institutions, and points of local pride in other countries. If there was a new market to explore, his boss knew that Michael was the right person for the job. He did not only identify the local country's best practices but he was quite skillful at building on those existing best practices in different locations before introducing his own ideas or headquarters' mandates.

Mike's boss, Henry, had been in the company for almost 30 years. He had started as a business analyst and worked his way up to VP of Marketing. He knew the company inside out, had survived 3 mergers and one divestment. In fact, he was one of the only 3 founding members of the company who were still employed there. He had a keen eye for identifying talent. The first time he met Mike he was impressed with his charisma and ability to connect with others. Both necessary skills in a business development role. Henry was the kind of boss that many people would love. He would take the time to get to know his direct reports. He knew that empowerment was key to help employees succeed, but only when one as a leader is able to understand the things that matter to your people. His employees loved him. He was able to adjust his leadership approach according to the situation. He was firm when he needed to be. He would not put up with commitments not kept, deadlines missed or excuses. But he allowed his employees to try new things and make mistakes if these mistakes were used as learning experiences. Accountability was the name of the game.

Michael had been hired by Henry to help open new markets in Beijing and Shanghai. During the job interview Henry could identify Mike's passion for opening new markets around the world and could see the internal drive and commitment to high standards. That is what this new role needed. The company had had some success in Beijing in the past but changes in leadership ended with the relationship they had with important customers in that city. And Mike would be the new face of the company in China with the goal of recovering and finding new customers. Henry was sure Mike was cut for the job.

After a month on the job Mike was sent to his first assignment in China. Henry had high expectations and Mike knew it. At the same time Henry took the time to better get to know Mike and provided him with the right mentoring and empowerment to get things done. Michael made a couple of trips to China and felt that he was starting to get some success with the company's previous client. Mike understood the importance of "saving face" in the Chinese environment, and not only for him but also for the costumer he was trying to regain. He knew that the more face he had the more the more likely it would be to continue to continue to gain the trust of their Chinese customer, which they had lost before Mike had joined the company.

Mike was getting ready to visit his client in China. He felt things were going in the right direction and he was estimating that a couple of more trips would land a new order from this client. This order would mean regaining the trust they had lost. The week before Michael's trip he received some bad news. Henry had fallen ill and he had made a decision to retire early. He had been secretly battling a disease and he was ready to find more balance in his life. This news were not good news for Mike. He was losing a great mentor and supervisor. And with that the empowerment that he had managed to obtain. Henry assured Mike that his new boss would be someone with great expertise and with a strong drive to get things done. Mike was not sure anyone could replace Henry but he was willing to give it a try. Allen was appointed to take on Henry's job. Allen was a no nonsense kind of person, straight forward in his approach to people and with little patience for excuses. Some people would say that Allen had only survived the last lay off just because he would always get results. But he has not a "people" person. He had been a successful executive and this was going to be his first time in charge of global markets. He had never had the opportunity nor the interest in traveling overseas and his leadership responsibilities had only been in the USA with American customers. And he was ready to make a difference in this new role. The first day on the job Allen called Mike to his office asking for an update on the business development initiatives in China. When Mike discussed the fact that he was planning his third trip to China Allen said he wanted to join him. Allen was not pleased that Mike was taking that long to produce the next big order with a client that already had a relationship with the company. Mike discussed the importance of recovering trust and how he had to start building a network in Beijing so that the client would again trust them. Allen was still hesitant.

The following week Allen and Mike flew to Beijing. A driver was expecting both of them at the airport and took them to their hotel. It was late at night and they knew that they had a long day ahead of them. The next morning a driver took both of them to the client's office which was in a very modern in a very modern and elegant building just outside of Beijing. Upon arrival they were taken to an office where they were offered tea while they were waiting for Mr. Tang. Allen had not slept well. He had barely had anything to eat as nothing at the hotel's buffet resembled anything he usually had for breakfast. He had not had his morning coffee and to his disappointment he had only been offered tea at the office. While they waited Allen asked the receptionist if there was any coffee. The receptionist made a couple of phone calls and someone brought two small envelopes of instant coffee. This was going to be the first time Allen tried instant coffee. "What kind of office is this?" He thought. In that moment Weiyan stepped into the room greeting Mike. She was confused to see someone else with him. Weiyan had been Mike's contact in China since Mike started to rebuild the relationship with that company. She was Mr. Tang's most trusted employee. Mike very well understood the concept of *gūanxi* and was always very cautious to discuss with Weiyan before meeting with Mr. Tang. Mike introduced Allen to Weiyan. Allen was surprised not to see Mr. Tang and asked Weiyan when they could see her boss. Mike noticed that Weiyan was surprised by Allen's assertiveness and lack of deference for her. Weiyan politely replied that Mr. Tang was not going to be able to meet them because he was traveling. It was hard not to notice Allen's reaction to the news and asked if Mr. Tang had not been told that they were coming all the way from the USA just to meet with him. To which Weiyan politely replied, "yes" Mr. Allen. Allen seemed to be losing his patience. He did not do well with jet lag in addition to his low frustration tolerance. He was visibly annoyed and asked Weiyan when Mr. Tang would be back to which Weiyan answered "I am not really sure. Maybe after tomorrow". Allen was getting ready to let everyone know his opinion about this delay. In that moment Mike thanked Weiyan for her hospitality and asked if they could use the office that Weiyan always had prepared for him during his trips to the company. He thanked Weiyan for preparing his favorite Long Jing tea for his visit and asked if the driver could be available to take them to the hotel in the late afternoon. Mike had been working very hard on this relationship to let it spoil now. Weiyan very politely walked both Allen and Mike to a perfectly clean and organized office with all the needed technology for a productive day of work. Including a fresh pot of Long Jing tea. Once by themselves Allen demanded an explanation to Mike. Did he communicate to Mr. Tang in advance about their visit? And, why was he so passive about not having the meeting today? Didn't he know that they had only 2 days in China to get the new order from the client? Mike tried to explain to Allen the importance of being patient in the Chinese culture, as well as making sure that they kept a good relationship with Weiyan who ultimately would allow them to have access to Mr. Tang. Allen started to think that Michael was not professional and did not know how to get things done. He was getting impatient and he was not going to spend a full day at an office where he could not even get his normal morning coffee.

At about noon Weiyan entered the office where Allen and Mike had been working. She mentioned that Mr. Tang would meet them for lunch and that a driver was waiting for them to take them to the restaurant. Mike thanked Weiyan for having made arrangements to have lunch earlier, to which Weiyan smiled. Allen could only think about how hungry he was. At the same time he asked Weiyan, "I tought Mr. Tang was traveling and could not meet us today". Mike just took a deep breath. Weiyan politely responded "He is back".

At the restaurant Allen and Mike were seated at a table. It was a traditional "hot pot" restaurant. Weiyan knew this was one of Mike's favorites. Weiyan arrived 10 minutes later. By herself. Mike thanked Weiyan for choosing his favorite restaurant. Allen asked where Mr. Tang was. Five minutes later Mr. Tang arrived. He was accompanied by one other gentleman. Allen introduced himself to Mr. Tang. Mr. Tang, through his translator, welcomed Mike and Allen. Mr. Tang ordered drinks and Weiyan gave the order to bring food as well. Allen's face could not hide his surprise at the size of those beer bottles. He was not sure he wanted to start a business meeting with a drink but at the same time it had been a long morning already. He reached out to one of those beer bottles and started to pour it on his glass. Mr. Tang briefly looked at him and when Allen finished pouring Mr. Tang took the bottle and poured Mikes' and Weiyan's glass. Allen was not sure what had happened. But he was eager to start talking about business. At that moment a group of servers started dancing with what seemed to be noodles. Allen could not believe his eyes. This was a great show, but he was there for business! He had just exchanged a couple of pleasantries with Mr. Tang's translator and now this! Mike started noticing Allen's annoyance with the situation and tried to start a light conversation with Weiyan and Mr. Tang. Allen would interrupt a couple of times. Then the food arrived. Several plates were placed in front of Allen. There was hot water, noodles, and other seemingly edible items that Allen could not recognize. Weiyan started demonstrating how to prepare one's plate by placing each food item in the hot pot. To which Mr. Tang followed and then Mike. Mike had gone to other hot pot restaurants in the USA but there was nothing at the table that he could recognize. And he was not willing to try. He so much was craving a well done steak. They had been eating and exchanging small talk for about 30 minutes. And Allen could not take it anymore. He asked Mr. Tang if he had seen the new catalogue with their products and when was he placing their first order. Mr. Tang looked at Mike with a straight face. He exchanged some words with Weiyan and Weiyan responded that Mr. Tang wanted to get back to us at a later time. Allen could not hide his frustration. Mike knew they could not jeopardize the relationship that he had been nurturing for the past 2 months. And Allen was getting ready to spoil it all. Mike talked to Mr. Tang through his translator saying that they will be willing to wait and that they understood. The lunch ended and upon arriving to the Hotel Allen called Mike and said "You don't know how to do business. We were supposed to leave that lunch meeting with a new order from Mr.Tang and you were not able to get this deal done. I think we need to make some major changes at the office when we return".

CASE ANALYSIS

1. What do you think are the sources of power of each character?
2. What are the cultural dimensions that you identify on each of these characters?
3. How would you describe the level of self-awareness of Allen, Michael and Weiyan?
4. Analyze the level of emotional intelligence of each character.
5. What motivates each of the characters in the case?
6. Using any framework, how would you describe each of the character’s personality?
7. How would you rate the level of empathy of these characters?
8. What conflict management styles do you identify in this case?
9. What are the best practices that you identify related to cultural competence?
10. What communication styles is used by each one of the characters?
11. What elements of a high-context culture do you identify in the case?
12. What mistakes were made by Allen in terms of cultural competence?
13. Are there any ethical issues that you identify in this case?
14. What advise would you give to each of the characters in this case?
15. What would you recommend to anyone in Michael’s position?

Chapter 2
Career Transitions:
From the Boardroom to the Classroom – Do You Know What It Takes? A Teaching Case in Global Leadership

Ivonne Chirino-Klevans
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EXECUTIVE SUMMARY

Every organization requires leaders. What "leadership" looks like is different across industries and across cultures. This chapter provides academics, executive education instructors, and other skill development specialist with an opportunity to analyze a real case scenario from the perspective of emotional intelligence, cross-cultural communication, motivation, and leading across cultures. Students will benefit from using analytic skills to identify areas of opportunity in a case that presents a real-life situation involving various concepts used in leadership development programs. Names and other key details have been changed to keep confidentiality.

INTRODUCTION

On a cool fall morning Helena was sitting at the university cafeteria where she usually grabbed a cup of coffee before going to her office. This time she was trying to decide if she should step down from the new role she had accepted just a year ago as program director in a new specialization in the College where she had been a full time professor. Helena had been thinking about retirement for the past 6 months. After all, she had been a university professor for about 15 years and had been quite

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successful at it. She remembered how difficult it had been to switch her 20-year career in the banking industry for a career in higher education. Those last 15 years at an ivy league university had been the best years of her life. During those years she had worked at Nantucket State University in a large business department with other 38 colleagues focusing on teaching and research. This new role as program director was bringing new challenges to her. She had only 4 staff members in her new department and had all the freedom she could wish. But the first 52 weeks into her job had been stressful to say the least. She was seriously reflecting on the possibility of stepping down. This new role was not what she had expected.

STATUS REPORT

When Helena got assigned to a new role as Program Director at Nantucket State (NS) she had 4 staff members who reported to her. One person from China, one from Spain and two from the USA. This department was created because the College had identified that a new skill development program was necessary to meet the requirements of the global business environment so that graduates would acquire new skills to succeed. This role also interacted with international clients interested in training and development. Because this was a new initiative it required someone with an entrepreneurial vision and who was able to lead a diverse group of smart, talented staff members.

NS was not different from many other universities, but the organizational environment was something Helena had to learn to navigate from the start. She very quickly discovered that tenured faculty had a lot of say in the decisions that were made, how the budget was distributed, who kept their tenure and who did not have a chance to be part of the "in" group. Helena also realized that power was distributed in a very unique way and that there were some faculty members whose opinions strongly influenced the strategy and direction of the program. And these individuals could help or hinder Helena's career. During the first months in her role at NS Helena had already had a couple of arguments with two of her staff members. Helena could not understand why it was important for one of them not to have specific office hours but to allow for a "just in time" student mentoring. Helena thought it was important to have specific hours so that students could know in advance when professors were available. The second situation involved something she could still not figure out. Her staff member from China, Ying, had sent a message to the school faculty asking for their input into a new program and with a summary of new ideas for their consideration to be included in a new skill development course. These were ideas that had been discussed during their last faculty meeting. Helena noticed that the message had some grammatical errors. Helena was concerned about this message and sent a reply to her employee from China copying Lynn, the Dean of the College. In this message Helena instructed Ying not to send any more emails to faculty and if she had to do so Ying should first ask the communications department for a review of her messages. Helena did not hear back from Ying all that day. After this incident Helena sent a couple of unrelated messages to her team and had not received a message back from Ying in 2 days. She was concerned that something was going on. Ying was usually very responsive to online communications and has never taken more than a couple of hours to respond to Helena's messages. She then receives a message from Ying requesting to have two days off.

Ying has been in the USA for 6 years. She had finished her MBA at a very prestigious American university and had graduated with honors. She was a very conscientious person and had always demonstrated a strong work ethic. Both during her academic years as well as on the job. She was very involved in many university associations and was consistently invited to participate as a speaker in different classes to share her experience. She was a former employee at one of the largest Chinese multinational conglomerate holding companies specializing in e-commerce, retail, internet and technology. Her role in that organization was focused on increasing the online presence of the company. She had learned from her boss in Shanghai the importance of solidarity, health, patriotism as well as the importance of harmonizing relationships between people and with the organization as a whole. She used to emphasize in her talks how several events such as the Beijing Olympics and the Shanghai World Exposition made it more evident that China considered patriotism and solidarity as two important values.

After having been an employee for that major organization in Shanghai for 4 years Ying had decided to broaden her education and attend an American University. She knew that exposure to a different academic environment and to different people would allow her to better understand international markets. That experience would help adapt to different cultures and would give her the opportunity to see the world from a different perspective. Her years as an international student had been some of the best in her life. She was ready to enter a new work force in a country where her effort and work ethic had always been compensated. But this time, at this Ivy League institution, Ying was very confused. She had been working diligently on an innovative proposal that combined her ideas, expertise, and the ideas of other members of the team that had been discussed in the last few meetings. She had a great ability to listen, analyze and synthetize information in a way that was very logical and structured. She could not understand what had just happened and what had triggered Helena's email. She had put a lot of time and effort into capturing everyone's ideas. She made sure to follow up on topics that had not been very clear to her and was very proactive at keeping everyone in the loop on the meeting agreements. She had followed every rule in the book about team collaboration, efficiency, and alignment to the main goal. She had shown her loyalty to the team by being always on time, finding ways in which she could agree with different proposals and summarizing agreements that were reached during meetings. She had even tried new skills by being proactive and sending a very well organized "to do" list for everyone to review and agree on. It was hard for Ying to understand why Helena had been disrespectful and had shamed her. Ying had never met the Dean of the College before and realized that the first time the Dean would get to know about Ying was going to be through Helena's message. This humiliation was something Ying could not take. She was willing to always go the extra mile, work for the benefit of the team, but was never going to be ready to tolerate a humiliation in front of her co-workers and an important authority figure such as the Lynn. Ying submitted her resignation upon returning from her 2 days off.

Helena could not hide her disbelief about Ying's resignation. It was hard to imagine any reason why anyone would want to leave an Ivy League institution. Everything seemed to be going well. Helena was providing feedback, people were getting along well, goals had been set. She wondered if she had made the right decision by hiring Ying in the first place.

While Helena was waiting in the hallway to enter the HR office to finalize Ying's paperwork Helena's ran into an article that discussed cultural competence in the workplace. A particular passage on communication across cultures caught her eye. She did not have much more time before her meeting with the VP of HR so she skimmed into the article and learned something new to her. The article mentioned that some cultures prefer to communicate in an indirect way. That is, speakers with an indirect style will not say in a "straight forward" way what they mean. The article also mentioned that some Latin American cultures favored indirect communication. This information was completely new. Communicating directly is what she has done all of her life. She wondered if she needed to adjust her style as she had a very diverse team.

As weeks went by Helena's team continued having some difficulties. Helena was particularly unhappy with Irene. Irene was creative, always ready to go the extra mile. She showed confidence in her ability to accomplish things. She had the drive and self-control necessary for achieving success. This was probably the result of her upbringing as an elite swimmer in her country Spain. Irene had come to the USA with an athletic and academic scholarships. She got academic awards during her undergraduate and master's degrees. Her ability to combine a top athletic program along with her academics in a foreign country and in a non-native language motivated her to pursue a doctoral degree. All her experiences immersed in a new culture helped her develop resilience, openness and an ability to work with different types of people. Her ability to adapt was also influenced by her desire to set difficult goals and work hard to reach them. Irene had been working in a global high tech global company for 8 years. This was a demanding environment which she thoroughly enjoyed. It was an environment that challenged her and kept her engaged and motivated. She was in charge of business development working across cultures in very high-stakes situations. This was a competitive environment to which Irene was used as a former elite swimmer. She felt right at home. Irene enjoyed a successful career. She was able to create strong networks across cultures, even with clients whose cultural backgrounds were quite different to her own. Being able to create trust could be challenging across cultures and it seems that after many trials she had mastered the skill. Her performance was rewarded with increased responsibility and many more clients around the world. It was her dream job which she enjoyed for about 8 years. Until one day she realized that it was her time to raise a family. She came from a culture that considers family as an important unity of society. Back in Spain she had many friends who had planned to go back to work after having a child only to realize that their role as mothers took over the first seat in their lives. Irene did not see herself as a "stay at home" mom. She had worked so hard to build a career and reputation, so the idea of leaving all her accomplishments behind was hard to imagine. At the same time, she knew that motherhood was something she had always desired and time was not on her side. After having her first baby Irene had already designed a plan that involved day care, trips back and forth from work to day care for nursing, while maintaining her top executive job. After a month she could not bear the idea of leaving her young infant crying in the hands of an unknown person. Irene knew that she needed to find a solution and her decision was to look for a job that would allow her to combine her career and her love for motherhood. This shift would also imply stepping down from a very successful career, but it was a shift she was willing to make. When Irene's child was old enough Irene looked for a job that would offer flexibility, yet challenges. That is when she decided to apply to an Ivy League institution in global training and development role. Irene was hired by Gina, Helena's former boss and Dean of the school. Under Gina's leadership Irene received very strong support and mentorship. She had weekly mentoring meetings with Gina to discuss success strategies in an academic environment. After all, the power dynamics of academia could be quite different than those of a global high tech company, and Gina understood the importance of setting up Irene for success in this new role. Gina had been able to identify the creativity, cultural competence, unique drive and resilience that Irene brought to the position for which she was hired. Gina also understood that Irene needed to be made aware of how to navigate the dynamics in an Ivy League university. Three years later Gina retired, and a new Dean, Lynn Poniatowska, was appointed. New strategic directions were implemented. One of those involved Helena having a larger role, including leading the global training and development area. Helena was now in charge of a very diverse team that she did not know. Although Helena had very extensive work experience this was going to be her first experience with such a diverse team and leading international strategies. Helena had been working for this institution for the past 15 years. She had enjoyed a very comfortable and successful life as a professor. She was known for being an easy going individual who was very easy to work with. Her students respected her and faculty felt that her "laissez-faire" leadership style went quite well with the department's culture.

The new Dean, Lynn, made several strategic changes. Although Helena was up for the challenge of leading global operations and a diverse team she had no exposure to other cultures through her work. She was very motivated and she was confident that her loyalty to the institution and the new strategic direction will help her achieve the new goals for what she had been made responsible. The new school leadership was very ambitious and had aggressive growth goals. Helena soon understood that the new leadership was going to require a different strategy. But, was she ready for it?

After Ying's resignation Helena asked Irene to take over Ying's responsibilities as well. Irene was ready for the challenge and took this as a new aggressive goal that she was ready to achieve. As the weeks went by Helena started to change her leadership style. Without informing Irene, Helena would have teleconferences with their clients overseas, hosting international clients without informing her team and making decisions about strategic international training programs that Irene had been responsible for in the past. Irene recalls receiving a call from a Chinese client with whom she had developed a strong relationship. This client was confused about the change of direction of the school and described how he felt the relationship with the school was becoming one sided. The client was seriously considering looking for another school partner. Irene tried to address the issue with Helena to which Helena did not show much concern. From that day Irene noticed that many things started to change around the office. Irene was asked to move to an open space and give up her private office so that it could be assigned to a visiting faculty member. Irene continued to be excluded from strategic meetings. Her role was changed into that of arranging meetings for international clients and taking care of logistics for their visits. In the meantime, Irene continued to work with the faculty on special projects as she had been doing for the past 4 years, aligning her role to what she thought were the school's strategic goals. Irene was awarded an "Outstanding staff award". Irene then proposed an innovation project which involved state of the art technology in training and development which could bring the school to the spotlight in innovation. When Irene brought this project to the Lynn's desk she was told that project was not a priority for the school. Irene knew she could not give up. After all, her life had been full of challenges and she knew that this idea could be quite successful. It was visionary. So Irene decided to reach out to another area of the university for support with this project. The office of Innovation and Special Projects gave Irene the support she was looking for. Within a year her project, with the help of the office of Innovation, obtained an international award. But things at Irene's department continued to change. Lynn decided that Irene's role had to be changed from a full time role to a part time role. Helena assigned Irene to a new space in the office. This time it was a small shared space outside of the Lynn's office which she had to share with the secretary. Helena also asked Irene to punch a card every day since her role was not exempt and would have to comply with legal employment requirements. Her new role did not include benefits. Irene could not believe what was happening. She asked for a meeting with Lynn. During that 15 minute meeting the Lynn tried to encourage Irene by saying "You are smart. I am sure that you will find something else soon". Irene could not believe her ears. Something was totally wrong, but could not fully understand these changes and behaviors. Every time she approached Helena or the Lynn her job would go through some change. She could not believe how the power of one individual could have such a strong impact in someone's career.

CASE PROBLEM

Meanwhile Helena was trying to figure out what was going on with the team that she had inherited. She is concerned that her team is actually not the right one to carry on the goal of this new global specialization. She is trying to figure out what next steps to take. After Ying's resignation Helena remembered reading the importance to adjusting to cultures in the workplace. She knew that certain cultures preferred indirect communication. So she did not know what was going on. She felt some relief to think that her retirement was just 6 months away.

CASE ANALYSIS

1. What do you think are the sources of power of each character?
2. What are the cultural dimensions that you identify on each of these characters?
3. How would you describe the level of self-awareness of Gina, Helena, Irene, Ying and the Dean?
4. Analyze the level of emotional intelligence of each character.
5. What motivates each of the characters in the case?
6. Using any framework, how would you describe each of the character's personality?
7. How would you rate the level of empathy of these characters?
8. What conflict management styles do you identify in this case?
9. What cultural dimensions do you see exemplified in this case?

10. What are the mistakes that you identify related to cultural competence?
11. Are there any ethical issues that you identify in this case?
12. What advise would you give to each of the characters in this case?
13. What are some examples of harassment in the work place?
14. Is there any evidence of bullying in the workplace? If so, what are your recommendations for each character?
15. Describe Helena's and Lynn's leadership styles.
16. If Irene reached out to you for advise what would you tell her?

Chapter 3
La Vêture:
A French E-Commerce Firm in the Apparel Sector

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EXECUTIVE SUMMARY

In just eight years, La Vêture has grown from a startup founded by three young French entrepreneurs to become the dominant player in retail e-commerce services for French apparel brands. But now with a staff over 100 people, and three floors of open space in the city center, the company is facing a number of challenges. La Vêture is grappling with questions such as whether or not the founder's original business model and vision are well aligned with current market conditions, and whether or not the informal, entrepreneurial management style and company culture have hidden costs which are preventing the company from further developing. Employees sometimes find themselves caught in impossible dilemmas. The e-commerce manager and the newly hired human resources manager are trying to chart a way forward.

ORGANIZATION BACKGROUND

La Vêture, a French e-commerce company which offers full-service e-commerce services to major French apparel brands was founded in 2009 by three young entrepreneurs: Marc Jesson, Gabriel Piatelli, and Manon de Gennes. All three of them, graduates of well-known French business schools, met in their mid-twenties while working in an e-commerce firm. Gabriel had studied entrepreneurship in

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school; he was also well-versed in business models and how to seek financing for startups. Marc's hobby was fashion photography and he had numerous friends and professional contacts in the fashion sector. Manon, in addition to having studied business, had substantial knowledge of and experience with online sales platforms and traffic analysis. All three were technically savvy and saw the potential of the Internet to revolutionize how people shopped for clothes. They recognized that many of the major French apparel brands had a poor understanding of how e-commerce worked, and of how younger consumers shopped, and were consequently not exploiting the full potential of e-commerce.

Through their personal contacts in the company, Gabriel and Marc managed to convince one of the major French apparel brands to outsource their e-commerce activity to them. Working out of Gabiel's apartment, the trio started La Vêture, and things moved quickly from there. Their concept of the e-commerce site was much like a franchised boutique. Before the trio took charge of the brand's e-commerce activity, the website's primary purpose was to promote the image of the brand but its online buying functions were underdeveloped. One of the trio's first objectives was to makes sure that the brand's image was tastefully and intelligently integrated into a powerful and dynamic sales platform which allowed online shoppers to easily view, select and buy products. The revenue model depended on a 40% commission on sales, and the site was referred to as an *e-store*. La Vêture oversaw everything including how the site looked, its architecture, which products were displayed and available for order, the online marketing of the brand and its products, search engine optimization, order logistics and delivery, and after sales service. Within three years, La Vêture had eight serious clients, had moved into an office space and employed 15 full time staff. Six years after its creation, the company had 17 clients, had grown to 90 employees, and had already moved three more times to accommodate its rapidly growing needs.

In terms of quality and price range, their clients represented primarily mid-level, premium, and entry luxury brands such as Sandro, Claudie Pierlot, Comptoir des Cotonniers and Zadig & Voltaire. In 2015, Manon decided to step down from her management and operational role in the company. She remained a shareholder and kept a good relationship with both Gabriel and Marc, but opted to start her own consulting activity. Gabriel became president of the company while Marc moved to a role where he could focus primarily on photography and the visual aspects of the websites; he still frequently represented the company for interviews with the media, public talks, and trade fairs. Meanwhile, the company continued to grow. By 2017 La Vêture had taken over three floors of open space in a refurbished parking garage in the city center; it had 115 employees on staff and enjoyed a 30% annual increase in sales. La Vêture maintained 25 e-commerce sites which handled about 25 million visits a year and generated 40 to 50 million euro in sales revenue.

The founders' original vision for the company was to create an enterprise in which external signs of power and status differences were minimized. There were no closed offices at La Vêture and dress code was casual for everyone. The enterprise had only three levels of hierarchy: six members of the executive committee reported to the president and represented the main functional areas of the company such as finance, e-commerce, and operations. Each member of this committee had from 12 to 20 years of professional experience. The next level of hierarchy included 11 managers, with from five to 10 years of professional experience, who reported to specific members of the executive committee. The rest of the staff consisted mainly of lower level managers and/or technical employees who had less than five years of professional experience – they performed jobs such as web development, web design, web integration, e-store management, business development, and after sales service. When the enterprise moved into its three floors of open space, employees were encouraged to provide input in the layout and features of the new venue. Break rooms on each floor included comfortable couches, ping pong tables, and other games. Refrigerators on each floor were kept well-stocked and employees were allowed to help themselves to snacks and drinks. Working hours were relatively flexible for many employees, some of whom preferred to come in late and work into the night. The company's management encouraged autonomy and initiative among its staff.

The two largest departments in the company were e-commerce and operations. One of the key success factors for La Vêture was its combination of fashion marketing and technical expertise which allowed it to maintain the clients' brand images intelligently integrated throughout the promotion and buying processes. The e-commerce department, which comprised about 40 members of staff, dealt mainly with marketing aspects such as brand management, web design, digital traffic analysis, and after sales service. Meanwhile the operations department, comprising about 20 members of staff, dealt with technical tasks such as web integration, IT development, maintaining the servers, IT architecture, and logistics. All the other departments such as finance, sales/strategy, and photography employed fewer than ten people. For the first time in the company's history, in 2016, a human resources director was hired along with an assistant to oversee all aspects of hiring and employment contracts. The newest department, also created in 2016, was called Marketplace; it employed five people whose job was to help the client brands sell their products through online marketplaces such as Amazon's. It was set up as a distinct activity within the company with the idea that one day it would become part of the e-commerce department.

By 2017, in its relatively short history, La Vêture, had very successfully gained market share and become one of the best known B2B e-commerce companies in the French apparel sector. Despite this success, the company had yet to turn a profit. It was thus seeking to implement significant changes in its business model and sales strategy in two important ways. First, La Vêture, was making investments in research and development to develop its own e-commerce platform which they intended to license to their clients. Up until that point, the company had been using platforms developed by other companies such as Lengow and Magento. But the executive committee felt La Vêture had the technical know-how and specific knowledge of the sector to develop its own platform which would be better tailored to their clients' needs, and which would encourage client autonomy while still providing healthy revenue streams. Several of the company's technical employees were working on the project; this meant fewer technical employees were available to support the design and maintenance of the e-stores—up to then, the company's main product/service. Second, in seeking new clients, the sales team, under the direction of the new head of strategy, Robert Bellahmy, had moved away from the fixed commission, full-service e-commerce model towards a more tailored model. Robert and his team had developed a rubric which they used to assess potential clients' needs, the scope of its e-commerce activities, and current costs; this rubric became the basis of the contract proposal. Commission was now on a sliding scale from 11% to 23% depending on volume. Services such as logistics and after sales support were offered as extras and charged accordingly. Robert felt this shift in sales strategy was necessary because clients had become more sophisticated and discerning about e-commerce services than they were when La Vêture had first started, and because certain activities, such as after sales service, were costing too much and could only be justified if the clients specifically opted for them and paid for them separately.

This represented a major shift in enterprise's approach to sales. Gaining clients previously had relied almost entirely on relationships cultivated by Gabriel and Marc. Contracts established with the first 20 clients, all of whom Gabriel and Marc had brought on board, were broad, and lacked specifics. Some of the work provided was not even mentioned in the contracts. E-commerce employees at La Vêture frequently complained that these "full-service" clients expected them to do virtually anything, that these clients had little appreciation for the complexity and meticulous nature of maintaining e-commerce sites, and that they made requests which made no sense in the context of e-commerce. If brand managers or e-store managers tried to resist what they perceived to be counterproductive or capricious client demands, these clients would often contact Gabriel or Marc directly and use their relationships with them to obtain what they wanted. Robert Bellahmy was thus trying to develop working client relationships which had clearer limits and made it easier to attach specific services to specific costs.

CASE DESCRIPTION

High Rate of Staff Turnover

Denis Buffeteau is the e-commerce manager, and member of the executive committee. Born and raised in France and having graduated from one of the top French business schools, Denis has 15 years of high-level professional experience working in the United States in the e-commerce sector; he was part of the first wave of large-scale retail e-commerce in the early 2000's. He returned to France three years ago with his family and joined the team at La Vêture excited about the prospect of working for a young, growing company still controlled by its original founders, and imbued with an authentic of startup culture. His vision of the company is a hub of e-commerce expertise and creativity in the apparel sector. He believes that the CEOs of apparel companies who choose to work with La Vêture do so for the dynamic energy and innovative mindset of the company's managers and staff even more than for the usual business reasons such as increased sales and efficiency, even if he recognizes these are still important factors.

Soon after starting at La Vêture, he was surprised to discover the high level of staff turnover – almost 30% per year. He was also surprised by the looseness of the hiring and firing practices. The founders and managers of La Vêture hired and fired liberally, often ignoring strict French labor laws, and taking advantage of a sluggish job market in France which all but guaranteed a vast and reliable source of potential recruits with adequate technical training. Furthermore, the company made ample use of interns who were either unpaid or received very low monthly salaries. Denis realized quickly that these policies had hidden costs. Coordination and team work were essential for managing complex technical projects such as designing and setting up websites. E-stores were run by small teams who had to work tightly together to run marketing campaigns, meet deadlines, and make website modifications. Such a high rate of staff turnover undermined the company's efficiency and created constant tension as teams constantly lost members and had to train new ones even as the company lacked any formal training program. The company suffered from what knowledge management experts refer to as *knowledge leaks* (Andrews, 2018).

Soon after starting in his new position, Denis worked with the executive committee to hire the human resources director, Louise Graveleine. Denis and Louise put into place more solid hiring policies and practices. However, the other members of the executive committee seemed uninterested in the objective of reducing the 30% rate of staff turnover. Gabriel, the president, described the company's attitude toward employees as resembling a consulting company which hired young competent and trained staff, and gave them a fantastic learning opportunity. If, in a relatively short time frame, they were able to find better paid jobs elsewhere, he didn't see a problem with that. The company had grown quickly and successfully with its current practices and he didn't see an urgent need to change those. Denis and Louise politely disagreed and managed to push ahead with more robust and transparent human resources policy and also succeeded in getting the executive committee to commit to a training budget of 200K euro.

Digital Media Manager Position

Denis concluded that, even if he couldn't completely change Gabriel's mind about the importance of reducing staff turnover, at least things were generally moving in the right direction and he could focus on making real contributions towards developing the company. For example, everyone on the executive committee agreed that user-generated content represented an exciting marketing opportunity for apparel brands, which many companies were effectively leveraging. Enthusiastic final consumers would sometimes share photographs and messages about their purchases and preferences on social media with their friends and family members. But in order to exploit this opportunity, La Vêture needed to obtain the rights to exploit the user-generated content for explicit marketing purposes. This required developing partnerships with social media companies like Facebook, who owned those rights. Denis proposed creating a new position, the digital media manager, whose job would be to seek out these partnerships and to develop this branch of the business. The proposal was accepted and one of the employees who both Denis and Louise agreed had high potential, Nelly Lemaire, was promoted from her position as an e-store manager, to the digital media manager. Nelly had the right combination of organizational, business, and soft skills required for the job. Similar to the Marketplace activity a year earlier, the activity of the digital media manager was conceived of like a mini company within the larger company. Nelly had to seek out the partnerships, often leaving La Vêture's premises to meet directly with representatives of potential partners. She had to keep track of her expenses and earnings and was expected to produce solid results over a six month period.

Shortly after starting in her new job, however, Nelly was asked by Gabriel to take on a special project. Gabriel was on very friendly terms with the top management team at Ami, the first client Gabriel and Marc had brought on when they founded the company. Gabriel often met informally with Ami's management team, and they made business decisions over drinks without necessarily establishing clear contractual conditions. La Vêture had designed and successfully implemented Ami's entire e-commerce strategy. To Ami's top managers, Gabriel was an e-commerce guru. When he spoke about emerging trends, and effective sales tactics, his views were taken very seriously. One evening at a restaurant, Gabriel convinced them that television advertising could be a tremendous tool to boost web traffic on Ami's e-stores. He promised impressive return on investment (ROI) and estimated a percentage. The management at Ami were so enthused by the idea that, in the days that followed, they reported on it to their holding company, which ultimately controlled their finances. In doing so they reported the estimated ROI projections. The holding company gave them the green light to move ahead with the project.

Nelly was tasked with contacting media companies and advertising firms to negotiate conditions. Although this was not exactly in her job description as digital media manager, she was loyal to the company, and she wanted to succeed in a project which had been given to her by the president. She also knew that job descriptions at La Vêture tended to be flexible. As she contacted various companies and assessed the costs involved, it became very clear to her that television advertising would be much more expensive than Gabriel had imagined, and that the ROI figures he had communicated to the client were wildly exaggerated. But not only was La Vêture committed to producing results for its first and most important client, Ami's top management had committed itself to producing results for their holding company.

When Nelly attempted to broach these concerns directly with Gabriel, he became impatient, told her she had either not contacted enough advertising companies, or that she was not a good negotiator. Nelly felt trapped in a situation which was using up excessive amounts of time and energy, taking away from her digital media development, and seemed doomed to produce only disappointment and frustration for all parties. When she spoke to Denis about her dilemma, Denis recognized the challenging situation she had been placed in but also recognized the vital importance of keeping this client, not to mention Gabriel's skill at generating potential new business. Denis was worried he might lose another employee, this time someone whom he particularly valued. Was this the price to pay to maintain a dynamic, entrepreneurial company culture?

CURRENT CHALLENGES FACING THE ORGANIZATION

La Vêture appears to be at a juncture. The enterprise needs to translate its success in gaining market share into long term profitability. To accomplish this, the company must have a clear vision of what its firm specific advantages are, and how to effectively leverage them over the long term. Like many organizations, however, there are contradictions in La Vêture's company culture which generate management challenges and potential obstacles for achieving long term success. The most evident contradictions are discussed below. This first cluster of contradictions deal with internal management practices and what kinds of messages are communicated to employees both implicitly and explicitly. The second cluster concerns how the company deals with its external environment – more specifically its approach to gaining new clients versus its practices for dealing with current clients. Making the situation more complex is the company's recent strategic choice to invest in developing a patented platform to license to clients.

To start with, there are inherent contradictions in the way the company's founders and top managers communicate with mid-level managers and employees. Denis, the e-commerce manager half-jokingly describes the company as "schizophrenic". On the one hand, employees are told that La Vêture is a dynamic, entrepreneurial, and exciting place to work where hard-working and proactive employees can quickly gain responsibilities and move up. On the other hand, the daily work of most of the employees consists of dull, meticulous and repetitive technical tasks such as writing code, analyzing web traffic, or answering customer service calls. There are relatively few positions which involve any significant degree of decision making or creative thinking. This is not something the company can realistically change because it is an inherent part of e-commerce. Some employees are frustrated because they feel they have been "sold" a company culture which is not real. This may be a factor contributing to high staff turnover.

Moreover, Denis has faced numerous frustrations when trying to get work done for clients in a timely manner without sacrificing quality. He has noted that e-store teams have developed some bad habits – for example to meet difficult deadlines in delivering websites and/or features of websites to clients, e-store managers knowingly cut corners, and often deliver sites which have bugs in them. They are betting on technical employees' ability to resolve the bugs later, hoping that the clients don't notice. But when clients discover bugs about which they haven't been previously informed, of course they are unhappy, especially when these bugs are negatively impacting the online buying experience. But based on his prior experience in other e-commerce companies, Denis strongly believes La Vêture should be able to perform better work and still meet the tight deadlines. E-commerce employees complain about the time pressures and the emphasis on speed and quantity, but Denis knows that if he had more stable teams that worked together more effectively, both the quality of work, and employee satisfaction would improve.

Another contradiction is apparent in the company founders' stated progressive values versus an environment where some employees feel exploited, underpaid, and poorly trained. As described earlier, the founders' vision was to create a company culture where external signs of power were minimalized. The open floor plan and lack of a formal dress code give an appearance of egalitarianism. The games in the break rooms, and the well-stocked refrigerators create the impression of a fun and easy-going place to work. But the casual, fast-moving start up culture has had its downsides. Very little importance was given to human resources management for the first seven years of the company's history. Until Louise was hired, there was no human resources manager thus there were no formal recruitment or layoff policies. Employees had little formal recourse in the case of disagreement with their managers, or to contest perceived abusive practices. Because many employees are young, have little professional experience, and lack confidence, they have seldom formally contested these practices in the French labor courts; furthermore, given that many of them have skills and knowledge which are in demand, they can find jobs quickly elsewhere. Another practice which appears to contradict to founders' stated progressive values is the substantial number of people working in the company on unpaid or underpaid internships. Even the head of the customer service department is on a low-paid work-study internship which he is completing as part of the requirements for his master's degree in business. It should be stated out of fairness, however, this practice is common in many French companies across a wide range of sectors.

An additional downside to the casual management approach is that there has been very little if any formal training for most positions; new hires are often expected to learn on the job which often puts them at the mercy of the good will of their colleagues. Hence the transmission of knowledge and savoir-faire has been irregular and sometimes lacking altogether. One brand manager, for example, described being hired at the last minute to cover someone on maternity leave; she was expected to perform almost immediately on the job without preparation or training. Luckily, she had been able to do so thanks to her past professional experience and to the cooperation of other employees, including many who reported to her. This is a difficult situation for a new manager in a relatively high position to be placed in. To cite another example, a web designer described a situation whereby a technical employee in charge of setting up payment systems was abruptly let go leaving the members of his team without any knowledge of how to create payments systems. Because this knowledge had not been transmitted or stored in any explicit, retrievable format, the team members had to start from scratch building a payment system for a new e-store they were creating. Such stories are common among La Vêture employees.

Now let's examine contradictions which exist in how the company deals with its external environment, particularly its clients. Some of the contradictions stem from a recent shift in sales strategy described previously. As described above, Robert Bellahmy, is implementing an approach to gaining new clients and signing contracts based on explicit analysis and rubrics in order to make tailored offers consisting of specific services; whereas the approach of Gabriel and Marc for the first eight years of the company's history was largely relational and involved full-service contracts which lacked details. Other than stipulating the overall rate of commission rate of 40%, contracts functioned more to represent the relationship than to strictly define services and obligations. Currently, La Vêture employees have to deal with both types of clients—but the majority of them are those which Gabriel and Marc brought on board.

Robert Bellahmy believes La Vêture does not need to provide as much overall strategic guidance to newer clients because of their more sophisticated understanding of e-commerce. In his view, these clients know what they want and why that want it. Moreover, he believes that certain services, such as after sales service, and logistics, which are currently costs for La Vêture can be made profitable by treating them as extra services for which clients have to pay. The recently hired employees on the sales team are being trained according to this new approach. Meanwhile the older clients continue to expect a wide range of services, more personal contact, and considerable flexibility. As previously noted, some of the directors of client companies have informal relationships with La Vêture's founders and may talk business with them during lunch, after work, or over drinks.

Handling the different types of client relationships can be challenging. Particularly with the older and, in many cases, larger clients, e-store managers are sometimes faced with last minute requests for changes on websites made by client representatives who don't provide timely information about products or who don't manage their stocks effectively. E-store managers might also have to deal with interlocutors who insist on implementing counterproductive decisions such as opting for a poor choice of product to display prominently on the site, or on bad timing for promotions. E-store managers must strive for a balance between being responsive and empathetic to their clients' demands, on the one hand, and resisting unreasonable and/or unproductive requests on the other. Denis therefore has to be careful in how he constitutes his e-store teams. Ideally, he wants to match difficult clients with e-store teams who are skilled in managing tricky client relationships. On the other hand, he doesn't want to give too many difficult clients to the same e-store teams. Also, because the best e-store managers are often the ones who have a history with the client and a tacit understanding of the relationship(s) involved, the high rate of staff turnover in the e-commerce department is a constant challenge.

The contradictions and challenges outlined above are creating tension on the executive leadership team. Denis and Robert, are both pushing for more explicit management and commercial policies which they feel will bring much needed stability and consistency to the company's practices. While Louise is not officially on the leadership committee, she is often invited to meetings and works closely with Denis. Thanks to her contribution and with Denis's support, substantial progress has been made when it comes to implementing better hiring and firing policies.

Denis and Louise have also obtained a commitment from the executive leadership team for a sizeable training and staff development budget. However, Gabriel has a strong personality, likes for things to be done his way, and has limited patience for things which he feels are not immediately commercially salient. The issue described previously concerning Nelly, the digital media manager, and La Vêture's oldest and most important client, Ami, captures this tension. While it is difficult to confront Gabriel directly, Denis, Louise, and Robert feel that the difficult situation Nelly has been placed in could have been avoided if Gabriel communicated more explicitly about his ideas and anticipated the consequences of his promises made to clients over drinks. Robert thinks this is a perfect illustration of why his new approach to dealing with clients is actually more sustainable.

SOLUTIONS AND RECOMMENDATIONS

We have just seen how the difficult situation which Nelly has found herself in captures many of the management challenges and inherent contradictions present in La Vêture. First, the way that she was assigned the mission of handling Ami's advertising and trying to fulfill the client's expectations about this deal strongly reflect Gabriel's personal and somewhat autocratic management and leadership style. This runs counter to Robert Bellahmy's approach to generating new business based on analysis and specific services with specific costs. Moreover, Nelly's mission has taken away from the time she could have spent more productively by seeking partnerships with social media companies to obtain the rights to exploit user generated content, which is what Denis (with the backing of the executive leadership team) had originally intended to be her most important task. Neither Denis nor Louise feel that Nelly was adequately prepared or trained to be negotiating deals with advertising companies. While Louise and everyone on the executive leadership team agree that La Vêture should be cultivating autonomy and proactivity among its employees, no one wants to see a high potential employee like Nelly being set up for failure.

As an individual employee, Nelly can only try her best to negotiate the advertising and media placement rates in the most favorable way possible for the client's ROI, and hope that there is a positive impact on the traffic and sales on Ami's e-store, even if the positive impact is unlikely to fulfill Gabriel's projections. If this deal doesn't work out favorably for the client and its holding company, Nelly may find her working relationship with Gabriel strained, and she may also have to bear some of the weight of failure, even if she was not responsible for setting up the deal in the first place. Her long term future at La Vêture will largely depend on how things play out among the members of the executive leadership team.

As we have seen earlier, on the executive leadership team, there are competing visions of where La Vêture is headed, and what type of leadership style and management practices are most suitable.

The company has committed itself to a new type of business development strategy for the future by investing in the development of the e-commerce platform. Licensing agreements will require La Vêture to be clear and explicit with contractual agreements—an approach closer to Robert's than to Gabriel's. It is too early to say if this new business development strategy is successful or not. Meanwhile, Denis's vision of the company as a hub of e-commerce expertise is synonymous with an attitude towards clients which is extraordinarily open and transparent. He imagines practices whereby La Vêture employees work directly in the client companies for temporary missions, rather like consultants, and whereby employees from client companies might have temporary office space at La Vêture for specific projects and initiatives. He is convinced that the commercial success of the La Vêture depends primarily on the mindset of its employees and the refreshing impact this has on clients; in his view, this mindset and "energy" best accounts for the company's already dominant position in the local sector, and is its strongest asset for future sustainability. Denis' vision of La Vêture places word-of-mouth, reputation, and knowledge sharing at the core of the company's business development strategy.

Meanwhile, Louise certainly has her work cut out for her as human resources manager. Implementing fair and consistent hiring and firing practices, which comply with French labor laws, is a long term project. She also needs to use the 200K euro training budget wisely to try to change some of the unproductive practices and attitudes currently present at the company to the extent that her position allows. The results of a survey she conducted soon after starting her job suggest that La Vêture employees are quite open minded, and curious. Moreover, both the results of the survey, and her own observations have led her to conclude that the employees appreciate the emphasis placed on proactivity and are comfortable taking risks. But the mindsets of most employees remain highly individualistic; consequently, there is a lack of systematic sharing of knowledge and expertise. Louise needs to address this in her training initiatives and ensure that key technical knowledge, such as that required to set up payment systems, is explicitly stored and retrievable.

Also, Denis and Louise should work together to improve the functioning of teams—both within teams themselves, and across teams. One of the ways they can do is this through training initiatives which aim to cultivate Psychological Safety. Psychological Safety is a concept developed by Edmondson (1999, 2002), which describes an environment whereby team members feel secure expressing differences of opinions and talking about mistakes without fear of judgment or retribution. The quote below provides a fuller definition:

The term is meant to suggest neither a careless sense of permissiveness, nor an unrelentingly positive affect but, rather, a sense of confidence that the team will not embarrass, reject, or punish someone for speaking up. This confidence stems from mutual respect and trust among team members. (Edmonson, 2002, p. 354)

According to Edmondson, the presence or lack of Psychological Safety is a factor which helps explain why some teams engage in learning processes more effectively than others. The presence of Psychological Safety facilitates transparent and productive communication.

Implementing fair and consistent hiring and firing practices, developing policies which encourage more explicit sharing of knowledge, and offering training programs which aim to cultivate Psychological Safety on work teams are all likely to reduce staff turnover. As explained earlier, the high rate of staff turnover is undermining the effectiveness teams, particularly e-store teams, and this has a negative impact on client satisfaction. The fact that Gabriel refuses to recognize high staff turnover as a problem means that Louise and Denis should probably avoid stating that reducing staff turnover is their explicit goal while hoping all the while that such a decrease follows their initiatives.

Knowledge and expertise stand out as among the most important factors for La Vêture's success and future sustainability. The initial success of the company was largely driven by a powerful combination of business model acumen, marketing knowledge, and e-commerce savoir-faire, not to mention insights about the direction of e-commerce and emerging online shopping trends. As already noted, La Vêture's offer to clients depends on its ability to synthesize technical and marketing expertise. The enterprise should therefore assess the unique knowledge it has acquired throughout its relatively short existence, evaluate the extent to which this knowledge is crucial to its competitive advantage, and consider how best to leverage this knowledge to sustain its competitive advantage to the extent possible, and what new types of knowledge it may be able to generate.

DISCUSSION/TEACHING NOTES

Part I: Leadership styles – discussion questions:

1. How can you account for some of the apparent discrepancies between the founders' stated vision/values and actual management practices at La Vêture? Should the company's executive committee try to eliminate those discrepancies? Why or why not?

2. Compare and contrast Gabriel's, Robert's and Denis' approaches to dealing with employees and clients. What are their respective strengths and weaknesses?
3. What can team leaders do to encourage and cultivate Psychological Safety?
4. What can company leaders do to develop a company culture that encourages more effective knowledge sharing, storage, and retrieval?

Part II: Leadership and organizational life cycles (this includes an optional section which provides a brief summary of theories of organizational life cycle):

Since the 1960s the concept of organizational life cycles has become widely accepted in scholarly literature (Smits & Bowden, 2015; Quinn & Cameron, 1983). Some of the earlier theories such as Greiner (1972), and Quinn and Cameron (1983) suggest that factors such as the organization's size, age, rate of growth, growth of the sector, and/or the power of constituencies such as founders, investors, and state actors can play a significant role in determining the life cycle of organizations. According to these theories, management practices which are effective during one phase of development, no longer function adequately as the enterprise grows and/ or as power shifts among constituencies, and this leads to a leadership crisis. When the leadership crisis is resolved with success, an organization has transitioned into the next phase of its life cycle.

Integrating elements of earlier models, Daft (2010) proposes four stages in a company's development: entrepreneurial, collectivity, formalization, and elaboration. During the entrepreneurial stage, the organization is under tight supervision by its founders, there is little formality or coordination, and there is a strong emphasis on creativity and survival. During the collectivity stage, employees feel they are part of a collective and have a strong sense of commitment; some formal systems emerge such as departments, clear positions, and a more specialized division of tasks; to a degree, active management is delegated from the founder(s) to professional managers. During the formalization stage, rules and structure dominate in the name of efficiency and control; the organization is characterized by conservatism and institutional procedures. Lastly, during the elaboration stage, faced with a changing business environment, the enterprise elaborates structure to ensure growth; this can include diversification, cross-functional teams and/or setting up multiple company divisions.

Meanwhile some of the scholarly literature dealing with entrepreneurship, innovation, and the learning organization, including the work of Grant (2010), Hitt, Ireland, Sirmon, and Trahms (2011), and Rowden (2001) tends emphasizes the importance for organizations to remain agile and to constantly explore new opportunities. According to these theories, loose control, flexible planning, and experimentation are more important than formalized structures, and procedures in order to remain competitive. Also, technical knowledge should be combined with creativity. There is currently little published research to establish whether an organizational life cycle model such as Daft's (2010) adequately applies to a dynamic, turbulent sector such as e-commerce (Andrews, 2018). Moreover, the work of Grant, Hitt et al., and Rowden leads us to question whether evolving towards stages which involve more formalization and structure is even desirable.

Discussion Questions

1. To what extent does La Vêture appear to fit any of the four stages of development according to Daft's (2010), discussed above?
2. Is a leadership crisis at La Vêture inevitable? Why or why not? If so, what would be the most desirable outcome?

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Chapter 4
First African Female to Manage a Global Crisis:
Liberian President Ellen Johnson-Sirleaf Management of 2014 Ebola Epidemic

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EXECUTIVE SUMMARY

Many studies have looked at leadership during disasters and emergencies in a number of countries but hardly any has concentrated on developing countries and the implications of these nations' infrastructure, culture, and control systems. This chapter attempts to examine the leadership of Mrs. Ellen Johnson-Sirleaf, the first female president on the African continent, who led a global medical epidemic response during Liberia's recent Ebola crises. It identifies lessons to be learned by future leaders of developing countries as well as executives of non-governmental organizations frequently working on disaster relief projects around the globe.

INTRODUCTION

The number of female chief executives—in politics and business—have increased over the past decade but still comparatively in great demand and scares. The election of Mrs. Ellen Johnson-Sirleaf in 2005, and subsequent inauguration in January 2006, as the very first female president of an African country was seen as an enormous progress towards gender equality in Africa. She was strategically placed to lead the world through the deadliest Ebola crisis in 2014. Putting this into prospective,

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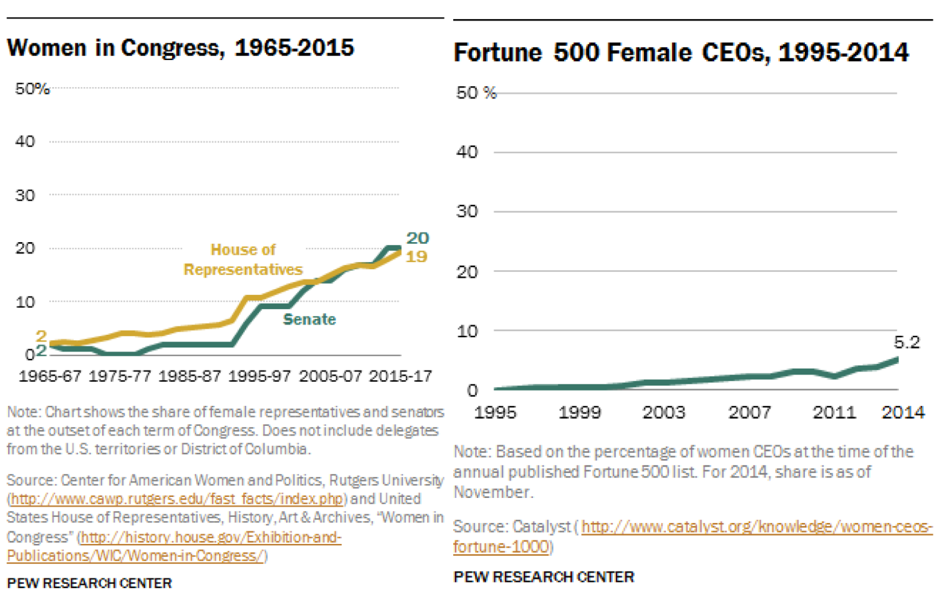
Australia, France, Canada and USA are still awaiting the inauguration of a female president. The U.S. representatives and senators have had far less than 500 women since 1917, when Jeannette Rankin of Montana was elected as the first woman to serve in Congress (Pew Research Center, 2015). While women have also made inroads into the top leadership positions in corporate America, the progress has also been much slower. Figure 1 shows women making up 5% of CEOs in the nation's Fortune 500 companies and 17% of the corporate board members among Fortune 500 companies (Pew Research Center, 2015). Compared with their representation in the political realm, women have made only modest progress in gaining top leadership positions in the business world.

The corporate world may still be seen mainly as a man's world; women are making inroads in this area slowly over time. One had difficulties naming a single female CEOs of Fortune 500 companies two decades ago. Today, 26 women are serving as CEOs of Fortune 500 companies (5.2%) and those serving as CEOs of Fortune 1000 companies are virtually the same (5.4%) according to Pew Research Center (2015).

This study sheds further light on female leadership in a developing country, contrary to most literature on leadership and policy research on developing country—which has amassed significant evidence in the name of poverty and hunger eradication. While the literature in this area appeals for continuing research amidst the multiplicity of problems in developing countries, previous work tended

Figure 1. Women in chief executive roles in USA since 1965



to bypass the important phenomenon of managing epidemic with good leadership decision-making (Demiroz & Kapucu, 2012), except for the collective knowledge of good leadership and coordination in disaster management.

A sequence of historically bad leadership in Sub-Sahara Africa, and inadequacy of healthcare systems in Liberia, facilitated the ease with which Ebola spread from one village in Guinea (a neighboring country) to threaten the lives of every resident in Liberia and death of 4,809 people within a 2-years period (CDC, 2016). While national capacity is a strong correlate to good leadership, the transferability of knowledge between well-educated leaders and their capacity to make strategic decision can be constrained by the influence of tribal and national cultures (Healy et al, 2015). Despite its Harvard-trained president, certain cultural differences in Liberia confound the absorptions and responses to various types of leadership decisions and implementation of strategic plans for preventing Ebola. Additionally, the determinants of stable government, good leadership and growing economic in a developing country are affected by cross-cultural considerations and the predictive model, inapplicable to certain strategic decisions (Foster & Heeks, 2013).

The paper proceeds as follows. The next section summarizes crisis in Liberian history in recent decades before summarizing Liberia's economic and telecommunications status is followed by Research Method and some valuable data from the deadly Ebola outbreak in Liberia. Discussions will be followed by limitations and recommendations for further research preceded by the paper's conclusions.

BACKGROUND AND EMPIRICAL SETTING

The Establishment of Africa's 1st Independent Country

Situated in the West Coast of Africa, Liberia compares in size with Ohio State. In 1820 the American Colonization Society (ACS) purchased a 50-mile stretch of malaria-ridden land, on the West coast of Africa between two French colonies (Guinea and Ivory Coast) and British colony (Sierra Leone), from 6 Bassa (one of 16 indigenous tribes) chieftains for $100,000 (Tyler-McGraw, 2007). The money had been voted on by the US congress 2 years earlier to start the colony as a settlement of freed US slaves. An initial group of 86 immigrants—mostly from Alabama, Georgia and the Carolinas area first arrived in Liberia and established a settlement in Christopolis (later renamed Monrovia, after U.S. President James Monroe) on February 6, 1820 (Tyler-McGraw, 2007).

By 1845, the total number of 13,000 freed slaves had returned to Liberia and in 1847 these settlers ratified a constitution drawn up by a Harvard professor and issued a Declaration of Independence, naming the country Liberia—which derived from the word "liberty" (Johnson, 1997). The ex-slaves adopted a red, white and blue flag with 11 stripes and one star and named their capital city Monrovia after President James Monroe (along with Daniel Webster and General Andrew Jackson were prominent members of the ACS), who had championed a "little America destined to shine gem-like in the darkness of vast Africa" (Tyler-McGraw, 2007). Liberia became the first independent African republic with the national motto "The Love of Liberty brought us here", though that disenfranchised its 16 indigenous tribes, restricting them to rural "homelands" similar to those created much later in South Africa.

124 years after independence, Liberia had its first modern-minded leader, William Richard Tolbert, PhD. Dr. Tolbert was part of the Liberian elite who were mostly light-skinned migrants from the US and the West Indies known as "Americo-Liberians" and members of the True Whig Party that ruled the country for over a century and lived in the coastal towns and shunned agriculture. Though much more liberal than his predecessor, William Tubman—who heavy handed leadership began in 1944—Dr. Tolbert would be the last leader of Americo-Liberian ethnicity despite his policy of integrating the indigenous people into the Republic and granting the tribes representation in congress, gave jobs to educated youths from the interior, and even traveled upcountry to explain his government policies to the chiefs.

Present day Liberia is divided into fifteen counties with the oldest (Grand Bassa and Montserrado) founded in 1839 and the newest (Gbarpolu) created in 2001 (see Table 1). Each county is administered by superintendents appointed by the president, though local elections are held for various chiefs, representatives and senators. Public Schools and health clinics were built in the interior with foreign investments for mining iron and harvesting rubber and roads built through half of the country. Nevertheless, less than 5 percent of the population still controlled more than 60 percent of the country's wealth with an overwhelming majority of the indigenous people still considered "illiterate" or" primitive". Liberia is a Christian state (mainly Baptist, Methodist, Presbyterian, Protestant Episcopal, Lutheran, Roman Catholic and Seventh Day Adventist—with the oldest being Baptist Church, established in 1822) but Islam has many followers–especially in the north of the country– and tribal religions are practiced in some rural areas. The Liberian constitution restricts citizenship only to people of Negro descent (Johnson, 1997). Though enriched with iron ore, timber, diamonds, gold, and hydropower, 80% of the 2.5 million inhabitants consisting of 28 tribes, reside in the capital city.

Table 1. Counties in Liberia in alphabetical order

	County	Capital	Population	Area	Created
1	Bomi	Tubmanburg	82,036	750 sq. miles	1984
2	Bong	Gbarnga	328,919	3,387 sq. miles	1964
3	Gbarpolu	Bopulu	83,758	3,741 sq. miles	2001
4	Grand Bassa	Buchanan	224,839	3,064 sq. miles	1839
5	Grand Cape Mount	Robertsport	129,055	1,993 sq. miles	1844
6	Grand Gedeh	Zwedru	126,146	4,048 sq. miles	1964
7	Grand Kru	Barclayville	57,106	1,504 sq. miles	1984
8	Lofa	Voinjama	270,114	3,854 sq. miles	1964
9	Margibi	Kakata	199,689	1,010 sq. miles	1985
10	Maryland	Harper	136,404	887 sq. miles	1857
11	Montserrado	Bensonville	1,144,806	737 sq. miles	1839
12	Nimba	Sanniquellie	468,088	4,460 sq. miles	1964
14	River Gee	Fish Town	67,318	1,974 sq. miles	2000
13	Rivercess	Rivercess	65,862	2,160 sq. miles	1985
15	Sinoe	Greenville	104,932	3,914 sq. miles	1843

Repugnant Political Term (1980 – 2004)

Liberia was traditionally noted for its hospitality and academic institutions, iron mining and rubber industry booms, and cultural skills and arts and craft works (Gompert, Oliker & Steams, 2007; Micallef, 2011). But political upheavals—beginning in the 1980s—and the brutal 14-year civil war (1989-2003) brought about a steep decline in the living standards of the country, including its education and infrastructure. After 9 years in the Executive Mansion (official residence of the Liberian president), Dr. Tolbert turbulent term came to a climax in April 1979 when hundreds of youths rioted in Monrovia for the increase in price of Rice—the Liberian stable food mostly imported from America (Harris, 2011). Repeated riots and demonstrations in Monrovia resulted into a military coup in 1980 led by a 28-year-old Sgt. Samuel Doe and 16 other soldiers who burst into the Executive Mansion, hacked Tolbert to death in his bed, and became the new rulers. Thirteen members of the Tolbert Cabinet were beaten and dragged in their underpants to the beach where they were lashed to poles and before the international media, they were executed, slowly by executioners that were mostly drunk (Moran, 2008).

Samuel Doe, the son of an illiterate tribal private in the army, became the twenty-first president of Liberia in 1980—ending 140 years of Americo-Liberian rule. Five years later he was democratically elected but his leadership became perfunctory in 1989 when Charles Taylor entered the country from the Ivory Coast border at the head of a military rebels from the Gio and Mano tribes—the traditional rivals of President Doe's Krahn tribe (Johnson, 1997). A civil war started that lasted for 16 years and resulted in the death of over half-a-million people (Sesay & Ukeje, 2009) including 5 Catholic nuns looking after displaced people seeking refuge in and around a refugee center 5 miles away from Central Monrovia.

A former soldier—Prince Johnson—from the Gio tribe started another rebel faction that attacked Monrovia from the north. Nine months later Prince Johnson's soldiers captured and killed President Samuel Doe, who was in the process of leaving the country via the Free Port of Monrovia, two miles away from the Executive Mansion (Knörr & Filho, 2010; Moran, 2008). Elected twenty-second president of Liberia in 1997, Charles Taylor was forced to resign in 2003, was tried by the International Court of Justice in The Hague and found guilty on the following counts:

1. Acts of terrorism
2. Murder
3. Violence to life, health and physical or mental well-being of persons, in particular murder
4. Rape
5. Sexual slavery and any other form of sexual violence
6. Outrages upon personal dignity
7. Violence to life, health and physical or mental well-being of persons, in particular cruel treatment
8. Other inhumane acts
9. Conscripting or enlisting children under the age of 15 years into armed forces or groups, or using them to participate actively in hostilities
10. Enslavement
11. Pillage

Mr. Charles Taylor was sentenced to 50 years in prison, which he is now serving—first in Netherlands and later United Kingdom (BBC News, February 8, 2012).

Returning From Economic Wilderness

After successfully contesting the 2005 presidential elections over Mr. George Weah (a former soccer player with several international medals and recognitions), Mrs. Ellen Johnson-Sirleaf had an historical inauguration on January 16, 2006, as the first female President in an African State. Mrs. Johnson-Sirleaf holds MSc in Public Administration from the Kennedy School of Government, Harvard University together with several Honorary Doctorate degrees from universities around the world. Her diplomatic and negotiating skills resulted in the lifting of UN sanctions on the country's diamond and forestry sectors and the successful renegotiation of a $1 billion concession agreement with Arcelor Mittal. She succeeded in getting Liberia relief from a $3.7 billion external debt as well as several other investment proposals for the reopening of traditional economic activities in the mining and agriculture sector.

She was also successful in attracting resources from private foundations and individuals in Europe, Canada and the United States; thus, supplementing Government's resources in support of activities in infrastructure, education, and health. Her strong support for private sector endeavor has resulted in a pledge of a $31 million facility by Robert L. Johnson at the Clinton Global Initiative in which she participated (Besada, 2009). Her strong bipartisan support from the U.S. resulted in Liberia's inclusion in two supplemental budgets and to her well recognized speech at a Joint Meeting of Congress (Cohen, 2001). In recognition of her tireless efforts to make Liberia a post-conflict success story, Sirleaf was awarded the coveted Presidential Medal of Freedom, the highest civilian honor bestowed by an American president in 2007.

Mrs. Ellen Johnson-Sirleaf was re-elected in 2011—a year before the U.N. Security Council withdrew 50% of U.N. troops in Liberia—and credited for the strengthening of key institutions of national security and completing the process of demilitarization, demobilization, training and reintegration of ex-combatants. Her government has support from EU and US Government for a Governance and Economic Management Program (GEMAP), which was designed to help the Liberian Government raise and spend revenues in an efficient, transparent way to attract investment and rebuild the economy (World Bank, 2006).

Liberia's economic freedom score improved by 3.1 from 51.3 in the 2013 Index (see Figure 2). Ranked 30th out of 46 countries in the Sub-Saharan Africa, this represented a notable improvement in investment freedom, fiscal freedom, business freedom, and trade freedom. Not only did Mrs. Sirleaf leadership strategic decisions lead to Liberia assessment in the 2009 Index, improvements have been seen in seven of the 10 economic freedoms and scores for business freedom, trade freedom, investment freedom, and freedom from corruption rising by 10 points or more. Liberia moved out of the ranks of the economically "repressed" in the 2014 Index after achieving its highest economic freedom score ever (See Figure 3). The return of large businesses and foreign investors were being hampered by a number of factors—including high unemployment and illiteracy, fear of political instability and international sanctions (Kaplan, Kyle & Shugart, 2012).

Figure 2. Liberia's comparison in 2014 index

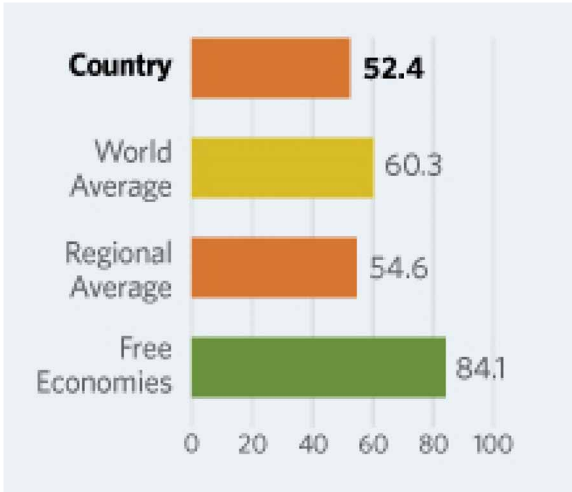
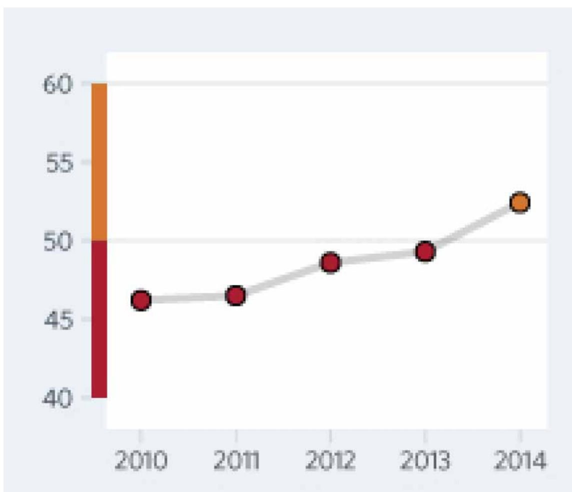


Figure 3. Liberia's economic freedom score over 5 years



Though Mrs. Sirleaf's government drafted a Land Rights Policy to reconcile the statutory and customary land tenure systems, Liberia's judiciary lacks adequate facilities and Liberia continues to struggle in making serious progress in promoting the effective rule of law. Continuous vulnerability of the judicial system to political interference and frequent lack of protection to property rights are two common complaints from many Liberians. Like most African countries, corruption and tribalism continue to linger in Liberia, further undermining freedom and hampering the emergence of a more vibrant economic (Foster & Heeks, 2013).

With significant international debts inherited, Mr. Sirleaf's government relies on revenue from maritime registry for most of its foreign exchange earnings. However, Mrs. Sirleaf's policy of sound macro- and micro-economic has started the restoration process of Liberia's infrastructure and the evidence shows a raising of incomes what was popularly known the most ravaged economy in Sub-Sahara Africa, thus, encouraging foreign investment.

Liberia's foreign debt amounts to more than $3 billion. Recent progress in attracting foreign investments from Mittal Steel, BHP Biliton, and China Union (2005-2012) has propelled the revitalization of the iron mining sector. In early 2010, a popular African-American business man (Bob Johnson - founder of BET television network) funded the first hotel constructed in Liberia in 20 years. The luxury resort covers 13-acre (53,000 m2) overlooking the Atlantic Ocean only a few miles outside Monrovia city center—in the Paynesville area. Together with assistance from the European Union, the United States, IMF and the World Bank, national debt significantly reduced to as low as under $500,000 USD (World Bank, 2006).

Liberia's main export items in recent years have been Timber and Rubber—bringing in more than $100 million and $70 million annual exports respectively (World Bank, 2006). Some financial resources for the Liberian government comes from sale of alluvial diamond and gold mining. Liberia also earned as much as $18 million from its maritime program in 2000, representing income from more than 1,700 vessels registered under its flag (World Bank, 2006). It is currently the second-largest maritime licenser in the world with 35% of the world's tanker fleet (World Bank, 2006). Preliminary exploration took place in the mid-1980s but the present Government has declared discovery of sizable amounts of crude oil along its Atlantic coast.

RESEARCH METHOD

Academic evidence on leadership in developing countries were reviewed, especially those related to disaster and crisis situations. Some of the most significant literature on the Ebola crisis in Liberia (including CDC, United Nations and World Bank reports) were reviewed in an effort to relate level of strategic decision by the Liberian government and other NGO's influencing healthcare improvement around the world. The review was structured around questions of interest to leadership policies in developing countries researchers, looking for empirical evidence on specific initiatives for propelling medical epidemic prevention and cure process, as well as the magnitude and frequency of any leadership initiatives, and whether healthcare infrastructure would be a feasible and affordable venture for preventing another deadly disease in the future (Bellgard et al, 2014). A number of extant literature on the Liberian civil war and its developed path were reviewed for important theoretical and empirical contributions relating to the measurement risks to global healthcare from a recently resurrected country. For the publication on political and other crises in Liberia, a number of essential books by World Bank and reputable Development Institutes were used, along with additional scientific literature sought from citations in relevant publications and by computerized search in JSTOR. The computer searches resulted from the following keywords: *Liberia, Ebola epidemics, civil war, government strategic decisions, presidential election, natural resources, and international partnerships for crisis prevention*.

The author was initially interested in finding empirical evidence upon which specific management decision led to failure in the prevention of Ebola and its subsequent eradication. Analysis of these papers provided useful insights into the anatomy of the global healthcare infrastructure literature, meant to aid the creation and accumulation of knowledge in national healthcare infrastructure for developing countries. The main questions of this study are almost rhetorical ones:

- What are the strategic management factors that led to an outbreak of Ebola in Liberia?
- Did the current shape of healthcare infrastructure in Liberia contribute to Ebola spread?
- What were the critical crises moments for the Ebola epidemic in Africa's oldest Republic?
- How well did Africa's 1st female president manage the Ebola crisis?
- How can good leadership eliminate the risks of Ebola in developing country?
- How did Africa's 1st female president ensure Ebola outbreak in Liberia was useful in preventing another outbreak elsewhere?

Data Collection

Primary data was collected through semi-structure interview, via telephone, with people who lived in Liberia during the recent outbreak of Ebola in Liberia, including a number of Americans and Europeans who visited Liberia during this period. Telephone calls were made between January 2015 and December 2015. A telephone interview during and immediately after the outbreak of a deadly disease offers several advantages including:

- quick distribution and response cycle;
- relatively low cost (cheaper than flying to a neighboring country or distributing laptops to participants;
- accurate recollection of details; and
- no risks of the researcher contacting potential carrier of the disease.

Prior to the telephone interviews, the questionnaire was pre-tested among several Liberians living in USA and Europe who had a reasonable good understanding of the healthcare delivery systems in Liberia. As a result, few adjustments were made to the objectives of each question and others were added to make sure that respondents would have a deeper understanding of the research objectives. Respondents were allowed extra time towards the end of the telephone interview to add additional topic of relevance to the research objectives.

Sample Data

The demographic data of the sample were collected by asking the respondents their gender, age, education level, organization level and their amount of work experience in the field (see Table 2). The average age of the respondents was 45 years old, with the standard deviation of 10. Respondents` age varied from 19 to 68 years. Male respondents made up 35% of the sample and 65% were female, as is characteristic of the general Liberian population. The highest educational level attained was, 17% university, 18% college level, 42% high school, and 13% elementary school level, while 10% of the respondents did not have any formal education. 45% of the respondents had no role in the Ebola control process, 83% had personal commitment to look after family member of close friend but no official government designated status, 77% of respondents lived in Monrovia or its suburbs while 17% lived in other big cities but 7% lives in small rural towns in Liberia.

EBOLA OUTBREAK IN LIBERIA

CDC defines Ebola—previously known as Ebola hemorrhagic fever—as a rare and deadly disease caused by infection with one of the Ebola virus species resulting to disease in humans and nonhuman primates (monkeys, gorillas, and chimpanzees). The disease is caused by infection with a virus of the family Filoviridae, genus Ebolavirus named by CDC as follows: Ebola virus (Zaire ebolavirus); Sudan virus

Table 2. Countries with confirmed EBOLA cases and deaths as of February, 2016 (CDC, 2016); National Populations from (http://data.worldbank.org/indicator/SP.POP.TOTL)

Country	Declared EBOLA Free	Population Dec-2014	Number Total Cases		
			Suspected	Confirmed	Total Deaths
Sierra Leone, West Africa	Not Yet	6,315,627	14,124	8,707	3,956
Liberia, West Africa	1-14-2016	4,396,554	10,675	3,160	4,809
Guinea, West Africa	12-29-2015	12,275,527	3,804	3,351	2,536
Nigeria, West Africa	10-29-2014	177,475,986	20	19	8
Mali, West Africa	1-18-2015	17,086,022	8	7	6
USA, North America	N/A	318,857,056	4	4	1
Senegal, West Africa	10-17-2014	14,672,557	1	1	0
Spain, Central Europe	N/A	46,404,602	1	1	0
Italy, Central Europe	N/A	61,336,387	1	1	0
United Kingdom, C. Europe	N/A	64,510,376	1	1	0
			28,639	**15,252**	**11,316**

(Sudan ebolavirus); Taï Forest virus (Taï Forest ebolavirus, formerly Côte d'Ivoire ebolavirus); and Bundibugyo virus (Bundibugyo ebolavirus). The fifth, Reston virus (Reston ebolavirus), has caused disease in nonhuman primates, but not in humans (CDC, 2016).

The disease was first discovered in 1976 near the Ebola River (in Democratic Republic of Congo) but sporadic outbreaks have appeared in Africa, with the latest and largest being in West Africa in 2014. While a natural reservoir host of Ebola virus remains a mystery to Scientists, on the basis of evidence and the nature of similar viruses, researchers believe that the virus is animal-borne and that bats are the most likely reservoir (CDC, 2016). CDC (2016) confirms that people get Ebola through direct contact (through broken skin or mucous membranes in, for example, the eyes, nose, or mouth) with:

- blood or body fluids (including but not limited to urine, saliva, sweat, feces, vomit, breast milk, and semen) of a person who is sick with or has died from Ebola,
- objects (like needles and syringes) that have been contaminated with body fluids from a person who is sick with Ebola or the body of a person who has died from Ebola,

- infected fruit bats or primates (apes and monkeys), and
- possibly from contact with semen from a man who has recovered from Ebola (for example, by having oral, vaginal, or anal sex)

The most recent outbreak of Ebola—the world's deadliest to date—was first reported in Guinea in February 2014 which later spread to Liberia and Sierra Leone (CDC, 2016). Ebola kills up to 90% of those infected, but patients have a better chance of survival if they receive early treatment. It spreads through contact with an infected person's bodily fluids (CDC, 20016). Symptoms include high fever, bleeding and central nervous system damage and fatality rate can reach 90% with incubation period between 2 to 21 days (CDC, 2016). While many companies are now trying out vaccines in an effort to find cure, supportive care such as rehydrating patients who have diarrhea and vomiting can help recovery. Fruit bats are considered to be virus' natural host (CDC, 20016).

The 167th Independence Day celebrations (July 26th) was tied to efforts to create more awareness around Ebola with greater emphasis placed on hygiene as a means to contain the virus. Such efforts were mainly limited to urging people to wear protective gloves until two Nigerian airlines (Arik Air and Asky) banned flights to Liberia and Sierra Leone after Nigeria—Africa's most populous country—reported its first case resulting from Patrick Sawyer (a Liberian finance ministry official) flew to the Lagos in an Asky flight. Only then did Liberia deployed police officers at the international airport in the capital, Monrovia, to ensure passengers were screened for symptoms of Ebola.

Table 2 shows Liberia was amongst six countries that have experienced widespread transmission but were able to transition and become free of Ebola virus transmission within 18 months —except Sierra Leone where a new confirmed case was identified in January 2, 2016 (CDC, 2016). While public health authorities in these countries are constantly maintaining active surveillance for new cases of Ebola and identify, locate, and monitor any potential contacts, only WHO can determine when a country should be declared free of Ebola virus transmission. WHO required that such country remains free of Ebola virus transmission after 42 days (two incubation periods) had passed since the last Ebola patient tested negative. WHO first declared Liberia free of Ebola virus transmission on May 9, 2015 (CDC, 2016). The country subsequently experienced a cluster of six Ebola cases in June 2015 and was declared free of transmission again on September 3, 2015 (see Table 2). A second cluster of three cases was reported in November 2015, and WHO declared the country free of transmission for the third time on January 14, 2016 (CDC, 2016).

DISCUSSION

While a tremendous wealth of research on female leadership exists, mainly about business executives (Pew Research Center, 2015), a growing number of female executives—particularly governments leadership—seem to be unable to benefit from the lessons learned. Advances in our understanding female leaders in Western countries have not been matched by the increasing need for leaders in developing countries—quite often managing during times of crisis and emergencies (Khodarahmi, 2009). Ibarra et al (2013) consider as a person's leadership capabilities grow and opportunities to demonstrate them expand, high-profile, challenging assignments and other organizational endorsements become more likely. Such affirmation gives the person the fortitude to step outside a comfort zone and experiment with unfamiliar behaviors and new ways of exercising leadership. An absence of affirmation, however, diminishes self-confidence and discourages him or her from seeking developmental opportunities or experimenting. Leadership identity, which begins as a tentative, peripheral aspect of the self, eventually withers away, along with opportunities to grow through new assignments and real achievements (Ibarra et al, 2013).

Female executives do not lack the desire to make better decisions, though some may be in denial about their propensity for error. Rather, the problem here lies in the fact that the majority of female leadership research published to date, applies to one type, and it's not the type that showcase female leaders in development countries. In the case of Liberia, the most important and/or difficult phase in the 21st century—with consequences for the lives of its citizens—calls for a very different approach. Leadership style are quite often universal in meaning but may be unique in applications (Ibarra, 2013). Attempts to apply leadership style that requires resources previously allocated as reserve and the participation of different layers of management, is a luxury most leaders cannot afford in developing countries. Rosenzweig (2013) also confirms that strategic decision makers often have two choices: (i) to choose among options presented to them (usually a problem for presidents in Western countries) or to only shape those options (usually a problem for most presidents in developing countries). The Liberian leader had to make a onetime judgment, unable to change what happened after the fact.

In the case of the recent EBOLA outbreak, the Liberian leader used two vital skills also noticed by Rosenzweig (2013). She first had to discern the nature of the decision at hand—since EBOLA was a completely new problem facing the world at an unpredictable scale. At this stage the decision had to be conveyed to the Liberian people with caution since most of the information about the deadly disease had to be confirmed from outside scientists and NGOs. Thus, policy statements and press conferences appeared uninformative at a time when citizens really needed to get definitive information about this serious situation from her cabinet on the ground. Although NGOs were anxiously waiting to partner with the Liberian Government, inadequate infrastructure and technology for a successfully communication of crisis management presented a major obstacle.

Mrs. Sirleaf also had to respond with the appropriate approach. Rosenzweig (2013) described this stage as "being able to act as a psychologist, then as a tactician, next as a riverboat gambler, and perhaps once again as a psychologist". When faced with the most complex decisions of all, those that may result in life and death, the Liberian leader needed more than an ability to avoid common errors. Rather, requiring a seemingly contradictory blend of a talent for clear-eyed analysis and the ability to take bold action—something shown by President Barrack Obama in sending American soldiers to Liberia when nearly every airline decided it wasn't safe to travel to Liberia for fear of employees contracting this deadly disease. This indicates an interdependence between strategic decision making approaches and decision outcomes—something also found in the results of Ivan and Ivana (2012).

Leaders of developing countries quite often turn to radical learning believing it has stronger relationship with strategic decision making outcomes, than incremental learning (Ivan & Ivana, 2012). Radical learning is achieved through direct interaction with people around the leader and engaging in group activities (including town hall meetings, conferences, fairs, sports stadiums, etc.) where the leader explores new ideas and approaches related to his/her role to get things done immediately. One major lesson, all Liberians assumed the government had learned from previous national crisis—establishment of pre-disaster ties and common communication tools with NGOs—proved futile. The Liberian leader was also aware that nearly every previous knowledge about crisis management had to be abandoned in favor of new knowledge and better outcome than ever, since the old knowledge were obtained from dealing with a different type of crisis—civil war, and government coup. This proves Ivan and Ivana (2012) suggestion of an indisputable correlation between strategic decision making approaches and decision outcomes.

While the frequent emergencies occurring in developing countries every year and the outbreak of a deadly disease both require a wide array of leadership/management competencies (Bellgard et al, 2014; Demiroz & Kapucu, 2012), a major difference can be found in the goal of deadly emergency management. As previously indicated, preventive stage was early 2014 when it was apparent that Ebola had started to cross the border from Guinea to villages in Liberia. In retrospective, President Sirleaf should have communicated the serious nature of this deadly disease and warned citizens to help in combating its spread in early 2014. Nevertheless, her strategic focus soon turned to devising policy and implementing programs that reduced vulnerability, limited the loss of lives, prevented the spread of disease among the living, improved multi-organizational coordination, and built trust in the leadership from Western governments as well as Liberians living abroad. During such challenging and stressful situation, the citizens expected the leader to manage every incident successfully and provide sufficient information for citizens to keep themselves safe. Demiroz and Kapucu (2012) suggest that crisis and leadership are intertwined since both concepts have a nature to complement one another. The Ebola crises as an event, was not neatly delineated, but rather of high uncertainty. Liberians, at home and abroad, looked to Mrs. Sirleaf for safety and direction. The leadership was not only responsible for responding to threats and uncertainties facing all citizens but also had the challenge of bringing the situation to a point where international investors and Liberian citizens abroad would feel comfortable to return to Liberia. In addition, many Liberians considered the Ebola crises a window of opportunity for the leadership to reform healthcare infrastructure and other institutional structures, as well as establishing a long-standing policy with WHO for better healthcare systems in Sub Sahara Africa.

Wright et al (2013) suggest that the degree of decision making is definitely related to the extent of the disaster effect on the population. Thus, the degree in which collaborative efforts are sought after throughout community depends on how catastrophic the disaster seems. With regards to the outcomes of extreme national crises, the leader's ability to make strategic decisions is imperative for a successfully conclusion. Where the leader's response to the crisis seems negative—usually in the form of poor quality decision making—that quite often result to undesirable consequences (Khodarahmi, 2009).

STRATEGIC LEADERSHIP

Strategic management is the most complexed aspect of management and quite often defined as the continuous planning, monitoring, analysis and assessment of all that is necessary for an organization to meet its goals and objectives (Healy et al, 2015). As a process that involved collaborations from cross-functional agencies and organizations, major decisions needed to be made prior to implementation. Strategic management necessitates total commitment to strategic planning. From this the leader can provide hard evidence of the organization's ability to set goals to determine the decisions and actions that need to be taken for positive results.

Showing Leadership in Disastrous Situations

Dobel (2010) defines disasters as a large intractable problem that test the ability of communities and nations to effectively protect their populations and infrastructure, to reduce both human and property loss, and to rapidly recover. Three characteristics of disasters (randomness of impacts; randomness of problems; and uniqueness of incidents) give reasons for having a strategic plan led by national governments to ensure dynamic, real-time, effective and cost efficient solutions (Demiroz and Kapucu 2012).

Demiroz and Kapucu (2012) defines a catastrophic disaster to be large in size and usually results in major disruption in communication and the capacity for decision making. Due to the vital role of good communications during a catastrophic event, like Ebola outbreak, the national leadership must have the capacity to assess and adapt to the fast changing situation, immediately reinstate any broken communications, demonstrate willingness to make different kinds of decisions, as well as promoting coordination between government and NGO proposing possible solution to the crises Demiroz and Kapucu (2012) proposed four specific routine functionalities that must be in place for any crisis situation: (1) An established plan and system. (2) Good communication and proper use of information technologies. (3) Prearranged decision-making procedures. (4) Formalized cooperation and effective boundary-spanning agencies. Currie and Guah (2007) on the other hand, believe it is most effective that the leadership is symbolic of a high level of coordination amongst different responders—including government, community organizations, and the private sectors.

The literature proposed five key tasks for successful crisis leadership as explained through the Liberia Ebola crisis:

1. **Sense Making:** The Liberian government should have taken its responsibility of looking out for the possibility of crises and handling the preparation process to eliminate any factors that led to Ebola spread from Guinea to Liberia.
2. **Decision Making and Coordinating Implementation:** While WHO may not have done everything in its power during the initial stage of the Ebola outbreak (in early 2014), the Liberian leadership had the responsibility of making final decisions and ensuring that the local communities around the Guinea and Liberia borders were well informed about the danger of this deadly disease and gathered as many interested crisis responders as possible on site to control the spread of Ebola virus.
3. **Meaning Making:** All Liberian citizen held the Liberian government ultimately responsible for motivating both communities and showing them the path to a safe and secured future, inspiring them to believe they would get through this unbearable misery brought about by the Ebola outbreak.
4. **Accounting and Ending:** Most participants expressed their satisfaction with the manner in which President Sirleaf took full control from September 2014. The Liberian leader then started to aggressively publicise the danger Ebola posed to all West African countries—and the rest of the world—convincing

Western countries to send human and material resource to Liberia in late 2014 until Liberia was finally declared Ebola-free—eventually achieving closure and an opportunity to move on past the Ebola crisis in late 2015.

5. **Learning:** With a relatively sceptical general elections planned for 2017, its imperative that the Liberian leadership evaluates the Ebola situation and enlist a number of lessons learned from both the shortfalls as well as the successes of the entire Ebola period (between February 2014 and December 2015). These lesson must be communicated to future generations to prepare them for similar situations in the future.

Research has shown that meaningful engagement of the population by real committed and dedicated leaders can go a long way in achieving trust (Currie & Guah, 2007; Sorrentino, et al, 2015). This means government must factor in socio-organizational conditions of all citizens—leaving no divide between various stakeholders. Rather, there should exists a relationship of interdependence that in turn raises critical issues; and that formalized and effective "participatory leadership" cannot work unless there is strong leadership commitment and enforcement of properly thought through strategic initiative.

For example, mobile technology is often used—in other parts of the world—to spread information about government policies and economic development, move freely between countries, take advantage of the best development opportunities, was it a missed opportunity that the Liberian government didn't capture the initial information about Ebola spread by specific group of people to prevent Ebola spread to other members of that family groups? Wouldn't it have been in national interest to take advantage of existing mobile technology (spread throughout the remote districts of Liberia) to deliver a strong public health message to the Liberians? Isn't it mind-blowing when people report the lack of communication technology between Monrovia and Ganta (around 200 miles apart) yet family members in USA (more than 6000 miles away) were practically in constant communications—via mobile technology—immediately after a family member showed symptom of serious illness? These demonstrate that in the absence of a well-functioning healthcare infrastructure, any country can be exposed to a catastrophe far more destructive than national security, as experienced by Liberia in 2014.

Thus, a multi-style or mixed-style approach would have proven very useful in this disaster situation (Dobel, 2010). Liberians have no problem identifying critical moments from the country's past. The significantly more difficult and essential problem has always been preparing for those moments in the future. When the moment of truth arrives, as it did for Liberia during the 2014 EBOLA outbreak, it becomes apparent not only that strong national leadership is needed also in developing countries, but also that Western Countries must help to setup many of the key preconditions for effective crisis management and community resilience long before a deadly disease outbreak occurs. The EBOLA outbreak and immediate effect (lives and global economic costs) drives home the point that a crucial responsibility of leaders (governments of both developing and developed countries) should begin to plan well before the crisis (Raghupathi & Raghupathi, 2015; Roe & Schulman, 2015). If things were in place by February 2014, EBOLA would not have reached Texas (USA) or Spain (Europe) or even Nigeria (West Africa), not to mention deep fear at airports in South Africa, India, China, etc.

People in crisis situations most definitely need and want to be reassured. They cannot be denied the benefit of the power of symbolism particularly because good communication determines if the leader can be trusted. Good interpersonal relationships involve trust and influence—that automatically come to the fore when one is trying to forge a new collaborative working environment. While leaders may set the direction and validate the style of leadership that the entire country values, the image and proud of the country is mostly the result of good followership rather than great leadership alone. That's because most decisions are actually made quite collaboratively, including those in emergency and disaster situations. Ibarra et al (2013) observed that managing the competence-likability trade-off—the seeming choice between being respected and being liked—women are taught to downplay femininity, or to soften a hard-charging style, or to try to strike a perfect balance between the two. But the time and energy spent on managing these perceptions can ultimately be self-defeating.

Moments of distinctive leadership and reputation often come from moments of uncertainty, a particular leadership moment may disproportionately impact perceptions of competency and reputation. Being unaware of such potential leadership moments—like EBOLA outbreak—the Liberian leadership definitely risks having unintended and many have described it as negative qualities attributed to the very first female president in African continent. In the end, it was the power of influence that garnered the support of USA and European Union to rally around Liberia in finding lasting solution to the EBOLA crisis.

Even a deadly disease outbreak seemed unable to keep tribal residents in Liberia away from complementary leisure facilities, and other tourist resources frequently used to meet their needs for home-based tourism. Tribal residents in Liberia used friendly attitude—hugs and handshakes at every opportunity—to establish channels of communication with the outside world. And research has proven that once established, negative reputations are very difficult to change (Anwar, Joshi & Tan, 2015).

INADEQUATE HEALTHCARE INFRASTRUCTURE

Guah (2011) describes healthcare infrastructure as ensuring well-coordinated, high-quality health care requires the establishment of a supportive health system infrastructure. It further explains the condition for a high-performance health system to include a well-distributed workforce, information systems for data collection, quality improvement analysis, and clinical communication support, as well as the organizational capacity to support culturally competent services and ongoing improvement efforts. Healthcare infrastructures in most sub-Sahara countries do very little to promote health care delivery systems designed to support community-based resources.

Healthcare institutions in most developing countries are still heavily biased towards local tribal borders and practice in their own county—a phenomenon described as the home bias—shows that, despite the free available healthcare information over the interest around the wider world, these countries are still far from a fully integrated world in which counties/states/countries are irrelevant for the purpose of healthcare system optimization (Roe & Schulman, 2015; World Bank, 2006). A major reason being the different tribal laws, mostly enforce differently from national laws. The laws that apply uniquely to public communications are mostly national security laws which differ substantially across countries and the laws that mandate disclosure are strongly associated with privacy—though some would argue secrecy to protect personal interest of those in authorities (Healy et al, 2015; World Bank, 2006).

Healthcare infrastructure that lacks health information technology make it very difficult to prevent cultural and class disparities in healthcare (Currie & Guah, 2007). This emphasized the need for standardized collection and reporting of ethnic or tribal data, the need for more granular detail on tribal and ethnic subgroups very apparent. Thus, indicating an area where the adoption and use of health IT can be beneficial in developing countries. Healthcare systems also represent true interpretation of authorities' performance in key functions of the national development process (Guah, 2011). While some may describe the healthcare system in Liberia as self-managed care (Anwar, Joshi & Tan, 2015) the lack of a modern healthcare infrastructure means there is lack of information support systems to provide the basis for much of the continuity in patient records and clinician communication at a time of medical need. Lack of resources in Liberia was responsible for a lack of an integrated, culturally competent health care delivery system that allows patient information to be readily available to emergency workers who were scrambling to positively affect the quality of life and efficiency of emergency care during the Ebola outbreak in 2014.

Having an adequate number of healthcare workers is an important aspect of the health system infrastructure and can be an indicator of quality of care. But in the case of Liberia, the local healthcare workers were in adequately trained to and ill prepared to respond appropriately to the unexpected increase in patient demand resulting from an outbreak of a deadly disease.

Addressing healthcare infrastructure problems at the local or national level in developing countries could have a positive impact on the global outbreak of deadly diseases. However, there are few major problems to be overcome, including the institutionalization of political agendas when budgeting for national healthcare in improper prioritizations, which may increase the risk of deadly disease spread, lower the morale of health care workers, and diminish patients' quality of life (Ighobor, 2015). In addition, many developing countries fail to use and expand existing human resources to provide ongoing follow-up and treatment support for people who initially show the symptoms of deadly diseases. Though Liberia had several community-based treatment programs, the Ebola outbreak demonstrated the need not only for trained doctors and nurses, but also for community health workers, treatment supporters, and laboratory technicians—all of whom need to be paid for their work. Evidence in the West shows that investing in community health workers is what makes success sustainable (Ighobor, 2015). Like most developing countries, Liberia has very high unemployment rates and a substantial supply of educated people who could take on these roles but government needs to make healthcare infrastructure—that creates systems to pay for treatment support—a top priority.

The distribution and availability of a culturally competent health care workforce has significant advantages for access to care (Hendriks et al, 2014), particularly in developing countries, as well as developed countries but within certain most vulnerable populations—racial and ethnic minorities, low-income populations, and uninsured or underinsured people (Sorrentino et al, 2015). During the Ebola crises, Liberians could not access normal healthcare services, mainly due to the inadequacy in the local health care infrastructure. The entire population could only rely on safety net for emergency healthcare services provided by international NGOs for essential health care services. These services could not be monitored by the Liberian Government for the performance of safety, including people served, characteristics of safety net, and feedback from patients. Consequent of the many inadequacies in health system infrastructure, Liberians experienced limited access health information and that contributed to poor quality of care and outcomes, particularly among vulnerable population residing in rural parts of the country with health professional shortages. International NGOs had also pointed this out and efforts were currently being made to provide funding for significant improvements to health infrastructure in Liberia. The Ebola outbreak injected urgency into the need for quality healthcare systems, resulting to the new document called Sustainable

Development Goals, which replaces the Millennium Development Goal in 2016, with an added momentum in goal number three "Ensure healthy lives and promote well-being for all at all ages" (Ighobor, 2015).

Currie and Guah (2017) concluded a strategy for developing a national healthcare infrastructure must have certain essential elements. Such strategy must include standards for effective data sharing. Not only has formulating healthcare standards proven to be a difficult task in developed countries—because technologies change rapidly, resulting in differences in case definitions—but also that developing countries do not have the necessary resources to for adequate testing, medical procedure documentations, confidentiality of healthcare records and specificities necessary for this complicated process. Liberia lacks the financial capacity to build a community of laboratories that can work collaboratively to help meet the challenges of building a national laboratory to support a national data sharing network. Previous attempts by NGOs to donate a mini-form of such laboratories, it was recognized that each NGO had different approaches and capabilities to generate diagnostic data for specific diseases because of differing individual health priorities, disparate methodologies used by the donor agencies in their own countries. Of course each implementation of a variety of technology solutions depended on their budgets and expertise. Whereas, if the national laboratories was built by the Liberian government, for the sole purpose of working as a community, this will lead the development of public health use cases for laboratory data, supporting data requirements, and a data sharing scheme that will enable laboratories to support public health practice nationwide. Such infrastructure will be driven by a recognition that the creation of an efficient data sharing network is the product of close collaboration and harmonization of a series of national public health goals (Raghupathi & Raghupathi, 2015).

President Sirleaf leadership demonstrated a few clear paths to making successful decisions. But when certain decisions didn't lead to satisfactory outcome, the population suffers in several ways due to lack of strategic objectives and foresightedness in the population's reactions. During the 2014 Ebola crisis, Liberians found their communities feeling insecure, as thousands lost their lives, and millions seemingly lost confidence in the national leadership. More important than any of the above, the Ebola crisis required immediate relief and rehabilitation of affected people and their relatives—something the Liberian Government could not provide mainly due to lack adequate resources. While the entire world later agreed that a single developing country could not handle an Outbreak of Ebola on its own, the Liberian population, for the most part, interpreted this as the administration and political leadership having different goals (Ighobor, 2015).

Caring for sick family members is central to West African cultural and demands the establishment of regular communications within a group through the world, but exclusive of other groups within a small territory, formed by involuntary membership of an inclusive category, usually 'descendants of past inhabitants of certain families within a specific territory' (Hendriks eta al, 2014). All people privileged to the news of a seriously sick family member would usually belong to one tribal group, by reason of being extended families and/or inhabiting the region—sometimes referred to as normative tribalism, and semantically correct to describe it as a form of local-mindedness. Due to certain financially influential members of such extended family may now be living in the West, it has become imperative to use mobile technology to spread such sick news.

RESEARCH LIMITATION AND FUTURE RESEARCH

This paper uses data from a research method that is rarely used but the justification has to do with the researcher's inability to travel to the research locations during a deadly disease outbreak. While the results of this research may not be generalizable, due to the research method used, they definitely fill a critical gap in the literature and also be applicable in similar contexts.

This exploratory study has raised several issues that provide fruitful avenues for future research in the area of strategic management in developing countries. First, several contingencies have been identified (stages in decision making process, involvement of local authorities, etc.) as possible explanations for strong leadership in developing countries despite the sporadic existence of the world's most educated managers in isolations. The study will now be expanded to include longitudinal and participatory research techniques (Wright et al, 2013) involving local researchers based at the University of Liberia and other partners with NGOs in Monrovia. Future research on the impact of strategic management in developing countries will also examine the inclusion of additional constructs. Examine the interplay between different levels of national culture and formulate specific hypothesis linking these levels together (Boin et al, 2006).

CONCLUSION AND RECOMMENDATIONS

Like most national crises, Ebola was accompanied by a high degree of uncertainty. Thus, managing Ebola preparation and recovery proved impossible for the Liberian government. The leadership had to contend with making urgent strategic and tactical decisions while information was unavailable—aware that citizens expected an outcome that would keep safe and secured. Anchoring in purpose enables women leaders to redirect their attention toward shared goals and to consider who they need to be and what they need to learn in order to achieve those goals (Ibarra et al, 2013).

Though developing countries do not have adequate infrastructures and financial resources, citizens also inherit the Western ability to cope with disasters. In times of crises and disasters everyone looks to their leaders for vision and direction that will lead to the return of normalcy (Dobel, 2010). It was this type of 'watch and see' crisis management that defined the true devastation of Ebola in Liberia. Crisis management entails activities that are meant to be focused in progressive stages (Demiroz & Kapucu, 2012). It begins with i) preventive measures, followed by ii) mitigation and followed closely by iii) critical decision making by leadership, and then finally iv) the eventual push towards a return to normalcy.

Not only was President Sirleaf good leadership a key requirement for successfully managing the Ebola crises in 2014, but she demonstrated great leadership before, during, and after the crises through collaborations from external supporters who had full confidence in her leadership ability to deliver successful outcomes. Leading a developing country through a deadly disease outbreak that could expand beyond national borders compared Mrs. Sirleaf to manage surprises mostly prominent in serious catastrophes. While Liberia had faced 3 other crises—responsible for more than half a million deaths since 1980—before Ebola outbreak, little has been done to learned from the leaders of the past. Mrs. Ellen Sirleaf has previously proven to possess the skills and abilities to successfully manage network relationships. Thus, the international community was fully supportive and entrusted Mrs. Sirleaf's leadership to successfully manage this extraordinary situation despite the limited resources at the disposal of a developing country leadership. Leading any crisis requires different approach based on the type of crisis, environment, period in time, availability of resources, and scope of the crisis, developing countries should be able to draw a framework for leadership competencies and strategic decision making necessary for disaster and crises management when the national government relies on external donors for everything—from human resources to financial and infrastructure resources. By early 2015, the international community—led by USA—was allowed to send both military and medical personnel to help Liberia with the prevention of Ebola spread. Through this strategy, the Liberian leadership demonstrated its ability to cooperate with other stakeholders, being flexible in decision making and operations, adaptability to disaster conditions, and effective communication with other stakeholders and the public as the most valuable resource required for leading a developing country through the outbreak of a deadly disease.

Finally, President Sirleaf was understandably lenient with the local population, when the outside world refused to comprehend any perceived benefit of physical interactions (handshakes, hugging and similar behaviors during the Ebola crisis). That's because she understood the Liberian people's philosophy on handshakes and hugging: Liberia regularly examined the benefits of their interactions with others—regardless of the possibility of being infected with the deadly disease—

and only if they believed that participating in the cultural exchange process would bring them little satisfactory rewards during a time of total grim in the local society. Overinvestment in one's image diminishes the emotional and motivational resources available for larger purposes. People who focus on how others perceive them are less clear about their goals, less open to learning from failure, and less capable of self-regulation (Ibarra et al, 2013).

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Chapter 5
The Servant Leadership Movement:
How Might Universal Leadership Behaviors Serve Millennials in Asia?

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EXECUTIVE SUMMARY

Uncommon to other well-known leadership models, servant leadership explicitly states that the leader serves as steward by focusing the needs of the follower, whilst growing the followers' autonomy. Consequentially, followers increase in capabilities and collaboration, strengthen the leader-follower relationships through partnership, generating decisions that can withstand challenges and sustain organizational success. The purpose of this chapter is to convey the applicability of this universal leadership model, illustrating how it would support culturally diverse case studies. Research has already stated that servant leadership is beneficial to Millennials. Little literature has focused on how to operationalize it for the younger generation. Barbuto Jr. and Gottfredson mentioned the vital necessity to train Millennials in servant leadership behaviors. This chapter highlights how servant leadership might be applied based on Van Dierendonck's and Van Dierendonck and Nuijten's research on Millennials in Asia.

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INTRODUCTION

Asian business is often depicted by speed, adaptability, or adoption of useful Western concepts, and transformation of those concepts into new innovations to ameliorate what locally is needed. It is possible to detect this happening in large MNCs, stemming from the U.S. and the European Union with subsidiaries or regional headquarters in Asia, relocating headquarters' functional leadership roles and budgets of entire business units to Asia. The region is gaining an unprecedented attention on business, as well as a rising commitment on developing employees. This engrossment of consideration is, in great part, centered in meeting the weakness in lack of highly skilled personnel. As the younger labor-pool begins to outweigh the workplace, business leaders are all the more aware and responding to attain leadership skills that echo desired behaviors to attract and retain their teams.

For over a decade, this question endures in organizations: What do we do to stay competitive with our workforce, and how do we attract and retain talent, especially from the younger generation?

It is in the spirit of riding on the current Asian momentum that this chapter attempts to generate a compelling analysis of a very pertinent universal leadership model, broadly researched and evidently practiced today, much advocated by an important critical mass – servant leadership. This chapter will briefly discuss the comparison of leadership models with servant leadership, emphasize the 21st Century workforce trajectory, explain the trending environment of servant leadership and its relevance to the Millennials' workforce needs. Finally, the chapter will present concrete case studies about Millennial-leaders, working in Asia.

A BRIEF DISCUSSION: LEADERSHIP THEORIES COMPARED

Robert Greenleaf (1977) is the father of servant leadership concept. Greenleaf's original thesis on servant leadership was focused on the mindset that the leader's core motive is to serve to achieve others' betterment, answering to their needs, help others succeed in their aspirations, grow more autonomous, and eventually be servant leaders themselves. The motivation of this leadership style was essentially to focus on serving, rather than leading, placing the needs of others before own, which is quite the opposite of what organizational management are selected to do, as they are chosen for their capability to give orders. Greenleaf's servant leadership motivation describes an ultraistic and pioneering model for those the leader serves to follow. Scholars have criticized some modern day examples of servant leadership in organizations on its sincerity vs. tactic to manipulate and encourage reciprocity geared to organizational benefit. Nevertheless, multiple scholars have deeply analyzed the morale behind servant leadership, while they compared several aspects to a steward, someone willing to be accountable to care for a group or community's entrusted needs and affairs, as is someone with deeper spiritual awareness, willing to act selflessly for others. The servant leader is a strong character leader, who has self-confidence in his identity, asserts strong principles and beliefs, and is willing to self-sacrifice (Sendjaya & Sarros, 2002).

Servant leadership has been compared and contrasted with other leadership style features and concepts, such as the charismatic leader and transformational leadership. Some authors have argued that servant leadership has gone beyond transformational leadership in two domains: Recognizing the needs of the followers and taking care of the social responsibility, especially of the underdogs. In analyzing further research necessities, Sendjaya and Sarros (2002) suggest looking into measuring this leadership model, as well as further comparative studies, in achieving results vs. other leadership models.

Winston and Fields (2015) set up to research two key points on servant leadership: The first was to understand how servant leadership is formed and spread; secondly, what actions and behaviors are considered into the toolbox of servant leadership.

The authors have recounted several researches on diverse aspects of servant leadership concluding that it is necessary to provide further clarity to their key questions, thus by testing for prediction of leader effectiveness through regression analysis of the following four models: Core servant leader behaviors, transformational leadership, transactional leadership, and Linden et al.'s servant leadership (Winston & Fields, 2015). The authors have identified, to their surprise, that transactional leadership and servant leadership seem to have a stronger relationship, compared to transformational leadership, despite much research effort has focused in comparing similarities in the latter two models. The key behavior that correlated negatively as a subset of transformational leadership was inspirational motivation vs. essential servant leadership behavior. The authors suggest that the cause may lie on the core focus of the servant leader. Hence, the need to inspire is less required to gain commitment from the employee to accomplish the organization's tasks and goals.

Winston and Fields (2015) further stated that, since the locus of the servant leadership model is to grow the followers and focus on the followers' welfare and progress, their effort of doing so generates unspoken reciprocity of successful followers to pay forward and develop other followers' capabilities and autonomy. This concept of reciprocity takes precedence in the Chinese leadership styles under the Confucius teachings (Kim, 2003; Mullis, 2008).

In China, servant leadership behaviors have demonstrated effectiveness through clarity of goals and process, perceptions of achieving team potency, followers exhibited high commitment, satisfaction towards job and organization, and feeling of being empowered (Winston & Fields, 2015).

Similarly, the locus of transactional leadership is to clarify rewards in exchange for expected accomplishments. One can then deduct the reason behind eight out of ten parameters presented a higher correlation with servant leadership around the concept of clarity, clear goals, and well managed expectations (Winston & Fields, 2015).

Transformational and charismatic leadership have been seen on the similar track in that both leadership styles focus on inspiring the followers, and yet much research has found transformational and servant leadership on common playing field in the workplace, thus, they have been compared and contrasted extensively (Andersen, 2018; Choudhary & Zaheer, 2013; Hock et al., 2016; Parolini, Patterson, & Winston, 2009; Smith, Montagno, & Kuzmenko, 2004; Stone, Russel, & Patterson, 2004; Washington, 2007). Similarly, transactional leadership comparisons (Washington, 2007), as well as paternalistic leadership analysis on commitment by followers towards their leaders compared with servant leadership (Top, Oge, Atan, & Gumus, 2015), have come about. Analysis of ethical, servant, authentic, and transformational leaderships styles have also been investigated (Yasir & Mohamed, 2015). As 21st Century business demands represent major human resources (HR) strategic shifts in people and talent acquisition, development, retention, and succession planning, given that the augmenting size of the workforce will largely be covered by Millennials, by 2020, investing in the future of the workforce today is a strategic imperative (Barbuto Jr. & Gottfredson, 2016). As such, granted the exposure transformational and servant leadership have captured over the years in organizations, many mixed interpretations are present amongst workplace practitioners as to what characterizes the two well-known leadership styles in organizations.

According to Gandolfi, Stone, and Deno (2017), transformational and servant leadership distinguish in two concrete manners. First, transformational leadership thrives in an environment where the concentration of power is top-down and decisions are delivered by the leader, hence, a somewhat authoritarian concept of leadership through inspiring followers. Instead, with servant leadership, the leader builds the competence and commitment of the followers, helping them learn and achieve capability to conjointly make decisions with the leader, thereby building a community of strength, in a rather top-down power approach. Secondly, the primary imperative of transformational leadership places the spotlight on the mission of organizational growth and on the goals to be attained, whilst servant leadership notably deposits attention on the people at work, those supposed to achieve organizational goals, in helping them be autonomous to succeed. Gandolfi et al. (2017) argue that servant leadership, therefore, has the recipe to contribute to effective leadership in organizations, since effectiveness is a two-way partnership and communication, rather than a top-down or linear method of leading. A recent Gallup's statistics showed closed to 90% of global workforce to be either disengaged or actively disengaged at the workplace, hence, the critical need to raise leader-follower interactivity to augment their engagement levels through the most viable leadership model (Mann & Harter, 2016).

Gandolfi et al. (2017) go on to establish that servant leadership minimizes workplace uncertainty for its selfless leadership aspect of serving the follower before the goals and own needs. They argue that, in the recent decades, workplace employment has become less secure, with decreased pensions and benefits. Thus, due to increased insecurities, retention of the workforce is not guaranteed. Hence, employees may be motivated to stay if personal and career development and growth are provided by leaders who show care with high level of humility. Gandolfi et al. (2017) applaud Greenleaf for his articulation of a well-practiced leadership style by prominent historical figures such as Mahatma Ghandhi and Martin Luther King Jr. to date, motivating organizational leaders and a multitude of researchers to explore deeper the viability of servant leadership in different industries, organizations, and nations. The beginning of 21st Century commences with a monumental research by Van Direndonck and Nuijten (2011), where two qualitative and eight quantitative studies on servant leadership, based on 1571 participants between the Netherlands and the UK, produced the Servant Leadership Survey (SLS). In addition, this research has been confirmed valid with other leadership measures, as well as being established as a reliable instrument to measure servant leadership. Bobbio et al. (2012) tested SLS in Italy, and later Rodriguez-Carvajal, Rivas, Herrero, Moreno-Jimenez, and Van Dierendonck (2014) tested SLS in Spain, Argentina, and Mexico with similar results, with the exception of the behavior of "forgiveness" which was found low factor loading. All in all, by 2014, the SLS had been studied in 54 societies (Rodriguez-Carvajal et al., 2014).

With that said, servant leadership is here to stay and further practiced, as the world is less and less in favor of top-down, hierarchical, one way communication and decision making approaches, and increasingly prone to organizations that prime environments conducive to allowing leaders to place their attention on people before profit. Under such parameters, servant leadership is apt to support the cultivation of a holistic business success, supported by higher morale, with motivated people that stay, who are capable, performant, and proactive to innovate in the culture of serving, instead of being told what to do.

21st CENTURY WORKFORCE TRAJECTORY

Bersin (2014), Hurst (2014), and Matthews (2016) point out that Millennials–generally born from 1984 onwards-will be the largest workforce before 2030. In fact, Hurst adds they will reign the workforce by 75% of the employee sector. Matthews observes their self-focused approaches and attitude to life and work. Waddell and Patterson (2018) assert that they are misunderstood and it would be a matter of time that they will generate the leadership styles of their era. Yet, both Hurst and Bersin discuss how Millennials yearn to do meaningful work (Figure 1) and retains them at workplace will depend very much if they are contributing to a certain meaningful experience, project or purpose. In this regard, Hurst mentioned how many have grown their own innovative entrepreneurial businesses, focused on social impact, while that is just the beginning of an explosion of ideas forcing businesses to be more socially and environmentally attentive.

Becoming Irresistible Organizational Culture

A Ten Year Focus

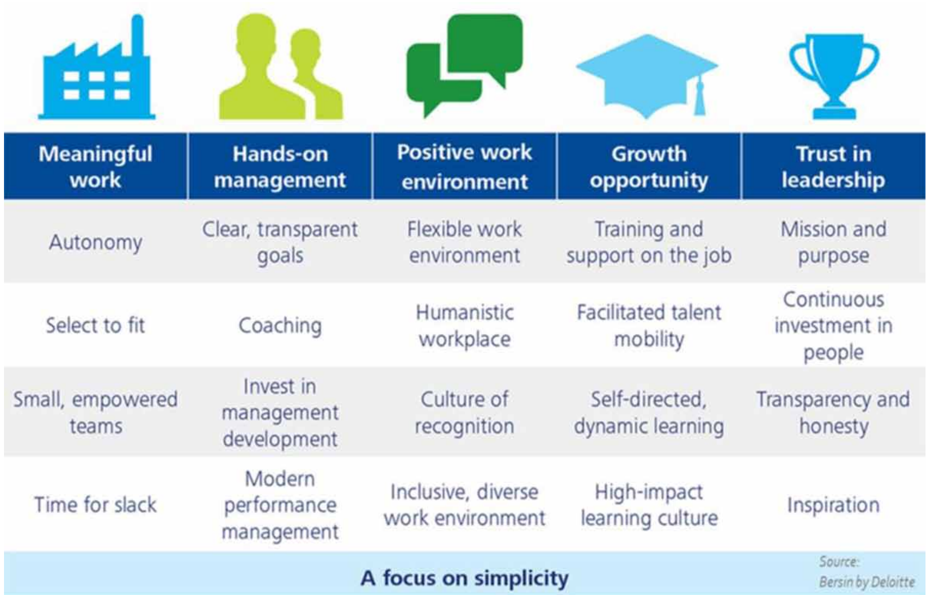
Bersin (2014) shares that, going forward, four major critical topics will spam across organizations, and that HR and business leaders need to pay much attention to as the workforce begins to be dominated by Millennials: Retention and engagement, leadership pipeline gaps, learning and development, innovation and reskilling HR with the relevant systems, technology and focus on people development, rather than just on talent development (Figure 2).

Importance of Culture for Workforce

Strack, in his TED Talk speech on the workforce crisis of 2030, shared that their global survey of 189 countries and 200,000 job seekers, attempted to find what motivates people in the workplace and to stay at work. Findings (Figure 3) show more than 60% of job seekers were willing to work abroad. In addition, out of the 26 topics they surveyed, a fixed salary is only ranked at the eighth most important position, whilst the most important retention topics at the workplace surround culture fit with the organization that comprises the following parameters, ranked in order of importance:

1. Being appreciated for own work–Recognition–“Do I get a thank you for all the work I do, at all times?”
2. Having good relationships with colleagues.

Figure 1. Becoming irresistible organizational culture. Why people management is replacing talent management. Retrieved from https://joshbersin.com/2015/01/why-people-management-is-replacing-talent-management/



Meaningful work	Hands-on management	Positive work environment	Growth opportunity	Trust in leadership
Autonomy	Clear, transparent goals	Flexible work environment	Training and support on the job	Mission and purpose
Select to fit	Coaching	Humanistic workplace	Facilitated talent mobility	Continuous investment in people
Small, empowered teams	Invest in management development	Culture of recognition	Self-directed, dynamic learning	Transparency and honesty
Time for slack	Modern performance management	Inclusive, diverse work environment	High-impact learning culture	Inspiration
A focus on simplicity				Source: Bersin by Deloitte

Figure 2. Why people management is replacing talent management. Retrieved from https://joshbersin.com/2015/01/why-people-management-is-replacing-talent-management/

Figure 3. The surprising workforce crisis of 2030 – and how to start solving it now. Retrieved from https://www.youtube.com/watch?v=ux1GxExRUUY&t=557s

Figure 4. The surprising workforce crisis of 2030 – and how to start solving it now. Retrieved from https://www.youtube.com/watch?v=ux1GxExRUUY&t=557s

		Labor shortage/surplus in 2020	Labor shortage/surplus in 2030
EUROPE	FRANCE	6%	-1%
	GERMANY	-4%	-23%
	ITALY	8%	-4%
	SPAIN	17%	-3%
	UK	6%	-1%
	RUSSIA	-5%	-24%
AMERICAS	BRAZIL	-7%	-33%
	CANADA	3%	-11%
	MEXICO	6%	-8%
	USA	10%	4%
ASIA-PACIFIC	CHINA	7%	-3%
	INDIA	6%	1%
	INDONESIA	5%	0%
	JAPAN	3%	-2%
	SOUTH KOREA	-6%	-26%

3. Good work-life balance.
4. Good relationship with superior.

Average Global Labor Shortage

Strack announced that, by 2030, an important labor shortage (see red highlighted figures in 2030 in Figure 4), topped with skills mismatch and a cultural challenge, will materialize. These figures include incorporation of automation and artificial intelligence projections. Thus, a shortage of highly skilled talents will be even more impactful in global markets, where many jobs are automated, but we will still lag behind in highly skilled workforce. He proposes that all the sectors concerned with workforce (i.e., governments, industries, and organizations) to consider a four-part plan encompassing the forecast of supply and demand of types of jobs and skills, as follows:

1. Finding a method to attract people including men, women, diverse ages and backgrounds, and mature workers.
2. Workout a concept to upskill people.
3. Come up with concepts to retain people.

All of these need to be incorporated into building, and executing an appreciation and relationship culture. Strack (2014) further explains that employers' attitudes need to shift towards a mindset of seeing employees as assets and resources, rather than headcounts and machines, and certainly not costs. Strack recommends HR strategies to be more employee-centric. It is important to have talent; yet, people-centric employment strategies ensemble the diverse roles which are needed to support the growth or organizations and industries. Hence, development and care should be thought through all around, rather than in a segmented development method, as primary attention has, thus far, been emphasized on talents and leaders.

Waddell and Patterson (2018) discussed the Millennials generation morphing into the Generation Z, born after 2004, called the Trophy Generation, as they are awarded not for merit, but by simply showing up and minimal performance, primarily with the intention to raise their self-esteem, so they feel good about themselves. The authors argue that in every generation parents want their children to do and feel better about themselves than they did, previously, being able to enjoy what the parents had missed out, thus, the trophies of motivation. What it actually instills is a higher sense of entitlement, although, depending on individual background and economic standards, this comment cannot be generalized. Nevertheless, organizations have often questioned about their observation of Millennial entitlement and found it difficult to cope with this concept. The concept of entitlement has progressively increased over each generation. As financial means, job security, and education progressed, parents are becoming more like friends to their children, allowing more freedom of expression as well as procuring ways to motivate them. This is the opposite of the older generations, when harder economic times and circumstances prevailed, many countries would still be promoting child and younger adult labor, given their priorities were mainly of economic survival, hence, paying dues through duties prevailing. Waddell and Patterson (2018) argued that, being dutiful is a concept that Millennials have a hard time grasping, due to their upbringing supported by lack of accountability, thus, feeling entitled to success, material things, and instant gratification without accountability. As such, it would be of the utmost importance to instill a sense of purpose in them, in order to support their growth and desperate need of a direction in life vs. the focus of entitlement. The authors suggest that servant leadership might just be the model that would support this and the next generation's cultivation of purpose; otherwise, the negative consequences would involve unrealistic employment and relationship expectations at the workplace. The authors also insert that the Millennial mindset is ripe for servant leadership.

One way, they suggest, is to stop spoon-feeding the Millennials by overprotecting them, rather, experiment, be more hands on, learn self-control, accountability of making own decisions, and problem solving. These will help them learn to merit a promotion, critical thinking skills, exploration, and experimentation, which suggests that practice and failure go hand in hand. Therefore, organizations must provide Millennials a safe forum to share their thoughts and ideas. Failure of providing the them this type of support and direction implies the aftereffect might result in businesses and society failing to succeed because of lack of inculcation of critical thinking of the young in facing adversity and their lack of preparation into adulthood backed by resilience.

Millennials in the Workplace

Table 1 shows a table of stretches vs. strengths observed in Millennials in the workplace. Waddell and Patterson (2018) propose that the priming of Millennial motivation to be impactful to a purposeful cause and business, and building meaningful relationships make servant leadership become the thesis to activate the appropriate leadership skills for them. This will allow the reshaping of their mindset towards comprehending and attaining accountability, and gaining critical thinking skills. Their untiring pursuit towards purpose drives Millennials in every aspect of their lives, including their studies, work, and relationships, makes them feel as if they are serving something bigger than the self. A purpose gap is observed in the workplace. Indeed, Millennials' search for more meaningful work projects, organizations, purpose to deliver, beyond monetary gratification, and for more meaningful and purposeful relationships with

Table 1. Millennials in the workplace (adapted from Waddell & Patterson, 2018)

Stretches	Strengths
1. Individualistic.	1. Interested in general good.
2. Overly concerned on activism.	2. Highly educated, can absorb high amounts of data, tech savvy.
3. Self-focus and self-discovery.	3. Desire control over their lives.
4. Dependent on others.	4. Reject hierarchies, power, and formal systems.
5. Can be narcissistic.	5. Self-trust.
6. Overly confident, at times, with unmatched performance.	6. Uninterested in inequality (e.g., of treatment between workplace age-gaps, diverse backgrounds, and experience levels).
7. Have never been allowed to fail.	7. Interested in being purposeful at work, caring for social and environmental causes.
8. Lack accountability.	8. Interested in being impactful.
9. Impatient.	9. Seek innovation and have guts to try.
10. Lack of resilience to adversity.	10. Want their leader to be their friend and mentor; seeking meaningful relationships.

superiors and colleagues have caused them to look elsewhere for work frequently and to start their own companies, in the name of meaning. It is, therefore, critical that the purpose-gap is filled by organizations which are open to re-think about people acquisition, development, and retention strategies. The entire mindset and pitch at Millennials needs a reform, because they are focused on themselves and on people first, rather than on monetary gratification. Money is important, but it is not necessarily the top priority in their motivation. They require high salaries and benefits; yet, as they feel entitled of such perks, those are seen as the basic entry attraction for any position. The larger attraction of their preference towards a particular organization is based on opportunities where they can identify themselves with the organizational purpose for which they serve, its products and services, and how they can make an impact that resonates and strikes a passion in them.

Greenleaf (2002) offered "the need of rekindling the spirit of young people" (Waddell & Patterson, 2018), grooming future leaders is to equip them with influencing skills to serve others, so that they can thereafter serve those they touch. Elmore (2010) refers to the uncovering of strengths, passions, and purpose of the young-in-grooming to be future leaders, their "sweet-spot", often found during their academic years, during learning with their social groups, sharing, working in teams, and developing their collaboration instincts, as they strive to succeed (Waddell & Patterson, 2018). It would be important to deepen the understanding of how Millennials are motivated and able for leaders and HR systems in organizations to design environments that are optimally motivating for them to work in, where they are allowed to fail, seeing failure and experimentation to be advantageous, creating opportunities for projects in groups and think-tanks for ideas to be shared safely, provide stretches where it would fulfill their profound purposeful desires to serve and to impact.

According to Barbuto Jr. and Gottfredson (2016), compared to previous generations, Millennials have a lower level of knowledge out of high schools, are worse off in terms of health, and want leaders that treat them as friends that are highly supportive and ready to help when they need it. Therefore, the servant leadership style is at a rare and, perhaps, even exclusive position to match these generational needs. This is a paramount and decisive point. Since Millennial generation is taking over the workforce, there is a shortage of talent predicted (i.e., high demand and low supply offers high mobility). Also, due to their ambition to succeed in their careers, they are more likely than any other generation to seek and find opportunities elsewhere. Hence, their lack of loyalty to the organization is very apparent. Consequently, the servant leadership model provides a unique opportunity for organizations to train and retain the Millennials. If organizations want to succeed in this century, one of their strategic imperatives needs to be around the acquisition, development, and retention of the Millennial generation through the instilling of servant leadership and a culture that promotes it.

Gerzema and D'Antonio (2017) identified that Millennials tend to prefer female qualities in leadership. Not to say that they prefer women as leaders, but men and women, from the Millennial generation, are open to their feminine side of energy and seek similar qualities in their leaders, such as patience, listening, empathy, flexibility, sharing credit, collaboration, being generous and communicative. Hierarchical, directive, structured, and aggressive characteristics are seen as masculine traits. By interviewing Millennial entrepreneurs, these authors have found that the younger generation recognizes both masculine and feminine characteristics are required in a leader to attain profits and results, and bring the best out of the people with whom they work. They argue that the masculine provides the vision and the direction, and the feminine achieves more of the inclusive, holistic, perceptive, and considerate aspects in business–a blend between the need for a head for business and the heart for compassion. Ultimately, trust is what they are looking for, where leaders are trustworthy, trusting, helpful, and open-minded to the Millennials ideas to support products and services that make a difference in the society, supporting their efforts in creating meaning in the work they do.

Randolph and Randolph (2016) conducted a survey on 650 Millennials in the workplace motivated by a core question they asked: "What does a manager do that inspires people to use their knowledge, experience, and internal motivation, to the best of their abilities?". Five key aspects about managers were crucial to sustain motivation and performance for Millennials:

Trust and Empower Employees: When a manager trusts them, it makes them want to exert discretionary effort. They have big picture thinking, since they were raised in the era of terrorism and times of economic balancing shifts amongst countries, and believe they are valuable and able to contribute. They think this because they are highly educated and can absorb a large amount of data, whist they are extremely tech savvy since they are born in the tech generation, proven to be great for the 21st Century organizations as they are prone to innovation. On the other hand, they have high standards for their managers in the concept of trust. In other words, if they do not feel trusted, they would procrastinate and not complete the work on time for lack of empowerment.

Provide Regular Feedback: Millennials want to contribute; yet, without fear of being criticized. They crave for feedback that is constructive, that explains why, and shows how to help them improve to be the best team member and the best contributor. Criticism signifies pure negativity without redirection for improvement, which is not appreciated. In other words, coaching and mentoring them to grow and to engage them is a must.

Provide Clear Goals: Millennials want clear goals, for which they can be accountable, use their capabilities to succeed, and get the job done with measurable parameters. This means they know what a good job looks like. Absence of clear goals would sink them into frustration, feeling ineffective and unfairly treated. Thus, clear expectations of goals and offering help when it is needed hold them accountable, provide them a vision and direction to follow. This is linked to their values of giving back to the society and is what would make them strive.

Be Open to Hearing New Ideas: Creating an environment that optimally motivates Millennials to innovate is to start with listening with the intention of being influenced. Millennials want to be part of a team where they can contribute their ideas, shape them, and learn from redirecting on them, but not when they are dismissed or undervalued.

Do Not Micromanage: Millennials respond poorly to micromanagement, as they would feel like a failure or insecure to continue to try, as their resilience level against not being successful is not high. Noticing that Millennials are younger and need to gain experience, letting them try out to learn about their goals, and being tolerant in striking a balance between giving direction and letting them learn on the job are important points. Once they succeed, acknowledging their success is important, as they want to be credited for their own high performance. Thus, they desire to be appreciated, when they see the merit of their effort. This ties well with providing clear goals and accountability; with the latter comes responsibility. As a result, creating a space for experimentation is a great learning ground for them to reach expertise, competence, and autonomy.

In fact, Randolph and Randolph (2016) stated four key elements were found in their larger survey of three thousand employees, comprised of Baby Boomers and Gen X, during which the respondents appreciated similar attributes a leader could provide in terms of:

1. Being respectful.
2. Be trustworthy.
3. Provide opportunities to learn.
4. Give feedback.

Their survey participants added that the only difference between the Millennials in the 21st Century and when they were in their 20's and early 30's was that they did not grow up in the technological and global environment, so they had to learn about those later in life. However, the aspirations of wanting to impact, contribute, perform, learn, and be part of the leadership was always present from the start.

SERVANT LEADERSHIP: THE TRENDING UNIVERSAL MODEL

Robert Greenfield's (1970) seminal work on *The Servant as Leader* provides the motivation behind the concept of servant leadership. His direct quote transmits its true essence:

The servant leader is a servant first… It begins with the natural feeling with one wants to serve, to serve first. Then conscious choice brings one to aspire to lead… The best test and difficult to administer is this: Do those served grow as persons? Do they, while being served, become healthier, wiser, freer and autonomous, and more likely themselves to become servants? And what is the effect on the least privileged in the society? Will they benefit or at least not further be harmed? (Greenleaf, 1977, p. 7, cited in Van Dierendonck, 2011)

This deep and well thought-through paragraph explains and stretches the human thinking in several aspects:

- The servant leader is one that has a high commitment to serve his/her followers by using his/her power to achieve goodness and to develop the followers.
- Since the leader has high motivation to serve others, he is motivated to do good for others and think beyond himself; he would then be committed to lead.

- Self-regulating factors of a servant leader is to constantly check the outcomes of those he serves, in order to ascertain if he has been serving or self-serving. For example: Are the followers developing and becoming autonomous? What is the followers' well-being-state under his care and leadership? Business is secondary; the servant leader's first priority is the concern for the followers' wellbeing.
- The ultimate factor is: Did the followers learn any of the service aspects (i.e., skills and commitment) from the servant leader, so they would eventually also want to serve others and pay forward in developing others under their care or power?
- This paragraph goes beyond the organizational leadership frame of community; it talks about the society outside the organization as well, relating to today's corporate social responsibility concerns and social impact topics.

Since Greenleaf's (1970, 1977) groundbreaking proposition of servant leadership, a plethora of scholars have researched the thesis and antithesis about it in a comprehensive way. Many have come across the need to look at the empirical side of the leadership model by defining and testing its leadership traits, attributes, and behaviors (Beck, 2010; Barbuto & Wheeler, 2006; Dennis & Borcanea, 2005; Laub, 1999; Liden, Wayne, Zhao & Henderson, 2008; Liden et al., 2008; Sendjaya, Sarros & Santosa, 2008; Van Dierendonck et al, 2009; Page & Wong, 2000; Wong & Davey, 2007). Prior to this effort, most of the research on servant leadership was mainly of qualitative nature.

Leadership scholars have compared and contrasted servant leadership to: (a) Its preceding and contemporary models of leadership, which are widely known and respected, such as transformational leadership, authentic leadership, spiritual leadership, self-sacrificing leadership, empowering leadership, ethical leadership, transactional leadership, and level 5 leadership; (b) relational concepts, characteristics, as well as emotions, such as leader-member-exchange, organization citizenship behavior, The Big Five, and emotional intelligence.

Spears (2004), President and CEO of the Robert-Greenleaf Center for Servant Leadership, from 1990-2007, had identified ten specific characteristics for a servant leader: Listening, empathy, healing, awareness, persuasion, conceptualization, foresight, stewardship, commitment to the growth of people, and building community. He further cites examples in the business sector of companies demonstrating usage of the servant leadership concept, in addition to thought leaders hopping onto the bandwagon, publishing, and teaching about servant leadership as a sign of critical mass buy-in of the model, which has become a movement.

In the past, "servant" was perceived with a negative connotation by leaders as a demeanor, hinting the lack of power or being too soft. Gandolfi et al. (2017) provided a differentiation of what servant leadership "is" and "is not". As more research, books, and behaviors have been identified and operationalized in organizations that fit into the servant leadership model, a proliferate number of leading practitioners, authors, and thinkers seek this concept as their guiding principal for running their organizations. Such examples can be demonstrated by Blanchard and Broadwell's (2018) book *Servant Leadership in Action: How You Can Achieve Great Relationships and Results*, where many of the thought leaders and practitioners shared their experiences with servant leadership in all contexts of life, work, and community.

Influential authors, such as Spears (1995), Laub (1999), Russell and Stone (2002), and Patterson (2003), have advanced behaviors for servant leadership in their research.

Amongst the multitude of important works, Van Dierendonck (2011) took a bold step to thoroughly analyze the perceived characteristics of servant leadership, in order to define its determining behaviors, how they were operationalized in the field, and which of them the followers desired most. Furthering existing studies, Van Dierendonck (2011) established six distinctive characteristics of servant leadership that safely portray leader behaviors which are consistent to Greenleaf's quote:

Empowering and Developing People: This involves believing people's ability to develop and that they can solve problem themselves through coaching and mentoring. Thus, the focus is to help them succeed in becoming autonomous.

Humility: The servant leader facilitates performance, yet, does not micromanage, as he releases himself from the task to let the follower take over once the performance is demonstrated, whilst stays on the background once the task is accomplished. In this way, he truly serves the followers' best interest in regard to supporting their development.

Authenticity: This has to do with representing the self within the perceived moral code, honestly keeping promises and sticking to a consistent way of showing up vis-à-vis others, staying true to his sentiments and values.

Interpersonal Acceptance: Essentially, this urges the manifestation of empathy, feelings of warmth, compassion, and understanding in difficult situations, and not holding a grudge for any errors the followers commit. Behaving with tolerance may just sum it up.

Providing Direction: It refers to giving people what they need when they need it, with the right amount of direction, where goals and accountability of outcomes are set, and guidance on new approaches to existing or old problems to be resolved.

Stewardship: Working with the vision of common purpose, the leader is a role model that walks the talk and takes responsibility for the entire group or institution, bearing service in mind for those within the organization and for those in the society. Stewardship is related to social responsibilities.

Van Dierendonck (2011) observed that, despite similar behaviors from other leadership models (e.g., transformational leadership, spiritual leadership, authentic leaderships, empowering leadership, ethical leadership, self-sacrificing leadership, and level 5 leadership) overlapped, the critical finding was that servant leadership had a strong distinctive motivation that the other leadership models did not identify with explicitly. That being, servant leaders are first concerned and motivated to serve the followers, enabling them to achieve autonomy through development, whilst business success would be an outcome of such service, rather than a priority. Instead, the leaders' main objectives in other leadership models focused on driving and increasing shareholders value, or organizational growth was their ultimate operating motive, whereas people's development was secondary.

As today organizations have become a complex matrix, structured globally, with a culmination of internal associates, employees, mixed with the need to outsource physically and virtually around the globe through partnership and alliances, the process of influencing others without authority becomes now more prevailing and a skill for which not many are ready, when entering the workforce. Millennials and Generation Z will need leaders that are more of mentors and coaches, with substantial experience of the business who are willing, committed, and motivated to serve the younger with the mindset of building the next generation's leadership capacity for their personal and professional growth. Servant leadership is, therefore, a model that organizations are now waking up to and welcoming warmly.

Van Dierendonck (2011) further observed that servant leadership behaviors fulfill additional individual characteristics that support the explanation of the servant leader's motivation and actions. For starters, servant leadership satisfies the *self-determination theory* of meeting the three basic human psychological needs, namely: Autonomy (having a choice of own actions), relatedness (being connected to others, having supporting relationships as social beings), and competence (having the ability to achieve and being self-reliant). Hence, the servant leader works with an integrated method whereby, when serving, stronger relationships are built, giving followers a choice to build autonomy of their actions and helping them build self-reliance by building their capabilities, instead of being an authoritarian or a yielding, demonstrating either too much power or giving too much power away to no one's benefit, but self-serving (Ryan & Deci, 2000; Fowler, 2014; Van Dierendonck, et al, 2009).

A servant leader also shows up with higher *morale cognitive* values, ethical behaviors, and benevolence, balancing between self-interest and interest of others, thereby, promoting organizational citizenship behavior. Human beings learn through mimicking for the most part, therefore, when followers perceive and are the receptors of such higher values exposure through the servant leader, the resonating behavioral experience might become their own choice of style to express with others going forward (Van Dierendonck, 2011).

Servant leaders also demonstrate *cognitive complexity*, which states that the individual is able to perceive different scopes of a situation or several situations, sometimes conflicting or at dichotomies, and capable of deciding when to give direction and when to stand back, allowing the learning experience for the follower to manifest. Hence, creating an environment that is optimally conducive for followers to want to follow, learn, and experiment, as the servant leader strikes a balancing act between giving direction and autonomy (Van Dierendonck, 2011).

Based on research, other benefits of servant leadership include: Team effectiveness, job satisfaction, positive attitude, organizational commitment, empowerment, engagement, fostering collaboration, effective communication, and high levels of mutual trust, which are important findings for demonstrating robust impact on team learning (Irving & Longbotham, 2007;Van Dierendonck, 2011).

Studies by GLOBE have identified two major cultural dimensions with which servant leadership is consistent, namely humane orientation and power distance. Humane orientation signifies the benevolence of the servant leader while serving and demonstrating concern for the wellbeing through empathy towards the follower. Similarly, the dimension of power distance is represented by the servant leader, as equals rather than over or under-powering the follower, thus giving the follower a safe environment to learn. These elements combined provide an environment of stewardship whereby a community of learning organization is possible, as, in general, the attained trust and fairness are a great environment and community of work, which is a major organizational outcome (Senge, 1990; Van Dierendonck, 2011). This environment of stewardship, self-actualization, empowerment, treating different generations as equals, and ready to learn and to give help when it is needed can manifest into communities that are self-supportive, based on reciprocity of great leadership support and direction attained and paid forward. They are perhaps the key leadership environments in an organization in which Millennials would strive (Randolph & Randolph, 2016; Waddell & Patterson, 2018).

In a recent set of surveys The Ken Blanchard Companies (2018) conducted involving 130 organizational development and human resources professionals in a classroom setting in North America, they asked to define attributes and behaviors of a servant leader. Table 2 shares the findings.

Survey Findings on Attributes and Behaviors of Servant Leadership

In these surveys, top attributes of servant leadership included showing empathy and being selfless and humble, which were coherent to the research findings supporting the locus of stewardship as well as serving first, as the power of a leader is to help others achieve autonomy and competence per his primary focus (Van Dierendonck

Table 2. Survey findings on attributes and behaviors of servant leadership (The Ken Blanchard Companies, 2018)

Servant Leader	
Attributes	**Behaviors**
1. Empathy.	● Listening.
2. Being selfless.	● Asking questions.
3. Humble.	● Developing others.
Closely followed by…	
● Authentic.	
● Caring.	
● Collaborative.	
● Compassionate.	
● Honest.	
● Open-minded.	
● Patient.	
● Self-aware.	

& Patterson, 2015; Winston & Fields, 2015). Top behaviors a servant leader demonstrates were identified as listening, asking questions, and developing others, which are again in line with research findings on Millennials (Randolph & Randolph, 2016; Waddell & Patterson, 2018), which support Spear's (2004) specified three characteristics of servant leadership measures: Listening, empathy, and healing (Savage-Austin & Honeycutt, 2011).

CROSS-CULTURAL LEADERSHIP CONFLUX

Cross-cultural research in Asia has identified societies with high power distance and collectivist preferences. Interactions between leaders and followers are to preserve a distance between both parties: With leaders remaining in a paternalistic management style, authoritarian in nature, the followers are obliged to comply (Farth, Early, & Lin, 1997; Hofstede, 2001; Pressentin, 2015).

Despite cultural and traditional tendencies, over the years of economic development and globalization of business and education, cross-border partnerships and foreign direct investments across nations, Asians have been attracted to Western education of all levels. Therefore, they have extensively sought after a combination of tertiary education and executive degrees, often inspired by the aspiration of entering international businesses. The impact is that Asian students and professionals are nowadays more and more Westernized in many aspects, from leadership style preferences to specific leader behaviors and organizational cultural types. Thus, Liden (2012) found a convergence, rather than divergence, of universally well-known leadership theories.

Scholars have found many similarities between Western and Asia leadership behavioral preferences, specifically when high power distance Asian countries express their inclination towards autonomy and dislike over authoritarian controlling leadership styles. Whilst autonomy helped build positive relationships and job satisfaction, prominently expressed in Asian countries with lower power distance was true (Bass, 1997; House et al., 2004, Retrieved from Van Dierendonck, 2001; Hui, Au, & Fock, 2004).

Liden (2012) looked at the cultural comparison of practices of transformational leadership, leader-member-exchange, and servant leadership, finding that all three had shown more similarities than differences across the Western and Asian geographies. Liden found the main differences in transformational leadership in Asia over cultural variables, such as power distance, assertiveness level, and traditional values, which tended to be more specific per countries. All in all, transformational leadership tended to generate organizational citizenship behavior and positive performance, primarily in China. Liden also found antecedents, such as trust and distributive justice, to be highly correlated in Asia under low power distance countries. However, they were less correlated in countries under high power distance. Testing for the presence of servant leadership in Asia via the servant leadership scale from Liden, Wayne, Zhao and Henderson's (2008) study, the mean represented in Chinese employees was higher (4.93) than in the employees in the United States (4.67). Therefore, servant leadership had great potential in Asia. Repeating the usage of the same scale (Liden et al., 2008), Schaubroeck, Lam, and Pang (2011) found that there were no differences between the mean of the same employees of the multinational bank in Hong Kong and in the United States (Liden, 2012).

Long, Lam, Xu, and Lau (2012) agree with Liden (2012) that dominant leadership theories are well suited in Asia. They further contend that large-scale cross-cultural studies showed more similarities than differences amongst universal theories of leadership. Consequently, in the name of rigor and parsimony, it would be less than useful and appropriate to generate new country-based leadership theories. Nevertheless, cross-cultural studies on leadership ought to be tested for cultural moderators' effects that are universally endorsed leadership constructs.

Their analysis of Mainland Chinese organizations found that, although transformational leadership may work well in the higher hierarchies of organizational relationships, in empirical research it failed to support innovation due to intrinsic motivation showing a weaker effect on work motivation, as in many of the Asian cultures of the collectivist nature mixed with larger power distance tended to be weaker (Huang & Van de Vliert, 2003). Trust (Chen, Tsui, & Farth, 2002) is their immediate supervisor. It was found to be a big performance factor: Stewardship in small businesses and in operational leadership roles, within larger organizations, where the role interface with the immediate supervisor was more relevant, concluding that stewardship was highly appreciated from leaders (Davis, Schoorman, & Donaldson, 1997). Stewardship also contributed to competitive advantage in forming social and government ties for business relations in China, given that the legal and institutional settings are complex and uncertain (Long et al., 2012). In a sample of 154 teams, it was found that creativity was increased by self-identification towards the servant leader, and the higher the self-identification, the stronger the client for innovation (Yoshida, Sendjaya, Hirst, & Cooper, 2013).

PRACTICAL LENSES INTO SERVANT LEADERSHIP IN ASIAN MILLENNIAL CASE STUDIES

The following case studies are extracted from real situations in MNCs. The authors observed the cases in actual interviews during consulting engagements. Characters' names have been modified for privacy protection. The purpose of sharing the case studies is twofold:

1. The Millennial generation is represented by characters in every case. They have achieved leadership positions in the international environment and are foreign to the country in which they work in Asia. Situations come from MNC business environments. Not only have the Millennial leaders travelled away from their comfort zone from their families to work abroad, but also feeling the stretch of their duties of having to manage up and down, trying to influence their peers, without authority, in a very multicultural ambience. This is the very point the authors want to demonstrate, besides discussing their leadership style preferences and viewpoints within the Asian context.
2. Identify the characters' behaviors and how adapting to servant leadership would be useful for them to further their growth in their current role.

In order to document the case studies, the authors will be using the cultural dimensions from Hofstede (2011). In addition, the researchers will discuss how the needs of the case characters can be supported by Van Dierendonck's (2011) list of servant leadership behaviors. Finally, they will present opportunities to ameliorate the situations in the cases and will discuss business implications.

Case I: Sophia, Managing a Peer-to-Peer Relationship

Background

Sophia is in her late twenties, arriving from the United Kingdom in her first international and regional responsibility job since one and a half years, has three direct reports, and is based in Singapore for an FMCG brand management company. She and her team are responsible for managing the retail placement of brands deployment around the Asia Pacific region. There are several first times for Sophia in this role, in aspects that are absolutely new to her: Multicultural, greater responsibilities, and having direct reports in the regional headquarters of Singapore and indirect reports in the countries. In addition, Sophia is in charge to develop people down and manage up.

Daily Operations

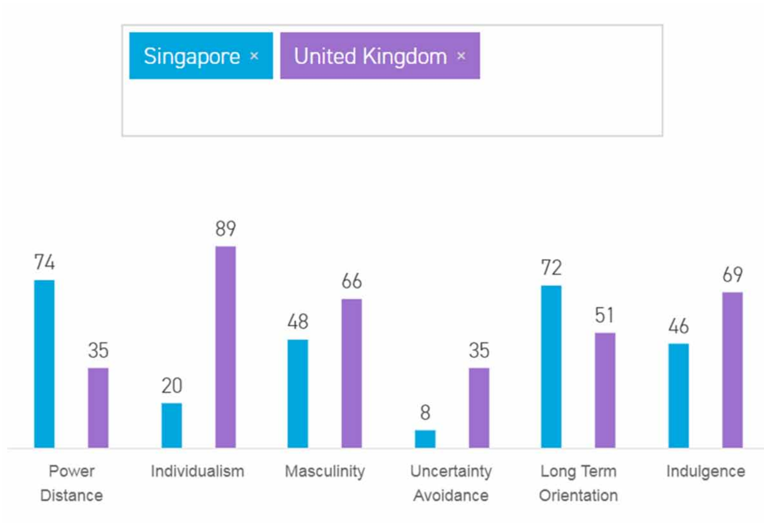
All in all, Sophia is handling her role quite well, except for she is having challenges with a peer in a joint regional project. Her peer is very experienced in similar expertise, a Gen X, hence, has been in the business much longer than Sophia. In fact, she mentored Sophia during her onboarding, when she joined the Singapore office. Sophia has disagreed with her peer on a decision and has decided to deploy the project, despite achieving no consensus with her peer. Now, she has trouble finding her ground vis-à-vis her colleague of Singaporean origin. Their relationship is currently aloof and merely functional. Sophia wishes to start the relationship with her colleague from scratch and tried to approach her on a one-on-one basis to find out what went so wrong to cause the blaming attitude and coldness in their interactions. There is clearly a sense of mistrust in this situation.

Hofstede's Insights on cultural dynamics allow to witness the following:

Five out of six cultural dimensions are presented above 20 points of discrepancy between Singapore and the UK, namely: Power distance, individualism, uncertainty avoidance, long term orientation, and indulgence (Figure 5).

Power Distance: Sophia's peer, a Singaporean, may be feeling overstepped on Sophia's decision and misalignment of project deployment decision, not merely on the functional level, but also on the cultural dynamic level. This is explained by people normally brought up with beliefs, values, and traditions can be highly influenced by their original culture that instills expectations and attitudes towards behaviors, such as decisions and communication style. Singaporean culture respects seniority and hierarchy (74 power distance high), compared to the UK (at 35 power distance low), which means Sophia, despite her colleague having more experience and having mentored her, may just see her as equal.

Figure 5. Cultural dynamics comparison of the UK and Singapore (Hofstede Insights. Retrieved from https://www.hofstede-insights.com/country-comparison)



Individualism: This shows that combined with UK's high (89) individualism, where meritocracy is Sophia's focus, able to think for herself and is more oriented towards "me" than "us" thinking, is opposing the low individualistic society of Singapore (20), as Sophia's peer believes in harmony, where restrain of disagreements to respect the seniors is favored, stemming from Confucius teachings is apparent. Therefore, her peer would work towards building consensus in decisions. Hence, this demonstrated a clear clash.

Uncertainty Avoidance: The UK is found with low uncertainty avoidance (35), where not many rules are needed to run the day, little planning is done, merged with high individualism (89). They are interested in novelty and what is different, so thinking out of the box suits their taste. Compared to Singapore (8), which is an even lower rating. This may at first come across as strange, since Singapore is a society with many rules, but they do not concede due to the need for structure, rather, because of high power distance (74).

Long Term Orientation: Singapore scores high (72) on long term orientation. This means they are pragmatic, nothing is completely black and white – either/or – concept, and they believe a combination of both would enhance a possibility. They are also prudent with resources, do not give up, slow results, value relationships by order of status, and are very much a Confucius-resonant society, holding virtue, and more importantly than curiously seeking the truth, comparatively to Westerners' preference for the latter.

Indulgence: In terms of indulgence, the UK has a high score (69), prone to optimism, spending, and enjoying life, deciding life through impulses, whilst Singapore, with an intermediate score (46), would be hard to judge their directional preference.

Masculinity: It is also worth mentioning the masculinity of the UK (66). Nevertheless, they are more of "read in between the lines" society and do not always mean what they say, which may not be understood by many. The Singaporeans, instead, are more prone to work with shared values, at lower mid-range (48) masculinity. This society is more prone to feminine aspects of consensus; conflict is avoided at home and at work, and sympathy for the underdog is favored, as respect for the individual is encouraged in the society.

Opportunities

A one-one-one "clear the air" meeting is most probably what Sophia needs to begin with. However, she needs to be prepared with her mindset, intentions, and actions to recover her relationships with her peer. Much will depend on Sophia's communication style during her conversation with her peer, and it may not only take one meeting to build trust. From Hofstede's (2011) dimensional analysis, it is apparent that the high power distance (74) of the Singaporean cultural aspect from Sophia's peer, where seniority is expected to be respected, in addition to her having been Sophia's mentor during her onboarding have caused a substantial damage. Furthermore, the high individualism score of the UK (89) stemming from Sophia's unilateral decision making without seeking consensus or, at least, alignment with her colleague, who has a very low individualism cultural score (20), may have made things worse.

Servant Leadership Applicability

The core essence is to identify and articulate what has been "broken" in the relationship causing mistrust, in order to begin to repair the situation. In addition, it would be helpful to clarify each other's responsibilities and communication norms in a team charter, where specific behaviors are accepted during team work and consequently methods to call on each other for feedback, as well as, what conflict resolution methods are accepted for scenarios where non-consensus decisions are appropriate. A pivotal aspect is for Sophia to act as a servant leader to her colleague through humility, authenticity, and interpersonal acceptance. In other words, having the courage to acknowledge what went wrong, apologizing when needed, identifying the actions to take to moving forward, and giving the permission to be called upon with respect would be a solid way to build the foundation to a new beginning in this relationship. This approach would help Sophia show accountability for her actions and that she cares for her partnership with her peer.

Case II: James, Managing Up and Down

Background

James is a young leader in his early thirties, from Australia, reporting into the management in Singapore, working with a global accessories luxury house, based in the Philippines. He manages a large team and production factories, reporting to his manager (i.e., originally from Belgium, based in Singapore). James' role is the country manager of the Philippines market.

Daily Operations

James leads the operations and factories relationships in the Philippines. He has been in the current job for one year. He is very experienced in the work that he does, given his technical expertise in production, planning, manufacturing, and management of it all is what landed him to his current job with a much bigger volume of operations than his previous employment. He went into this job excited and eager to learn about the new organization. After having accomplished one year at his role, James recognizes that he is undervalued and disempowered. He wants the freedom to do things his way; yet, he feels micromanaged by his leader.

After interviewing with James, he discussed that what he really needed was the opportunity to make decisions on factory delays and production quality challenges for the Philippines, himself, with his team, rather than having his manager deciding what needs to be done, out of Singapore. The Hofstede Insignts' cultural dimensions 6-D model allows us to observe:

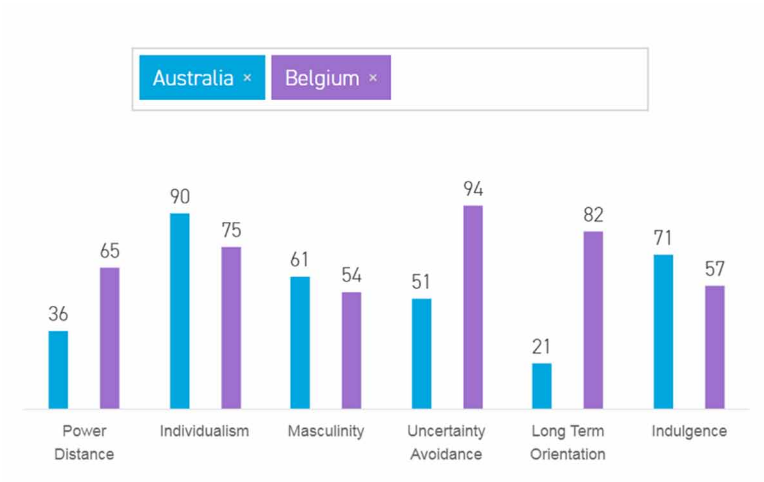
The top three discrepancies showed up in this case study reflected on: Power distance, uncertainty avoidance, and long term orientation (Figure 6).

Power Distance: James, coming from Australia, is culturally used to a lower power distance, where the hierarchical dynamics are quite flat, in the sense that, in Australia, the hierarchy exists for convenience, managers are mostly accessible, and employees are seen as the experts in their roles. Therefore, the power distance in Australia is quite low (36).

The Belgian culture is one that respects hierarchy, working in organizations is formal, and power tends to be centralized. Decision making is top down, and therefore the country's power distance is high (65).

Uncertainty Avoidance: Australia' uncertainty avoidance (51) score is fairly moderate, in other words, balanced in dealing with anxieties related to ambiguity. However, Belgium's scores on the same dimension are seen to be the highest of most countries (94). Institutions, norms, regulations and plenty of planning would

Figure 6. Cultural dynamics comparison of Australia and Belgium (Hofstede Insights. Retrieved from https://www.hofstede-insights.com/country-comparison)



occur with managers originated or raised in Belgium, because their natural tendency is to cover for safety and to protect from the unknown. Shifts and changes can be stressful. Negotiations can be slow and complicated to reach agreements.

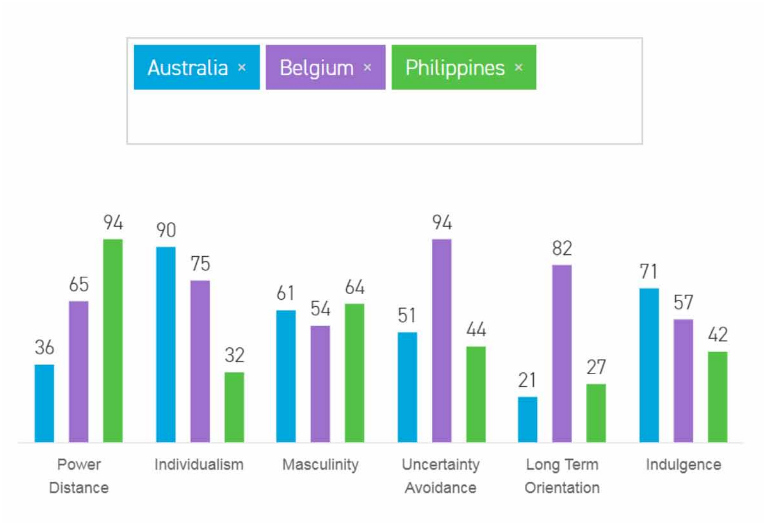
Long Term Orientation: Australia's long term orientation (21) shows that this is a traditional culture, respectful of the absolute truth, and has a tendency to prefer quick wins, not too worried about preparing for the future. Belgium, on the other hand (82), places significant importance to plan and safeguard for the future; sacrificing tradition to fit the plan for the future is very acceptable. They are very pragmatic people and work to preserve for a future success.

Opportunities

One way to support the employees in the Philippines to achieve their targets would be to find the similarities of cultural dynamics from both country operational leaders, i.e., James and James' manager.

For James to manage up successfully towards a high power distance and high uncertainty avoidance manager, he needs to be transparent about the situation in the Philippines to his manager. James needs to be able to identify the crux of the problems or show that he is proactively working on finding it out. At the same time, James can learn much from his predecessor, who is very experienced in the Pilipino environment. If James would see him more as mentor, begins to ask relevant questions on operations as he researches, uncovers and builds a deeper understanding with

Figure 7. Cultural dynamics comparison: Australia, Belgium, and Philippines (Hofstede Insights. Retrieved from https://www.hofstede-insights.com/country-comparison)



the Pilipino staff and operations, James will impress his manager and show that he is eager to solve issues and willing to learn, thus, creating a deeper mentor-student bond in their relationship, which can be extremely helpful. Both short and long term results are required in the business, so frequent one-on-one conversations on how to balance revenue and profit requirements can be helpful.

Figure 7 shows that the Philippine culture presents a very high score (94) on power distance, thus, hierarchy is well respected in the country. When managing down, if James is too much of a laissez-faire leader, that would probably not get the employees geared to focus on their goals, since they expect direction to come from the top. That being said, it would be important for James to build his own rapport as a decision maker with them. Therefore, an open communication with his own manager would be important to learn the leadership style that has been instilled so far in the Philippines before James arrived, and have an honest conversation with the Pilipino staff on: what worked, what could be improved to clarify expectations would be helpful. Similarly, the Philippines present themselves with a fairly low score (32) on individualism, which entails that their workplace relationships represent their extended family in that they would have high regard in protecting each other, decision is group-oriented and would avoid conflicting with each other to safeguard from shame. James, coming from a very high individualistic society (90), would pay attention to meritocracy, rather than relationships, when looking at high performance in staff members and as he would believe in the self-reliance mentality. In this case, the opportunity would be to understand from his manager what have been the challenges and needs, thus far, for him to manage the Pilipino focus in performance, since there have been some delays and production issues, trusting that his manager, also with a high individualism score, would be a good source of advice on this aspect.

Punctuality, precision, schedules, and rules are not a Pilipino culture's forte–that could be a key point to note, when it comes to production delays. In fact, rules are seen as stressful in their eyes, with a somewhat low (44) in uncertainty avoidance. They work with a fairly relaxed attitude and flexible mentality. This explains the reason behind James' manager wanting to micromanage James and the Philippines, as Belgium's high in uncertainty avoidance (94). This presents itself with an opportunity for James to manage up and down, as he is found in the middle with a relatively mid-range (54) score. He would do well by understanding the crux of the issues causing the delays and production root-causes in the Philippines, and discuss what he has analyzed with possible solutions and outcomes with his manager, whilst listening to what he can learn from his predecessor in terms of planning and preparing for the unforeseen events with outcomes and customers. James would do well spending one-on-one time with people in his team and in the factory, given that, after one year, production delays may becoming challenging, given the change of management and other factors. James needs to spend quality and frequency of time to understand a new culture of people he is leading, whilst learning their intricate process of dealing with the operations, in order to make sense of it all.

Discussing expectations and concerns he has with regards to the long-term indicators of the business projections with both his manager and his reports would be helpful, as both James and his team in the Philippines are pro-short term focus, scoring fairly low on long term orientation (21/27), whilst the Belgium cultures scores at 82. Clear direction and expectations are required.

Servant Leadership Applicability

Looking at the six servant leadership behaviors Van Dierendonck (2011) identified, James' manager might help James and the Philippines succeed, by providing James the liberty to establish himself in the Pilipino team. After all, he was hired to manage the country. A robust onboarding period can be co-created with James to satisfy his onboarding needs, where, partly, his manager would help him identify and partially identified by James on the job. Empowering James would be to discuss and provide him with clear directions and goals, with clear accountable expectations of what a good job looks like, holding his hand where he needs help, and letting him try out in solving the issues with his team, making decisions and proposing solutions that are of high impact for discussion with his manager. Much listening needs to be done to support self-reliant problem solving, while acceptance and redirection are encouraged for a beginner, learning his ropes to manage a new team, country, sizeable business, and how to manage up with cultural differences. Lastly, it would be important for James' manager to steward the creation of a community that is self-reliant in the Philippines, thus collaborating based on a common purpose, and aligning personal to work values would support a common vision and direction forward.

Case III: Matteo, Managing a Product Launch in Thailand

Background

Matteo is a Millennial, about thirty of age, regional leader based in Singapore, of Italian origin. He is leading a big project across Asia, having to instill new IT and work systems implementation, in an MNC of the FMCG industry. He has succeeded in two country implementations and now is faced with a roadblock with Thailand. He reports to the headquarters in Milan, Italy.

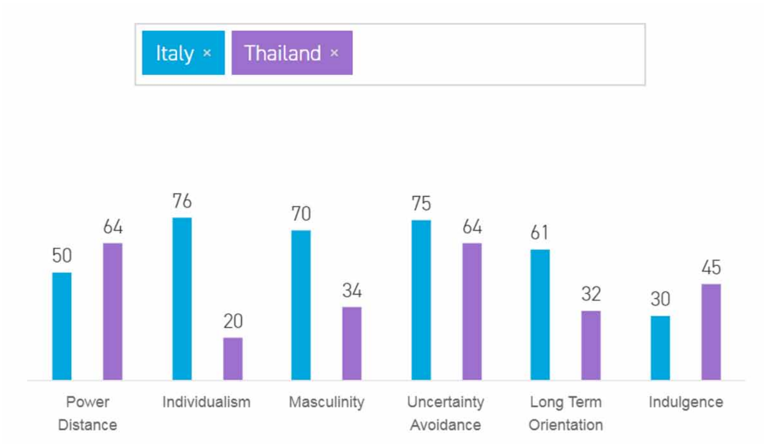
Daily Operations

Thailand has been protesting to Matteo that his implementation ideas are not feasible for the market in Thailand and that he needs to adapt the processes to the country, instead of merely taking the directives of Milan, headquarters, and not pushing back to support the field. Matteo feels torn between understanding the needs and constraints of the Thai colleagues and having to comply with headquarters' directives. He wonders if there is a way to come to an agreement, where he can get his job done and make the Thai colleagues happy, without giving the impression that he is imposing rules on them.

A comparison of the cultural dimensions of Italy and Thailand allows to us observe three important ratings gap over twenty points and they are: Individualism, masculinity, and long term orientation (Figure 8).

Individualism: Italy is an interesting country, as it may show dimensions that are quite dissimilar in the North from the South. Individualism is good example. In the North, Milan, individualism is high (76), where people are looking out for themselves, as having their personal ideas and goals is motivating for them, whereas in the South people are more family-oriented, as rituals and traditions are honored. Visitors from the South going to the North would perceive it to be aloof and cold. Thailand shows up with a low (20) individualism score, which reflects family and community preference, as it is a collectivist society. They do not want to feel ashamed and are non-confrontational, thus a "yes" may not mean an agreement. The success

Figure 8. Cultural dynamics comparison of Italy and Thailand (Hofstede Insights. Retrieved from https://www.hofstede-insights.com/country-comparison)



in business in Thailand relies on essence, more than form and meaning. Without personal relationships, business will suffer, especially if affairs are directly to the point during first meet and greet meetings.

Masculinity: For Italians, it is important to stand out from the crowd, referred by their high masculinity score (70), striving for achievement, geared by competition and success, which can be visible especially in the workplace as their playing field to win by building a rising career. Thailand presents with low (34) masculinity score, in fact one of the lowest in the average of Asian countries. They treasure quality of life, their society is feminine-oriented and less assertive in communication.

Long Term Orientation: Italy at a high (61) manifests vision and planning for the future, happy to changing traditions to adapt to what is necessary for sake of future conditions, as the truth is dependent on the situation, time, and context. Instead, Thailand at a low (32) long term orientation, they are focused in achieving fast results, care for the absolute truth, and do not necessarily save for the future. In the Italians' eyes, the Thai may not be too pragmatic.

Power Distance: It is also worth noting the high power distance in Thailand (64), given that it is a fairly hierarchical, paternalistic, and formal society. Therefore, they feel obliged to comply within Milan headquarters' requirements. However, the issue Matteo may be facing is that he is a Millennial discussing implementation with Gen X'ers in Thailand, senior in experience and in hierarchy to him, thus maybe reversing the power distance scale on him, in their discussion. On the other hand, the mid score (50) for this dimension in Italians, especially of the younger generation, actually reflects that they prefer team work and less rigidity of being controlled by elders and their leaders. In fact, Matteo is given the opportunity to do just that by Milan headquarters, where guidelines were provided, but not imposed. In this case, the key is that Milan's younger generation prefers team work, but Matteo comes from the South of Italy, where power distance is still quite high, hence, the impression from the senior Thai management sensing that a regional headquarters Millennial was talking down on them.

Uncertainty Avoidance: It is worth mentioning that Italian's uncertainty avoidance score (74) is high, which means plenty of detailed planning and bureaucracy is at stake. Change is not what they desire, couple with high score on masculinity (70), they can live in stress or perceived to be stressful often, since they may turn out to be expressively emotional. The Thai score (64) is mid-high in uncertainty avoidance, and the opting for rules to safeguard the future from ambiguity and change is preferred.

Opportunities

Matteo has a great opportunity to use his South Italian culture to advantage in working with the Thai team, in that the Southern Italian individualism score may be somewhat closer to Thai's, than the Northern Italian, given that Matteo, a Southerner, would naturally prefer community and quality of life, and knows how to respect traditions in cultures with family orientation. In addition, he would understand the concept of power distance, given the Italian as Millennial prefers collaboration and team work. In addition, both Matteo and the Thai team would have a mid-high preference to safeguard from future doubts, risks, and uncertainties. Thus, with the right communication style to find their common grounds, trust can slowly be rebuilt through a common purpose on the project launch for the greater good of the organization in Thailand and Asia Pacific, as a whole.

Servant Leadership Applicability

The key to get both Matteo and the Thai team back on alignment on the project would be to find their common areas of strength in their cultures and also to take a step back in looking at the grand scheme of things –what is the purpose of the project they are launching and who will benefit from these higher impact outcomes. In other words, the vision, purpose, mission, and direction of the project need to be realigned and made relevant to the Thai team once more.

Matteo can achieve this by focusing on the cultural opportunities above mentioned, where they can work on common grounds, in addition to paying attention to adapting his communication style focused primarily in the following servant leadership behaviors (Van Dierendonck, 2011).

Leveraging from the directives from Milan headquarters that the process is a guideline but the adaptation to dedicated market requirements is key, replicating what worked for Matteo's two other country project launches may not completely fit in Thailand. Identifying what key success factors of this project would be for Thailand by having a sincere and open minded alignment conversation with humility is essential. Much listening and asking exploratory questions would augment the interpersonal acceptance, and show Matteo's willingness to learn the intricacies and needs of the Thai team and market. Ultimately, respecting that the experts of the Thai market is the Thai team and being curious about them will be well received. The directives and desired outcomes of the project must be stipulated to manage expectations on both sides. Nevertheless, the ability for Matteo to gel with the Thai team in the short to mid-term is vital. As a result, staying focused on the grand purpose and helping the Thai team gain competence in the project application will help them visualize the benefits of attaining achievement of the project, as milestones are overcome. Despite having to hold directives for implementation, Matteo needs to bring in the mindset of stewardship in practice and remember that these countries are his internal-customers where he is serving to help them be successful, therefore, listening and working out from their local needs serves as a great entry point.

Implications

The three case studies clearly show that all the existing work relationships and interactions present with one common theme – lack of trust – that led to Sophia's anguish on lack of alignment with her peer, James' feeling of being devalued and micromanaged by his manager, and Matteo's sentiment that he has been micromanaging the Thai project team.

Literature in servant leadership shares that trust is a high valued sentiment in the relationship, when the leader interacts with the mindset of serving others' needs and fulfills servant leader behaviors. On the other hand, mistrust and disempowerment are observed, leading to lack of productivity and lower moral towards the leader, the projects, and the organization.

When a sense of mistrust is observed, the three basic human psychological needs are absent: Autonomy or a sense of choice, relatedness or socially belonging and building relationships, and competence or feeling the ability to accomplish (Fowler, 2014). Similarly, Quinn's (1996) decade long research on empowerment resulted in a comparison between traditional vs. contemporary research findings on empowerment. It justifies that empowerment no longer resonates with top-down directions and decisions; rather, a more subtle, inclusive and implicit way of process takes place for it to be achieved, including four senses: Self-determination, competence, meaning, and impact. All in all, the accountability is shifted towards the employees, and the leader would facilitate those senses to arise, as a result trust is achieved. Quinn's research suggests that the leader facilitating the empowering environment needs to build on: Creating a clear vision, understanding the challenge, creating openness, allowing team work, providing support, instilling discipline, yet generating a setting that is safe for employees to work in (e.g., in communication and sharing). Much of these can be done with powerful questions and listening (Pressentin, 2015).

CONCLUSION

Savage-Austin & Honeycutt (2011) performed qualitative research on servant leadership, through a sample of fifteen leaders. They compared previous studies and pursued to identify 21st Century contemporary barriers to practicing servant leaders in firms. Their implications include three major outcomes organizational cultural determinants produce:

- Practicing servant leadership is not arduous. It entails simply a shift in communication styles which would benefit in terms of a rise in trust and loyalty amongst organizational members and the morale of the environment at the workplace, and a rise in productivity. Servant leadership, therefore, instills change in the organization and, when it is supported, it generates higher morale and an environment of collaboration based on trust.
- On the other hand, when the culture of the organization does not back servant leadership, due to leaders buying into command and control and hierarchical top-down decision making methods, then in the same environment, servant leaders would be weary and not confident to practice their behaviors, and may surrender.
- When leaders are hindered from practicing the model, they would miss the opportunity to serve and teach the followers based on their needs, as it translates also into a missed opportunity for the organization. The effectiveness of servant leadership is apparent, since it is giving people behaviors they need when they need it, a maximum fit of tailored learning for the follower can be observed. Hence, the leader is highly adaptive and flexible as an on-site workplace educator. Rising prospects of working in silos arise when organizations focus merely on goals instead of the bigger picture of developing autonomy on competence and commitment of their people. This is due to minimal involvement of followers in decision making, i.e., lagging in facilitating their knowledge of decision making during the learning process, and less information is shared, since the leader becomes the powerful controlling factor of most decisions (Savage-Austin & Honeycutt,

2011). The feeling of not being in on things very often is what drives people, especially Millennials, out the door in search for new opportunities outside the organization.

Blanchard and Hodges (2007) remarked that, in the contemporary competitive business environment and advanced in technology, it is important for leaders to be conscious about the principles in which they chose to operate. Foster (2000) studied barriers to the implementation of servant leadership in organizations and noted that a control-and-command, paternalistic leadership work environment depresses empowerment and decreases trust. Servant leadership builds a community of inclusion, based on trust, collaborative learning, and growth. Thus an organization allowing these values and culture to flourish provides a setting for servant leaders to thrive, and will instill progress and care with the followers.

The authors have placed sincere efforts to demonstrate how servant leadership has been deemed essential for the 21st Century generations' assimilation in the workplace. This is no longer a discussion, rather an urge to take action upon our mindsets and heart-sets through the model's behavioral skillset, if we mean to gift humanity the opportunity to reach its best.

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NOTE

The masculine identification of the "leader" has been chosen with the intention of simplifying the script, without any gender discrimination.
The characters and companies in the case studies have been substituted with fictitious names for source protection purposes.

Chapter 6
Experiex Trips:
Cooperative Leadership in a Social Enterprise

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EXECUTIVE SUMMARY

Experiex Trips, a small enterprise, encourages people to get out of their seats and start experiencing in their own skin conditions that are different to those that they are used to. This is so that they will return home with deep and transformative learnings that will lead their life decisions. During the entire chapter, the authors explore the history of Experiex Trips; its core values; its business model; the three pillars for its success, which are cooperation, experimental education, and sustainability; but most importantly, the way cooperative leadership works in a social enterprise.

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INTRODUCTION: LEADERSHIP AND BUSINESS AT TWO EXTREMES

The most important lessons in leadership can't be taught in a book. Real life is the best teacher. The only way to get a complete and deep understanding of a how to be a cooperative leader is in the try to be one. No one will tell you how to manage a group but the group itself. In each chapter of this book, different authors share their cases, so that you can have an approximation of what happened in certain specific circumstances. Hopefully you will get some tools, ideas, strategies and techniques for you as a future leader. But even understanding the best of this book, there is nothing like the experience that you will get dealing with real problems. The best you can do is to go out and experience your own leadership style.

In this chapter we will share with you the case of Experiex Trips, a small enterprise that encourages people to get out of their seats and start experiencing in their own skin conditions that are different to those that they are used to. This is so that they will return home with deep and transformative learnings that will lead their life decisions.

During the entire chapter, we will explore the history of Experiex Trips; its core values; its business model; the three pillars for its success, which are Cooperation, Experimental Education and Sustainability; but most importantly, the way Cooperative Leadership works in a Social Enterprise.

This chapter is divided in 6 sections. The first section will give you a brief history of how Experiex Trips was founded and its core values. Here we will examine the concept of Cooperative Leadership in contrast to Competitive Leadership. We will gain a basic understanding of the methodology needed to take a group from a competitive and individualistic perspective, to an inclusive, cooperative and community-based way of understanding our role in any group, company or enterprise.

The second section will discuss more fully Cooperation and why it is the roots of a Social Enterprise. We will learn what is a Social Enterprise, the conditions that any project has to have in order to be considered cooperative, and different perspectives on how to lead a Social Enterprise. We will notice that for some authors, the concept of Social Enterprise is so new that they find it difficult to clearly define the borders of this model, while for others, a Social Enterprise is an old model of organization, just with a new name. We will evaluate the differences between Social Enterprise, Non Profit Organization, and a Profitable Company with Social Responsibility.

During the third section, we will see how Cultural Differences are the Common Ground for Cooperation. In other words, how the global condition of our world nowadays opens millions of possibilities to learn, grow and build together with cooperative leadership within social enterprise. We will analyze the intricate relationship between Diversity and Cooperation.

The fourth section will talk about how Experiex Trips has used Storytelling to connect with people from different cultural backgrounds and from all over the world. By teaching Creative Writing Workshops to women and children in developing countries, it has achieved the goals of its Community Developing Programs.

In section five we will recognize that one of the biggest challenges for a Social Enterprise is its Millennial clients. From there, we will analyze how Millennial Culture can pose obstacles but also open opportunities for Cooperative Leadership. The culture of immediacy that Social Media has created, plus the narrow understanding of different cultures, and the voracious appetite for satisfaction, makes the commonly slow processes of Cooperative Leadership hard to implement, but at the same time it potentiates great transformation for participants, once they find its benefits.

The last section will open the doors to the future of Cooperative Leadership. Through building and keeping Long Term Relationships, the Social Sustainability of a project is guaranteed. Understanding that the participation of our Social Enterprise is not only temporal, but that its work creates a long term impact in communities, Experiex has developed the philosophy of Participation in Process that already exists within developing communities.

1. EXPERIEX TRIPS BRIEF HISTORY: TWO DIFFERENT WAYS OF LEADERSHIP

After graduating with a degree in Communications, Carlos José Pérez Sámano, was hired by Modelez International (previously Kraft Foods) to join a group of select young talents in a program called Growing at Kraft. This program was meant to sculpt these young professionals into top executives. During Carlos' three years in the program he developed skills in traditional leadership and business models. Despite great success and outstanding performance in the areas of Sales, Finance and Marketing, Carlos found these traditional models, though functioning, personally unfulfilling.

As a result he left his position at Kraft in order to explore another leadership model. As a socially minded independent entrepreneur, Carlos sold his belongings and went to rural Tanzania to build a school in a poor and tribally diverse village. There his work as an independent entrepreneur left him alone to battle with intercultural conflict, Malaria, immigration officers, and hunger—he was left to fish everyday for his own food.

After a failed attempt at the lonely, and even dangerous life, of an independent entrepreneur, Carlos returned to Mexico. There after years of training in Cooperative Leadership through games and innumerable camping excursions with university students from Universidad Iberoamericana, Carlos began to envision a new form of leadership and a resulting alternative business model which resulted in Experiex Trips.

Experiex Trips works as a Social Enterprise. A Social Enterprise is one that seeks solutions to social problems. (Guzman, 2008) The social entrepreneur identifies opportunities, presented as problems and puts all their effort into creating enterprises to solve them. (Sullivan, 2007)

It is important to highlight that social entrepreneurship is not the same as charity or benevolence; even, it is not necessarily done with a nonprofit perspective. In essence, it is a benevolent attitude motivated by a deep need of giving to others, but it goes beyond this, the social entrepreneurs are business people (Roberts, 2005).

Experiex Trips provides its travelers or Experiexteers with a full experience of Cooperative Leadership. The groups live a transformative experience in a new context, and as a result develop deep bonds and a sense of community that continues after their trip ends. The Experiexteers first receive training. Then, they have to lead groups. Furthermore, the Cooperative Leadership transfers to the daily experience, and groups continue to self-organize and cooperate in new ways, even after they return home. Cooperation, then, becomes the lifeblood of the transformative experience. The traveler learns to grow with the community. Experiex leadership models cooperation in their organizing and management of the groups leading up to and during the trips. That makes our leadership not only a marketing strategy but a touchstone of our philosophy.

Even if the product or service provided by Experiex could be seen as an adventure trip/voluntourism, the meta service provided is training in and the building of Cooperative Leadership—amongst staff, between staff and client, clients with clients, and clients with the communities they serve.

Experiex Trips has been recognized as one of the must congruent travel companies by students from different universities. From Harvard University to Uzima Educational Center in Kenya, Experiex Trips creates deep connections among travelers, volunteers and students/community members.

The mission of Experiex Trips as a Social Enterprise is to build a better world through facilitating transformative experiences and community engagement by teaching Cooperative Leadership.

Experiex Trips organizes trips to small communities in developing countries. There the travelers live local experiences within the communities, sharing their cooperative leadership. The transformative experience is divided in two stages.

1. Training: the travelers receive training in Cooperative Games, Workshops like Photography, Dance and Creative Writing and a deep training in Local Culture that includes some basic local language.
2. Community Engagement: The travelers share in local projects focused on local development.

One example is Experiex's Kenya trip: For 2 weeks a group of 12 students visit Nairobi where they receive Cooperative Games and Creative Writing training. After that time, they visit Uzima Educational Center, a semi rural community school built by local women in their efforts to teach more than five hundred children of the region. At Uzima, the travelers teach Creative Writing workshops in order to develop creative thinking and writing skills among the children.

In order to ensure group cohesion and effective group functioning, as well as community impact and sustainable solutions, it is essential to cultivate participant engagement, personal investment, and a strong sense of cooperation and its benefit from day one, when the group forms, even before traveling together. This is done through preparatory group meetings that begin to breakdown interpersonal barriers through games. Fun is an important factor in lowering the barrier of entry and effective for impactful learning.

One simple example of a game that helps to begin to change participant perspectives on competition verses cooperation is to ask the group to play a round of musical chairs, but with amended rules. The group is asked to circle a set of chairs while music plays. When the music stops, everyone is to have a seat, no matter how many seats remain. This requires that group members think creatively and collectively to make sure that when the music stops everyone is seated.

The games build from here. The games are designed to advance through stages of learning, and different themes of insight: ice-breakers, presentation, get-to-know, affirmation, trust, communication, cooperation, and finally peace construction through non-violent conflict resolution. After each game, participants are asked to reflect on their experience. This time of reflection allows individuals to be mutually vulnerable, feel a sense of equity and belonging, as well as to co-create (and cooperate) to build group understanding of collective learnings.

This game methodology inspired the foundations of Experiex as a social enterprise, informed its founder, is used with staff, and clients. As a result cooperation is integrated in a fun way at all levels, and permeates the leadership, operations, and client experience demonstrating that cooperation is an effective tool to business success and traveler (or client) satisfaction.

Once the Experiexteer and the Community understands, not through a rational knowledge but through their own experience that Cooperation leads us to a better understanding of our role in a certain human group, this affects deeply the person and the community behavior. From there, all the dynamics within the group are made to seek for the Common Good and incorporating the true being of each individual.

2. THE ROOTS OF A SOCIAL ENTREPRENEUR LEADERSHIP: COOPERATION

As a Social Enterprise, there are a lot of challenges to deal with. Not only cultural differences, between Kenia, Cuba, Mexico and United States; but also with generational, gender, and hierarchical challenges among cultures, subcultures and tribes.

Social entrepreneurs and classic entrepreneurs are related in that they both generate ideas that alter the status-quo in a way that societies can keep moving forward. The French economist Jean-Baptiste Say (1767-1832) defined an entrepreneur as

A person who undertakes an idea and shifts perspectives in a way that it alters the effect that an idea has on society.

This way, resources are efficiently allocated promoting the development of further ideas that generate the same effect. However, the concept of classic entrepreneurs was based on the leverage of natural and human resources to fuel the creation, development and consolidation of an infinite number of ideas.

Although rapid technological and social change seemed sustainable during the industrial revolution, we have reached a point where we recognize the limitedness of natural resources, and the social inequality generated by the original model of entrepreneurship. Current circumstances demand the reformation of the way entrepreneurs conceptualize and materialize their ideas. More over, the social entrepreneur is not only aware of these inequalities that a competitive way of thinking has created, but also wants to revert the effect by choosing a cooperative way of thinking. Through the entrepreneur's enterprises, the cooperative way of thinking will bring not only a better distribution of resources, but will administrate those resources in a more sustainable way, as well.

Social entrepreneurship emerges from a sense of responsibility in the transformation of economic dynamics. Therefore, social entrepreneurship seek to transform societies at large and not only the individual profit margin, which was the core of classic entrepreneurs.

Although the terms are relatively new, social entrepreneurs and social entrepreneurship may be found throughout history. The terms *social entrepreneur* and *social entrepreneurship* were used first in literature in 1953 by H. Bowen in his book “Social Responsibilities of the Businessman”, but only became popular in the early 2000’s after the publication of “The Rise of the Social Entrepreneur” by Charles Leadbeater.

However, since the 1700’s there were innovators that have generated ideas that increased the economic and social surplus of society at large. For example, Florence Nightingale, founder of the first nursing school, an institution that works as both an educational and a healthcare institution. While students acquire the knowledge and experience, patients receive the healthcare they need at a price that is accessible. Another example is that of Vinoba Bhave, who founded India’s Land Gift Movement, a voluntary land reform movement in the 1950’s that guaranteed a more sustainable and equitable distribution of land. These two examples may seem completely different from one another, while a nursing school resembles a more traditional model of enterprise, social movements tend to be excluded from the sphere of entrepreneurship. However, both of this examples modified the distribution and use of resources while generating a social-scale impact. Therefore, it is important to understand that social entrepreneurship is an interdisciplinary concept that may be manifest in multiple forms; corporation societies, associations, nonprofit organizations, cooperatives and social movements. The institutional channel that the social entrepreneur chooses is the least important compared to the way it modifies resource distribution and social dynamics.

It is imperative to understand that any entrepreneurship project transcends the life of the entrepreneur, to impact the life of the people involved, and in some cases society as whole.

For instance, the inventor James Hargreaves, who created the *Spinning Jenny* and mechanized the textile industry of United Kingdom, did not know that his invention would not only increase mill productivity, but along with other inventions of the time would foster social phenomenons such as the migration to the cities, and massive unemployment. Every action has a response, and therefore, a social entrepreneur should take responsibility of the changes he or she generates.

The main difference between for-profit entrepreneurs and social entrepreneurs is the way they measure performance. While for-profit projects use business metrics like profit, revenues, and stock prices, social entrepreneurs go a step further to measure the *return to society.* In other words, how the company contributes to the alleviation of social concerns such as poverty, healthcare system deficiencies, and community development. Kerri Kridge, author of *The Disruptors: Social Entrepreneurs Reinventing Business and Society* highlights the contribution the Social Progress Index (SPI) made to the measurement of the performance of social entrepreneurship projects. Through fifty-four indicators SPI measures the extent to which countries provide for social and environmental needs of their citizens. The index measures the well-being of a society used on social and environmental outcomes including health, shelter and sanitation, equality, inclusion, sustainability and personal freedom and safety, and not only on economic efficiency. It is important to highlight that social entrepreneurship projects should always prioritize social and environmental outcomes over profit, or the individual well-being of the company. In Figure 1, we can see the main differences between a Classic and a Social Enterprise.

Experiex as an example of a social enterprise, also takes the model one step further by addresses traditional forms of leadership that continue to pervade leadership across all business models. Experiex Trips as a social enterprise is committed to impact social dynamics and transformation through cooperation. Experiex leadership works to engage all stakeholders equitably as leaders.

For example, with Experiex's Kenya Experience, Experiex senior leadership met with community stakeholders, leaders from Uzima Educational Center to discuss the needs of the children and the skills and capabilities of the Experiexteers and staff. Together a tentative plans was devised. Experiex staff then met with Experiexteers to discuss. First Experiexteers were given a workshop on creative writing basics (to be used for their own personal journaling during the full Experiex experience and for work in Uzima). One day was designated as an exploratory orientation day for Experiexteers and Uzima. Experiexteers meet with Uzima staff and students, each Experiexteer was assigned in pairs to support an Uzima teacher and the teacher's classroom for the week. After meeting Uzima administration, teachers and students, Experiexteers were then better equipped to work in their pair to design their classroom activities for their week at Uzima Educational Center.

Figure 1.

	Classic Enterprise	Social Enterprise
It is Driven by	For-Profit	For Social Benefit
It Modifies	Use of Resources	Resource Distribution
It Generates	Financial Dynamics	Social Dynamics
It Measures	Return of Investment	Return to Society
Impact Level	Individual (Company)	Social (Community)
Type of Leadership	Competitive	Cooperative

Experiex Trips understands Cooperative Leadership as the roots of impactful action. By engaging all involved parties equitably as invaluable leaders, we witness cooperative leadership in action and witness the benefits of such organization and collective initiative and three-party investment (Uzima leadership, Experiex leadership, and Experiexteer leaders). These make for more sustainable impact, but also more human and respectful interpersonal engagement.

There is a radical difference between Competitive Leadership and Cooperative Leadership. Competitive Leadership claims that the most adequate individual will get what he or she deserves, or rather is best suited to know the proper course of action. It will evaluate performance based on a scale where only one (or few) can fit in the winner's seat. It reproduces a pyramidal hierarchy. In order for A to win, B and C have to loose. Examples are everywhere. Just the fastest can win the race, just the most aggressive proposal gets the business deal, just the most creative movie will get the award. In competition, for one to win, lots have to lose.

Cooperation is radically different. In cooperation, one can't win without the others. It is not the runner him or herself that is winning the medal but all the team that comes with the athlete, the the family that always supported the runner, the coach that trained him or her for years, the partner that is working to support economically, the sponsors that are giving money to pay for the flight tickets, the government that is investing in better infrastructure for athletes to represent their state, the worker that manufactured the shoes that the runner is using, the textile designer that invented the new technology for the clothes to be faster, and the list could continue until the point that even the person that cleaned the track field can be part of the success. This list could even sound absurd, because if we add all the people that were a part of that situation, it could continue to the point that we could say that the medal should belong to everyone that was part of the intricate and complex web of people that made the runner be the one that *only had to run fast*. The merit is shared, or better, each person has a different merit. Maybe the cleaner of the tracking field didn't get any award, but he or she had an important role on the race. In cooperation instead of characteristics, we see persons. Instead of awarding people for what they can do, we see all what that person can be. It is not a matter of paying attention to running alone, or only making business, or only being the most creative film director. Cooperation sees the complexity of relationships that are interdependent and also understands the person in all his or her dimensions.

It is hard to explain Cooperation in a world that is based on Competition. But it is not impossible if we go deeper and deeper finding those intricate relationships. Another perspective to understand the differences between competition and cooperation is to examine how they understand resources. For a competitive way of thinking, resources are unlimited. If you want to win a running medal, just run faster. For a cooperative way of thinking, resources are always limited. Even if you

Figure 2.

Kind of Leadership	Competitive	Cooperative
Who wins	Me or you	Us
Who lose	The rest (all but one)	None
Mindset	This is mine	We share this
Thinks that resources are	Unlimited	Limited
Generates	Violence	Peace
Produces	Inequality	Equality
Focus	One feature of the person	The whole person/group
Considers	The opinion of few	The agreement of all
Results	Short term	Long term

wanted to run faster, maybe you don't have the resources to participate in a race. If you are a competitive business owner, you will try to get the best of your resources and if they end, you move your market or your product to another source of resources. For a competitive business person there will always be something that one can sell.

Cooperation understands that all resources have an end. If you don't take care of what you are exploiting today, maybe you can exploit something else tomorrow, but it also will end one day. It is better if we manage the resources for all once.

Competition is violent. Cooperation builds peace. While competition creates losers, cooperation creates participants, and interrelations of mutual benefit. Winning in competition is momentary. Someone faster will come the next race, your medal then is obsolete. Competition has been supported by our systems because it creates instability and the most violent can take advantage of it. Cooperation not only understands reality in a more complex way, considering the person and all its features, but also it has a long term strategy adding to the environment in the process. While the competitor just wants to win this time, the cooperator understands that it is better for all to win long term and for good. The substantial differences in who wins, who lose and the mindset of competitive vs. cooperative leadership can be seen in Figure 2.

Experiex Trips Historical Report (2012-2019)
Global:
25,600 children benefited directly through our programs
More than 10,000 families around the world
250 travelers, explorers and volunteers trained

700 communities involved
More than 35 endangered species protected
Main Programs: Cooperative Leadership, Women's Education, Wildlife Conservation.
By Program:
Durango, Mexico.
In alliance with *La Victoria*.
3,260 children receive benefits every year
More than 2,000 families trained in Cooperative Leadership
400 volunteers trained since 2012
60 communities involved
Main programs: Cooperative Leadership, Children & Women's Rights, Basic Education.
Veracruz, Mexico.
In alliance with *CUI Ibero*
5,300 children involved in our programs
3 different native indigenous cultures involved (Popoluca, Nahuatl, Huasteca)
16 programs including basic education, literacy, health, political incidence, water access
49 volunteers involved
Kibera, Kenia
In alliance with *Nguo Guadalupe*
450 families involved
35 women in entrepreneurship program
7 different tribes involved in Peace Construction Program
24 volunteers involved
Nairobi, Kenia
In alliance with *Uzima Education*
More than 500 children in Education and Food Programs
12 teachers trained every year in Cooperative Leadership
70 volunteers involved
Habana, Cuba
In alliance with *OAR*
More than 200 families involved in our programs
540 women trained in Women's Rights
1,280 children trained in Cooperative Leadership
12 volunteers every year

3. CULTURAL DIFFERENCES AS THE COMMON GROUND FOR COOPERATION

Cultural Differences are the Common Ground for Cooperation. In other words the global condition of our world nowadays, opens millions of possibilities to learn, grow and build together through cooperative leadership and social enterprise. In the following, we will analyze the intricate relationship between diversity and cooperation.

As a very easy way to explain it, according to Santos, Pinheiro, Lenaerts & Pacheco (2012), as a result of diversity, an individual experiences difference in a number of interactions, and as a result the individual is exposed to a diversity of role modes and contributions. Consequently, not only does diversity increase choice, it is also shown to significantly increase the chances of cooperation.

Individual diversity leads to an overall population dynamics in which the underlying dilemma of cooperation is changed, benefiting the society as whole. In addition, diversity in social contexts can arise from the individual capacity for organizing their social ties. As such, Human diversity, on a grand scale, may be instrumental in shaping us as the most sophisticated cooperative entities on this planet. (Santos, 2012)

In our case, Experiex Trips create a cooperative experience in two ways:

Through the immersion in another culture's reality and through immersion into the group of travelers' itself.

The first one refers to facing significant differences in the context of a new country. Culture is defined as the manifestations of human intellectual achievement regarded collectively. Thus, when we speak about cultural differences we are collecting what people have learned is valuable and important from the history of their community. Knowledge and wisdom are two words that may interact with the term culture.

The Experiex Trips spirit is to encourage travelers to discover these cultural differences through daily practices. At the very beginning, the first reactions to other cultures are full of curiosity, surprise and a sort of attraction. However, after a few encounters and interactions, many differences could be seen as undesirable and uncomfortable. It is important to mention that most of Experiex Trips journeys take place in radically different realities, in contexts that encounter poverty, isolation and marginalization. These represent cultural differences that not all of the people has seen closely, thus, many prejudices surface in the first approach to these differing cultures.

The Experiexteer enters into a process of facing cultural differences during their trip. After the surprise, the curiosity, the discomfort, and the surfacing of prejudices against certain ways of living, the travelers, in an effort to balance the disorientation and a desire for familiarity, begin to recognize common characteristics they may share with others. The simplest of them have to do with humanity. One of the clearest examples that may be shared here is the reality of African tribes that continue hunting and long-maintained marriage traditions, even though all of them have a cellphone and a Facebook account.

One Experiex Trips traveler's testimony explained:

Experiex Trips is for natural explorers. how to make you live a culture in a way that transforms your paradigms and changes your own conception of reality. Locals will challenge you…

Besides these essential encounters, Experiex Trips also facilitates deeper participation in the culture of the local communities. From teaching creative writing in a rural school, to taking human rights workshops with local leaders, as well as learning basics of local languages, and eating everyday foods.

The second structure that Experiex Trips has in order to create a collaborative experience is the group of travelers itself. Experiex Trips journeys start with a group of total strangers. Experiex Trips' intention is that these strangers may, gradually, turn into a cooperative group, and functioning community.

The component that constitutes a group is the sense of belonging. The traveler will find that there are lots of cultural differences inside the groups they are sharing the experience with. Despite internal differences, Experiex Trips begins to unify the group through cooperative activities throughout the whole trip (even prior to, and in preparation for the trip, as mentioned above). A few characteristics of these activities are, for instance, that all in the group will participate and that the group, and not the individual, have to work toward a common goal. Consequently, during these task, everyone shows their best and, unlike competitive activities, cooperative activities are inclusive, rather than exclusive. As a result of generating this inclusive and cooperative dynamic, travelers develop strong bonds that continue even after returning home after their Experiex Trips experience.

Experiex Trips has witnessed firsthand the benefits of cooperation and we share that with the travels and host communities that we encounter. Furthermore, Experiex Trips are organized based on the belief that the world is a place to discover, to find and experience wonder in other people's cultures. Experiex Trips are also designed based on a love of sharing, of what the traveler knows (his own culture) and what the traveler has learned. We believe in sharing our abilities and working along with others. Listening is also a fundamental value for Experiex Trips. We listen, and then talk. Listening is the first step toward cooperation. It is required to understand others' needs and others' point of view. Listening is followed by the love of being different, because we believe that diversity brings wealth and opens opportunities for any cooperative group. Finally, Experiex Trips' belief is that "*Traveling is not to escape life, but so that life does not escape us*." It may be appreciated in the fact that cooperation with others cultivates strong, significant relationships, and this is basic to the fullness of life. Experiex Trips is building a future not only for the communities that we visit, but for the Experiexteers, the travelers that change their mindset during and after their trip.

4. CREATIVE WRITING TO ERASE BORDERS: STORYTELLING UNITES

Experiex's unique selling proposition is their focus on Creative Writing and Storytelling. The founder of this social enterprise, writer by profession and entrepreneur by vocation, in his experience, became conscious of the power of community-driven stories and decided to make it a foundation of Experiex Trips. After traveling through the African continent and immersing in tribal life he not only learned Cooperative Leadership, but also he became conscious of the myriad of stories that coexist within us.

Memories, legends, and anecdotes are immortal in the oral traditions that feed the human soul through their random apparition in daily conversations. African cultures are mainly oral. Changing our mind from a history based understanding of reality, into a story based understanding of reality, can help us to have a more complex perspective of it.

As Chimamanda Ngozi Adichie, one of the must known African writers nowadays, says, there is a risk to understand a single side of a story. (Ngozi, 2009) Understanding stories instead of a single History can give a deeper understanding of oneself too. The founder of Experiex Trips encountered this in the stories that he heard from locals. Their stories allowed him to truly get to know the culture, and to debunk his cultural prejudices. Learning the stories of the people he met revealed their thoughts and beliefs, drastically changing his understanding of the world. The transformation of his mindset allowed him to write his successful memoir *Africa: Long Shadowed Dream*. While writing, he came with the idea of sharing the liberating power of words with the people around him.

The first improvised storytelling workshops in the rural villages where Experiex's founder once lived gave voice to a community geographically and historically silenced. This way the people of the communities realized that they could collaborate in creating their own narrative of their history, made of different stories, and share their unique vision with the world. Years later, he decided to incorporate Creative Writing Workshops in the trips organized by Experiex.

When someone books a trip with Experiex they are not only buying a travel experience, but they are committed to participate as leaders and facilitators of change, and in the case of Kenya trips, Experiexteers are leaders and facilitators of creative writing workshops. During the trip, the travelers receive a storytelling training that prepares them to teach the workshop in different communities and rural schools. This is an enriching experience for both the Experiexteers and the community. While the travelers get to know the place they are visiting, the community also gets to know a different way of understanding the world. While writing has the power of revealing hidden truths, reading has the potential to reformulate public discourses. Therefore, the workshops help everyone involved in the trips to understand and celebrate their differences. This way, Experiex Trips opens a window to the rich cultural tapestry that is hidden in every corner of the world.

We share our stories.

We don't believe in a single history.

Communities grow by learning to write.

Experiexteers grow by learning to listen.

5. THE CHALLENGE OF COOPERATIVE LEADERSHIP WITHIN A MILLENIAL CLIENTELE

In this section we will address that one of the biggest challenges for a Social Enterprise is its Millennial clientele. From there, we will analyze how Millennial Culture can pose obstacles but also open opportunities for cooperative leadership. The culture of immediacy that Social Media had created, plus the narrow understanding of different culture, and the voracious appetite for satisfaction, makes the commonly slow processes of cooperative leadership hard to implement, but at the same time, it provides for a transformation of the participants, once they find its benefits.

The Millennial clients are those that are enthusiastic about traveling around the world and trying new things. Even though they may be seen as target customers for Experiex Trips, there are some characteristics of this generation of young people that might inhibit the comprehension of cooperative leadership and the values that Experiex Trips offers as a social enterprise: the immediacy culture, the voracious appetite for satisfaction and a narrow understanding of different cultures.

John Tomlinson has described this immediacy culture in the following way: "As physical movement, the rate of delivery of experience, and how it is regarded in sets of cultural values, speed is posited as a, if not the, major framing force for modernity. (…) We can identify an emergent cultural principle of contemporary globalized and telemediated societies (…): the principle of immediacy." (Tomlinson, 2007) The first way speed might be understood, Tomlinson says, is as progress. When traveling, it's common to see young Millennials wanting to visit everything around, as if they have this fear of missing experiences. They wake up early in the morning, eat fast, and want to visit as many cities as they can. The idea of traveling has turned into a progress activity. It seems as though there is a belief: the more I travel, the more I will progress. Taking photos during the journey is the way to prove to others that you were there, and you are progressing. Each photo is turned into a trophy.

The second way speed reflects this immediacy culture is associated with excitement, danger, and violence. Part of the Millennial culture seems to express the idea that a sense of adventure can only be achieved by adrenaline. As a result, it may be difficult for some travelers to follow safety instructions, to keep moving with a group, etc. The journey turns into something that has to be chased. On the other hand, if Millennial travelers are able to slow down their journey experience and go deeper, they will use this dynamic energy in their life choices towards cooperative attitudes. When they are engaged with a cause, they will do a great job in order to make it happens. This is a great opportunity for voluntary work with Experiex Trips.

The continued search for satisfaction is closely linked to this immediacy culture, but also to an interest in constant well-being. Millennial travelers usually show a continual pressure for being well and experiencing happy, comfortable feelings. This is translated into the attitude "If I pay for it, then, I can have it". Millennial travelers at Experiex Trips usually struggle with discomfort. It seems difficult for them to have patience and to go deeper to some different, unusual experiences, such as sleeping on the floor if necessary, waiting for a bus for a couple of hours, trying local food, or sharing a traditional ritual with a local community. Travelers will find that they are not always able to get this immediacy and satisfaction. Money has no value here. The consciousness building is what they have to work for. However, when Millennial travelers learn how to deal with such experiences and take it as a life lesson, frequently they will realize how common are unhappy emotions, suffering and difficult times, and the pressure of well-being disappears.

As it has been said before, a first encounter with a different culture may be full of surprise and curiosity, but if the experiences remains at that level, it might result in a narrow understanding of this different cultural expressions. The immediacy culture and the continued desire for satisfaction are directly responsible for this limited, superficial understanding. Some Millennial travelers get bored after the first encounters with cultural expressions. Moreover, some others, understand cultural expressions as lack of speed, lack of progress. As a result, they lose the chance of seeing richness and meaning in them. On the contrary, if this is taken as an opportunity, Millennial travelers have the chance of opening their minds to a myriad of ways of living.

6. LONG TERM RELATIONSHIP AND PARTICIPATION IN PROGRESS

As we have said, the Cooperative Leadership offered by Experiex Trips not only transforms travelers, but whole communities. When communities are developed by the same members, the transformations are not only temporal, but they last through the years. It is important not only for the communities that the transformations would last enough to solve authentic needs, but also for us to maintain Long Term Relationships with the communities we participate in. The methodology of Reality Analysis that Experiex Trips uses, can lead to a full empowerment of the communities and with that a deep participation in their progress, not as providers, but facilitators.

Our way of doing Reality Analysis comes from the theological perspective of Catholic Church after the Second Vatican Council. Documents like Mater et Magistra from John XXIII started to set the basics of this methodology of pastoral participation.

There are three stages which should normally be followed in the reduction of social principles into practice. First, one reviews the concrete situation; secondly, one forms a judgment on it in the light of these same principles; thirdly, one decides what in the circumstances can and should be done to implement these principles. These are the three stages that are usually expressed in the three terms: look, judge, act. (John XXIII, 1961)

In a very brief way of understanding these stages, the fist one means to visit, to ask, to be open to look, not only with the eyes, but with the experience and always open to what the local has to tell you about their own reality. The second one means to do a deep diagnosis of what its in that local reality and the third one is to be part of the transformation processes.

Figures 3, 4 and 5 show the look, judge, act methodology in more detail.

With this methodology the Experiexteers learn that the reality that they are immersed in is more complex than their simple touristic point of view. Through the Cooperative Leadership Workshops that they receive during the trip, they learn to execute this methodology.

Another important factor to consider is that the vision of Experiex Trips is to let the communities grow by themselves. As we had said repeatedly, we are facilitators,

Figure 3.

Step 1: To Look
What do you know about this community, or issue or what did you observe?
What specific facts can you cite about this issue or experience?
What did you learn or observe?
How do you feel in the face of this issue or experience?
How does it touch you personally?

Figure 4.

Step 2: To Judge
Judging involves:
A) Social Analysis:
Social analysis helps us to obtain a more complete picture of the social situation by exploring its historical and structural relationships. In this step, we attempt to make sense of the reality that was observed in Step 1.
Why does this situation exist? What are the root causes?
To answer these questions, we need to examine: **Economic factors:** Who owns? Who controls? Who pays? Who gets? Why? **Political factors:** Who decides? For whom do they decide? How do decisions get made? Who is left out of the process? Why? **Social Factors:** Who is left out? Who is included? Why? **Historical Factors:** What past events influence the situation today? **Cultural Factors:** What values are evident? What do people believe in? Who influences what people believe?

Figure 5.

Step 3: To Act
What do you know about this community, or issue or what did you observe?
What specific facts can you cite about this issue or experience?
What did you learn or observe?
How do you feel in the face of this issue or experience?
From your information (Looking) … and analysis (Judging) ... what **action** needs to be taken – to change the situation? to address root causes? If no action is clear, what additional research is needed? How would you transform the structures and relationships that produce this situation? How can you act to empower those who are disadvantaged in this situation? How will you evaluate the effectiveness of your action?

not coordinators, managers or providers of the tools of development. For us, the highest level of participation is when the participation is no longer needed. In other words we want to leave the communities to work on their own development. Experiex Trips hands over the project when the project is working on its own.

In the mountains of Durango, Mexico, the project *Organizing the Hope* created with the participation of *Social and Cultural Center La Victoria*, built five Community Centers located in strategic places of the mountains. After almost five years working with local leaders, those Community Centers were delivered the communities in full.

A diametrical difference between Experiex Trips and other agencies involved in volunteer and social impact work is that Experiex Trips understands deeply that solving immediate needs will not change the world. We trust that our model initiates mutual transformation for Experiexteers and local communities alike, as they engage in cooperative leadership which demands teamwork, dialogue and mutual understanding, all of which disrupt common assumptions and initiate growth amongst all involved. It is precisely through cooperation that we encounter the latent leader in every one of us, and understand our most sustainable impact is achieved when leaders unite in cooperation rather than competition. In this way, we rewrite the common narrative of our history. When we change narratives, we change realities.

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Chapter 7
Tourism and Handicraft Industry:
Opportunities and Challenges of Operating in the Albanian Market

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EXECUTIVE SUMMARY

Tourism is one of the most crucial sectors contributing to country development. In Albania, the sector`s contribution to GDP has an increasing trend through the years. This study aimed to explore the role of tourism in supporting the development of handicraft sector and analyzing the constraints faced by artisans during their daily activities of crafts production process. Albania is known for the tradition of crafts with precious values, created for centuries by masters of folk, in every province according to the features and specifications of different areas. The most known handicrafts in Albania are works in wood, iron, copper, and precious materials like gold, silver, leather, wool, etc. These values are inherited generation to generation have aroused great interest to visitors and local and foreign researches. In cities like Kruja and Scutari, a diversity of crafts with high utilitarian and aesthetic level is distinguished. This is also the reason of selecting the surveyed sample of artisans from Kruja and Scutari.

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INTRODUCTION

Handicraft products are from the oldest heritages in the world. The sector of handicrafts is an important part of the culture, economy and development of every country. Handicrafts have a traditional value which holds the indigenous ethnicity of a particular region (De Silver & Kundu, 2012). It represents a society`s cultural enrichment in its regular activities and reflects the sensitivity in the society`s cultural reaction to material changes (Deepak, 2008). Modern consumer society is tired with industrial products, so their attention is turned more and more towards craft products.

Handicrafts manufacturing is a low technology fragmented and predominantly labor intensive one (Venkataramanaiah & Kumar, 2011). Handicraft sector is one of the promising sectors of the economy and employment all it needs is an attention from government to transfer such industry into a well - organized industry, where workers working on the crafts will be delighted if they will be brought under the provisions of employment laws and additional employees will be motivated towards this sector (Bhat & Yadav, 2017). With increased globalization, however, products are becoming more and more

commoditized, with artisan producers facing increased competition from producers all over the world, particularly in China and other Asian countries (Khan & Amir, 2013). Handicrafts, like antiques, appeal to the aesthetics of the observer and yet may be put to good use (Deepak, 2008). It is no longer possible to look at traditional artisan communities and their products in isolation from global market trends and competition (Khan & Amir, 2013).

Craft products sector is not a new sector in Albanian market but the information about this sector is limited. These products are developed since in Illyrian period and the sector is a valuable link to the Albanian economy and culture. Albanian ethnography is a strong evidence of an exquisite aesthetic of taste, even when it comes to items that serve the individual in daily and not only when they have a decorative role. Preservation of family tradition is characteristic of the country (Bushaj, 2015). Craft products are products that reveal much about the Albanian culture, the values that are transmitted to the side of the works. Some of them may be small but are of value when purchased and placed anywhere in any environment. Mostly of handcrafts are made by women who have managed their lives dedicated to this work. With a commitment with their hands they make artwork that may not be considered so much.

Technological developments, mechanization in manufacturing, innovative financial services and allied areas have helped in improving the productivity and quality of products and services offered in almost every sector (Venkataramanaiah & Kumar, 2011). Kruja (2013) emphasizes as the main weaknesses of enterprises in

Albania "are generally related to a higher or lower degree of accessibility to the main resources: finance, technology, knowledge". Handicraft products in Albania struggle to keep up with the imported products. They take time and require a lot of work to be produced, since their production is based on the hand skills and creativity of the artisan. Their price is also higher compared to the machine-made goods. In many cases, artisans are out of touch with those end markets, which presents a challenge to those seeking to export their products (Khan & Amir, 2013).

Sustainable tourism promotes and supports the local handicraftsmen and cultural activities (John, 2014). In countries attracting a large number of international visitors, the tourism sector offers many opportunities for poor people to sell handicrafts, as tourists spend significant amounts of money on souvenirs and other craft products (ITC, 2010). Nowadays tourism is viewed as one of the largest and dynamically developing sectors of external economic activities in the world (Kruja, 2012). Tourism remains a critical economic activity, which continues to grow (Phillips & Moutinho, 2014), and has a crucial impact on the economy of Albania. The sector`s total contribution to GDP for 2016, as reported by WTTC (2017), was 26% and is forecasted to rise by 5.3% in 2017. Ferizi & Kruja (2018), emphasize that "development of tourism Albania has simple history and has a more lately development in comparison to many other neighborhood and European countries". United Nations World Tourism Organization (UNWTO) forecasts that the arrivals of tourists to Central/Eastern Europe are expected to grow rapidly and by this rapid growth in 2020 nearly one between three visitors to Europe will most probably choose a Central or Eastern Europe destination (World Bank, 2009). As handicraft sector demand is very related with tourist arrivals, this indicates that the opportunities for Albanian tourism as well as handicraft sector to expand are very high and both sectors are crucial in the cultural and economic development of a country. Strengthening handicraft-tourism linkages is important but is not an "easy-win" (ITC, 2010). ITC (2010), emphasize that a market approach that incorporates lessons learnt from past experiences and that allows stable business partnerships to be created is required.

This study aims to research the constraints faced by the Albanian artisans, especially those of Kruja and Scutari cities. The researches made especially in India, Malaysia and Iran show that tourism has cultural, social and economic impacts to the handicraft industry. A comparison of the sector in Albania with that in other countries is provided and is also investigated weather tourism sector has a role on stimulating craft sector in Albania too.

The research analysis is implemented on a sample of 60 artisans located in Kruja and Scutari cities. Kruja is considered as one of the cities that has the largest number of tourists during a year. For this reason, as the number of tourist is high, the relationship between tourism and handicraft industry will have a higher significance.

Scutari handicraft history is as old as the history of the city. For Scutari artisans, handicraft is art and profession. The results of this study are used as recommendations for the sector in order to improve the constraints faced by artisans and increase the impact of tourism and government policies in handicraft industry.

STUDY BACKGROUND

Introduction

The definition adopted for artisan products was unified during the "Symposium on Crafts and the International Market: Trade and Custom Codification", held in Manila, Philippines on October 1997. During this symposium organized by United Nations Educational, Scientific and Cultural Organization (UNESCO) and International Trade Center UNCTAD/WTO (ITC), the participating 44 countries agreed on:

Artisanal products are those produced by artisans, either completely by hand, or with the help of hand tools or even mechanical means, as long as the direct manual contribution of the artisan remains the most substantial component of the finished product. These are produced without restriction in terms of quantity and using raw materials from sustainable resources. The special nature of artisanal products derives from their distinctive features, which can be utilitarian, aesthetic, artistic, creative, culturally attached, decorative, functional, traditional, religiously and socially symbolic and significant. (UNESCO/ITC, 1997)

Handicrafts are unique expressions of a particular culture or community through local craftsmanship and materials (Khan & Amir, 2013). Etienne-Nugue (1990) classifies artisanal products under six main categories: (1) basket/wicker/vegetable fiber-works; (2) leather; (3) metal; (4) pottery; (5) textiles; and (6) wood.

Handicraft production is an important area of job creation in the informal sector (ITC, 2010). The skills needed to produce these products has continuously flow from generation to generation (Khan & Amir, 2013). ITC/WIPO (2003) define artisans "as people who make products manually", who "usually work individually, but can often be helped by family members, friend, apprentices or even a limited number of workers, with whom they are constantly in close personal contacts". Artisans in developed countries are often respected for pursuing a career involving high levels of creativity (ITC/WIPO, 2003). But this is not the case for developing countries. In some other countries, however, artisans and visual artists are not necessarily considered worthy of any special status or respect (ITC/WIPO, 2003).

An Overview of Handicraft Sector in Albania

Thousands of years ago, Albanian people had an important place in the activity of folk masters. Natural and cultural heritage of Albania constitutes not only an inherited enriching, but also a great potential for economic development of the country and its tourism progress. Archeological results have revealed interesting aspects of artistic crafts and skills of Albanian masters in ancient times. The first evidence for these activities are taken from archaeological discoveries which prove only for those items that can escape to their time and stay underground for thousands of years. Such are some tools which testify to develop the art of stone working, the weaving of textiles, clay pots, jewelry types such as pendant, earring, bracelet etc.

Albanian handicrafts with their national physiognomy were developed till in Illyrian ancient times and were enriched in all historical periods. At the beginning it started as a need to survive by creating items that were necessary for the daily life as wooden spoons, chairs, tables, jewelry, clothing and luxury vehicles later or decorative adornments.

Archeological results discovered interesting aspects; it implies artistic crafts and creative skills of the ancient Albanian masters. The first traces belonging to the Neolithic period. Through numerous archeological discoveries in different areas of the country, there have been found ceramics, jewelry etc., belonging to the Illyrian tribes. These findings testify to the artistic good taste of the ancestors.

From the Bronze Age to ancient Illyrian civilization, fine and decorative art was endemic, and constituted an important part in the craft culture. Time of Iron presents new forms, especially in the work tools and weapons.

Despite the evolution and progress of society handicrafts still have not earned their autonomy and are a necessity to meet the requirements of the agricultural market. Handicraft products are not produced to cover a claim to a predetermined market. Over time artisanal sector in several cities took a new form of autonomous being detached from its frame until then as a supplement manufacturer for agriculture and became an independent branch of economy. More and more cities were becoming centers to produce artistic crafts and commercial exchange. They were taking the typical appearance of cities with the artisanal workshops grouped together in specific neighborhoods. Markets in the cities of Scutari, Berat and Elbasan during 17th century had around 900 retailers, while in the developed markets of the Balkans they did not count more than 800 craft retailers. At the time, it took the form of the first artisans.

Production of crafts peaked later in the 18th century with the expansion of domestic market, period that was associated with the major changes to these cities. Economic level growth made necessary the development of some new artifacts and to further increase the quality of traditional craftsmanship products. Handicraft organizations flourished, the number of artisans was undergoing a considerable increase which according to sources written at that time amounted to 80 different types in the main cities.

Economic and social changes encountered in the late 19th century and early 20th century affected more in the process of artifacts development of various popular, particularly in those cities which were faced more with industrial products, coming from the Western markets and Eastern ones. Craft village products continued to be saved and developed within the family economy especially that of textiles, weaving and knitting works in wood and clay, etc. In the second half of the 20th century some traditional workmanship was resurrected in another form, taking a new direction. They were focused more at producing buildings with decorative function, for use in a family setting or in different institutions. The artworks of silver, copper, wood, embroidery, weaving of textiles in some towns were organized in various state-owned companies. Their products kept partially imitate the technique and traditional forms of production, but at the same time also apply new creations. To encourage their development every four years in the city of Scutari, which was chosen as one of the most important centers of Albanian crafts, organized exhibitions named “Exhibition of Albanian Folk Culture.”

Nowadays Albania is known for craft products production especially cities like Scutari, Kruja, Kavaja and Korca. Scutari is known for the copper works and jewelry, mostly women jewelry, boxes, decorative plates etc. Kruja is known for producing carpets, fez works, wooden products, embroidery etc. Kavaja known for producing carpets with Kosovo, works in ceramic and in copper. Korca is known for producing carpets, especially for export with Albanian and Persian motives. Craft products are products that reveal much about the Albanian culture, the values that are transmitted to the side of the works.

METHODS

Research Instrument

To accomplish this study, the research design was based on mixed methods of research. Quantitative as well as qualitative analysis are used to analyze the constraints faced by artisans during their daily activities of crafts production process and to explore the role of tourism in supporting the development of handicraft sector. Interviews and survey with artisans are conducted to achieve a better understanding of the sector and its relationship with tourism industry. The questionnaire was structured into four sessions. The first session gathers general information about the respondents and the second one related to any marketing strategy being implemented by artisans and how they value its impact on business performance. The third session collects information on how artisans see tourism related to the development of handicraft sector while the last session focuses on the constraints faced by the industry.

Sample and Data Collection

The data was collected from each of the respondents who had an important role on decision making on the handicraft industry. A sample of 60 artisans answered properly to the questionnaire and semi-structured interview prepared for this research. This is a considerable size knowing that the number of authentic artisans is limited. The artisans were in Kruja and Scutari cities which are distinguished for a diversity of crafts with high utilitarian and aesthetic level.

RESULTS AND DISCUSSIONS

Descriptive Analysis

The investigation conducted by this research was based on the answers of 60 artisans from Kruja and Scutari cities of Albania. These cities are distinguished for the diversity of crafts with high utilitarian and aesthetic level.

35 out of 60 surveyed artisans were females (Table 1). Generally, handicraft is an industry predominated by females because in most of the cases it is a family business inherited from generation to generation, and mostly the craft products are carpets and fabric products produced by females. On the other side, males focus on production of wood products, iron works, filigree products and some of them fez works.

The main age group of Albanian artisans was over 45 years old (Table 1). Because the sample size is randomly selected in cities where handicraft sector is the main industry, it can be said that this is the age group that represents Albanian Handicraft Industry. This indicates that less of younger generation want to learn how to produce craft products. This is a constraint for handicraft industry because it means that unfortunately in the future, handicraft sector will lose its quality, craft production and its value. So, the focus should be encouragement of new generation to continue the tradition of their parents or grandparents through schools and professional training. Compare with the artisans in Europe, the main age group of artisans there is 36 years old, since they pay an important attention to handmade products through professional training schools.

From the survey it is shown that in Albania more than half of artisans have high school diploma (Table 1). This happens with the fact that most of artisans are part of this industry because they have inherited it from their family. So, they did not need any diploma to be called "Master Craft" in this sector. But an important issue to be evaluated is the fact that some of artisans less than 35 years old have higher education in terms of the products they produce. Compared with Europe, only 15% of respondents did not have a university diploma associated with the production and sale of handicrafts. This situation in Albania has come because of lack of appropriate state policies for professional education. Another aspect is how this handicraft work is transmitted from generation to generation. Skilled artisans transmit their art to other generations' not in a form of a professional exchange associated in the end with a certificate but in a primitive form. The main difference according to studies carried out so far in Europe and in Albania lies in the fact that artisans in other countries have the diploma about the profession that exercise, which means that they are more informed about the legal proceedings (for product protection) and techniques for promoting products.

From the data gathered by the survey, 33% of artisans produce carpets, 8% produce iron and fez work and 17% produce filigree, fabric and wood products (Table 1). Carpets have higher percentage because as it was mentioned above, most of artisans are women. So, this is the fact why there is a higher percentage of carpets compare

Table 1. Sample characteristics (n=30)

Variable	Item	Frequency	Percentage
Gender	Female	35	58
	Male	25	4%
Age	Less than 35 years old	13	22
	35-40 years old	15	25
	40+ years old	32	53
Education	Elementary	10	18
	High school	45	75
	University degree	5	7
Products	Iron	5	8
	Fez	5	8
	Fabric	10	17
	Carpets	20	33
	Filigree	10	17
	Wood	10	17

with other products. Most of craft products like carpets, fez products, iron works and some of filigree products are produced in Kruja. While most of crafts like fabric and wooden products are produced in Scutari.

Handicraft Industry Analysis

Analyzing the data gathered by the survey, it was interesting to observe that demand for these products is not high. This indicates that craft products have high prices due to the difficulties they have in finding the raw materials which mostly are imported. But compare with foreigner handicraft products, Albanian crafts have lower prices.

Handicraft is not an industry that has high profits all the year. Their sales and revenues separated by months and seasons. Observing the data (Table 2), most of crafts products are sold in the summer. This happens since the number of tourists is higher in summer rather than in other seasons. Also, in summer there are many weddings and there is a tendency on buying craft products as gifts in special cases.

Both residents and tourists are the main buyers of craft products (Table 2), even though artisans' sales to tourists are higher than to residents. Through craft products, artisans show the Albanian culture and tradition and tourists appreciate the handmade products. All the tourists when they buy, also like to take photos of artisans during work process.

70% of artisans (Table 2) believe that through promoting tourism handicraft industry is promoted too as they have a direct relationship. While 30% of them think that tourism does not have a direct effect on their sales since residents are their main customers.

47% of artisans (Table 2) think that their products do not need marketing strategies to be sold. They explained that handicraft products are handmade and "Handmade Products made in Albania" is the marketing that they do for these products. This group is of the artisans that were over 45 years old and had inherited business. This is a negative indicator in raising awareness of these businesses about the importance of marketing application forms to ensure the success in this sector.

While the artisans in the group age of 35-40 and less than 35 answered that in the last years as the number of tourists is increased the need for marketing is also increased. They also explained that handicraft industry is important for them, and marketing is the only solution to increase their revenues.

From studies conducted in Europe, marketing is considered the best way of communicating with customers and they invest more to improve this communication. Marketing of craft products in all its forms is expensive because these businesses are mainly small businesses with limited capital. So, they have difficulties in promotion of these products.

Table 2. Industry analysis (n=30)

Variable	Item	Frequency	Percentage
Trading reason	High profits	20	33
	High demand	5	9
	Other	35	58
High season sales	Summer	22	37
	Celebrations	17	28
	Autumn	8	13,5
	Spring	8	13,5
	Winter	5	8
Customers	Residents	6	10
	Tourists	12	20
	Both tourists & residents	42	70
Tourism	No effect on handicraft industry	18	30
	Promotes handicraft industry	42	70
Marketing need	Yes	28	47
	No	32	53
Marketing implementation	Yes	42	70
	No	18	30

Source: Data collected and processed from the author

Even though 53% of the surveyed artisans (Table 2) think that marketing is not a need for business success, part of them implement it. In total 70% of the surveyed artisans implement marketing to promote and sale their products. Mainly artisans that produce carpets, fez, fabric and wooden crafts promote their products by different fairs organized in Albania and outside Albania like Kosovo, Montenegro and Macedonia. While those that produce filigree, promotes their crafts in an online form like Facebook and Instagram.

Handicraft Industry Constraints

Handicraft products take time and require a lot of work to be produced, since their production is based on the hand skills and creativity of the artisan. Apart from this, artisans face also other difficulties during the production process of these products. According to the data collected (Table 3), raw material and labor force are listed as their main constrains.

Table 3. Constraints of handicraft industry in Albanian market

Constraints	Rank	Comments
Raw Material	1	Most of artisans get raw materials abroad
Labor Force	2	It's difficult to find the proper artisans. It is very hard to train the younger generation.
Marketing	3	Marketing is also another constraint as it is expensive to participate in fairs. Some of the artisans use Facebook, Instagram to promote their products.
Export of crafts out of Albania	4	Another problem faced by artisans is export of crafts out of Albania. Mostly of tourists want that craft products to be delivered in their country. But this is a problem for Albanian Handicrafts because the costs are very high, and it is difficult to export craft products outside.
Competition	5	The main competitors are Chinese Products as they are expanded in Albanian market in a low cost.
Lack of Government support	6	Government should apply policies in protecting and promoting the handicraft products and development of the sector.
Time	7	Also, time is another constraint for artisans. They said that there are not many artisans, so it is required more time to work alone and to produce crafts.

Source: Data collected and processed from the author

The artisans that produce filigree product said that finding the raw materials and working tools is very difficult. These artisans recycle the raw materials that they can have like used filigree, to make new ones. Then the artisans that produce fabrics and loom products said that they get the raw material especially natural cotton in Egypt. This means that the costs are very high. Carpets artisans answered that they get the raw material, in this case natural wool from Turkey. Then they must color and to recondition the whole wool. All these processes take a lot of time and money.

One of the constraints faced by filigree artisans' apart from raw material and labor force is Security. They work with precious, expensive materials, so the security is very important for these artisans.

In general, artisans in Albania are optimistic about the future of handicraft industry. They believe that handmade products will always survive as they are part of Albanian culture and the artisans are unique in their production. They have worked for many years different crafts and they will never stop. But in the same time, they feel threatened. They feel threatened especially by Chinese products which are expanded very fast all-around Albania with lower prices. Chinese products have covered all Kruja Bazaar and they have lost many customers due to these products which are imitations of the Albanian products. Government should apply policies in protecting and promoting the handicraft products and development of the sector.

FUTURE RESEARCH DIRECTIONS

This study attempted to contribute to the handicraft industry by focusing specifically on the impact of tourism on its development and providing recommendations to its constraints. The research was limited low number of observations included in the sample. For further studies it is recommended to be used a larger sample to have a more accurate result.

CONCLUSION AND RECOMMENDATIONS

Albania is known for the tradition of crafts with precious values, created for centuries by masters of folk, in every province according to the features and specifications of different areas. The most known handicrafts in Albania are works in wood, iron, copper, precious materials like gold, silver, leather, wool etc. which among others also proof its national identity. These values inherited generation to generation have aroused great interest to visitors, local and foreign researches. In cities like Kruja and Scutari it is distinguished a diversity of crafts with high utilitarian and aesthetic level. This is also the reason of selecting the surveyed sample of artisans from Kruja and Scutari. This study aimed to analyze the constraints faced by artisans during their daily activities of crafts production process and to explore the role of tourism in supporting the development of handicraft sector.

Handicraft industry is the expression of art and creativity of the people in every country. This industry is an important center of combining art, industry and culture. It has played the role of “defender” of values of different nations. To develop this industry is needed support and encouragement. The development and improvement of the craft industry is a necessity the same as the artistic production, teaching and research. A fascinating point of the craft industry is the link that it has with tradition and culture while maintaining cultural and religious values of nations. Handicraft sector is strongly related with tourism. Tourism is one of the most crucial sectors contributing to country development. In Albania, the sector`s contribution to GDP has an increasing trend through the years.

Handicraft industry is an important sector for every country. The fact that handicraft sector is an inherited business from generation to generation constitutes one of the reasons for the creation of this activity. Mostly of artisans in the survey made iron products, carpets, fez products, wood products and filigree and gold products. Surveyed artisans in Kruja produced carpets, fez products, iron works and some of filigree products. While in Scutari they produced wood products and fabrics. The surveyed artisans mainly produced craft products as an inherited business, while the others` reason was due to high profits.

Even though there are residents that buy craft products, tourists are the main categories of buyers. Sales of handicraft products were related with tourist arrivals. It means that when number of tourist was high, also the sales of crafts increased. This happened especially in summer, where the number of tourist arrivals increased. Tourists could not leave Albania without buying something that will always remember from this place with traditions. They found embodied well in typical Albanian products and are a clear expression of the inherited tradition of the Albanian people of store and forward from generation to generation. Since ancient times there has been artistic craftsmanship.

From this research it can be concluded that Albanian handicraft industry is strongly related with tourism. Tourism contributes to the increase of employment, economic growth and poverty alleviation, while also enhancing the quality of life for artisans and their families.

The sector`s main constrain are raw materials, which is a necessity of the sector survival. The other constraints are related to labor force and craft products export. As the main age group of artisans were over 45 years old it shows that it is very difficult to find the potential artisans to be part of this industry. Another weakness of the sector is crafts promotion. Only few of them used fairs, Facebook and Instagram for networking and product promotion while most of the artisans were not aware of the existing market opportunities through marketing and promotion.

Handicraft industry is an important sector for Albania. It contributes to the social and economic development of this country. It should be done a lot of work to have a developed and a well-known handicraft market. Through this study it is recommended:

- Encouragement of new generation to continue the tradition of their parents or grandparents through schools and professional training.
- To increase the attraction towards foreign tourists, these businesses should be part of national and international fairs and should implement e-commerce.
- Innovation of craft products, developed in ways that do not gamble the cultural integrity.
- Enhancing the role and support of the state ranging from law enforcement, taxation facilities, organization of exhibitions and annual seasonal fairs.
- Raise awareness about the role of marketing in the sale of handicrafts and opportunities it provides.
- Information and awareness of the necessity of handicrafts market research to understand and meet customer needs.
- Growth and the proper functioning of organizations and associations related with handicrafts, to promote their values and products and require state support.

- Encouragement of new generation to continue the tradition of their parents or grandparents through schools and professional training so that their education to relate to their profession.

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KEY TERMS AND DEFINITIONS

Artisans: People who manually produce products. They work individually, or can be helped by family members, friends, apprentices, or may hire some workers.

Business Performance: Encompasses areas of business outcomes such as financial performance, product market performance and shareholder return.

Craft Products: Products produced by the direct manual contribution of the artisan. The artisan can produce it completely by hand or with the help of hand tools or mechanical means.

Innovation: Providing new products and processes or technological advancements of already existing products and services.

APPENDIX 1: STUDY SURVEY

This questionnaire aims at analyzing and assessing role of tourism on Albanian handicraft industry and the constraints faced by artisans. This survey is conducted purely for academic purpose and the responses to this questionnaire will be kept strictly confidential.

I. General Information

Gender:

- Male
- Female

Age (In Years):

- Less than 35 years old
- 35-40
- 45+

Education:

- Elementary School
- High School Diploma
- University Degree

What products do you produce?

Why did you choose Handicraft Industry?

- I think that is an industry with high profits
- There are high demands for these products.
- Other

II. Handicraft Industry and Marketing

Which are the high seasons that you have more craft sales?

- Spring
- Summer

- Autumn
- Winter
- In case of different celebrities

Do craft products need to be promoting through Marketing Strategies?

- Yes
- No

Do you apply any form of Marketing?

- Yes
- No

III. Tourism and Handicraft Industry

Please list the primary categories of buyers of your craft products.

- Local residents
- Foreigners- Tourists
- Both categories

How does decline of tourism affect sale of crafts?

- Decline in artisans' income
- Increase of unemployment
- Decrease of Craft price
- Other

What is the role of tourism in the development of Handicraft Industry?

- Handicraft Industry Remain Unaffected by Tourist Arrivals
- Tourism Helps in the Development of Handicraft Industry
- Other

IV. Handicraft Industry Constraints

Are you aware of any facilitated program organized by state in order to support your activity?

- Yes
- No

What do you think about the future of Handicraft Industry in this city?

- Better
- Worse
- Threatened
- No opinion

Which are the constraints faced by you during the process of producing crafts?

- Raw materials
- Competition
- Labor force
- Marketing
- Export of Product
- Other

Chapter 8
Current Trends in Practicing Leadership:
Evidence From the *Harvard Business Review*

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EXECUTIVE SUMMARY

There is a growing body of theoretical and practical studies conducted on a variety of subjects under the multifaceted leadership concept. In this chapter, the authors first explain recently discussed concepts in the Leadership Quarterly by category (leader, contingency, outcome, and leadership development) and subcategory (traits; leader-subordinate interaction, leadership style, organizational; leader, followers, organizational), explore current leadership trends at practice by analyzing Harvard Business Review articles, and then compare them. The essential objective of this chapter is to explore the current trends emerging from real business life in comparison to theoretical development in the leadership field and to highlight common concepts coming from the theory and practice of leadership. From this aspect, this chapter may provide a basis for comparative leadership studies and contribute to the related literature and practical studies. The strength of this study is to present a comparison between current theoretical and practical leadership trends by conducting a content analysis.

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INTRODUCTION

Leaders play a pivotal role in organizational effectiveness and efficiency. Leadership process is defined as setting a common goal and leading others to attain this goal, possessing competencies to accomplish the pursuit of organizational success. The purpose of the chapter is to explore the current trends emerging from real business life in comparison to theoretical development in the leadership field and to highlight common concepts coming from the theory and practice of leadership. Within the framework of this study, 362 articles were examined in the peer-reviewed journal, Leadership Quarterly (LQ) along with Harvard Business Review, Turkey (HBR). HBR magazine was selected since the articles published in the magazine include real examples from practice in which global cases about leading people and present experience and case studies are introduced. Even though the concepts covered in HBR are popular at practicing leadership, it is important to analyze current theoretical shifts and changing perspectives in the literature to define our theoretical background.

Content analysis was utilized to construct the categories in the existing literature that are aligned with popular textbooks related to leadership practice and theory. Three different textbooks written by Daft (2007), Yukl (2013) and Northouse (2016) were used for this purpose. The study revealed 4 categories and 9 subcategories. Mostly cited category was trait subcategory in leader category. 314 articles were written in relation to leader traits and qualities in LQ within the years of 2012 and 2018.

Within the scope of the chapter, we will first discuss the current trends in theory. For this purpose, we will examine 362 related articles published between the years 2012 and 2018 in LQ. Then, we will analyze the HBR articles in relation to the leadership process including leadership development, emotional intelligence, managing teams, human resource policy, employee development, managing teams, etc. We will then correlate the findings in theory to the practice by analyzing the data we gathered in HBR. The purpose is to reveal the distribution of the leadership concepts in both practice and theory.

A REVIEW OF RECENTLY DISCUSSED CONCEPTS IN THE LEADERSHIP QUARTERLY

As mentioned in the introduction, the current study aims to explore the practices in the leadership field and compare them with the concurrent theoretical discussions. For this objective, we have selected HBR articles published in Turkey to see the current practical trends including the last six years since it has been published monthly in Turkey since October 2012 containing various articles in related to concepts such as management, leadership and marketing and etc. The articles vary from an original and translated HBR articles along with country specific related articles written by numerous contributors. On the other hand, we considered the LQ articles published in the last six years as a conceptual framework of this study instead of overall historical development of leadership studies because the LQ is the mostly read and cited top-tier academic journal in the leadership field and it has also the highest impact factor among journals including leadership articles. Likewise, the reason why we chose to analyze the articles published between the years of 2012 and 2018 in the LQ is the fact that HBR articles analyzed within the framework of this study fell into those years.

We conducted a content analysis to explore frequencies of various themes in the LQ articles and to gain an overall perspective regarding recently theoretical discussions of the last six years. As an important part of content analysis, we firstly coded keywords of 362 articles published in the LQ between October 2012 and August 2018 and we constituted 1152 codings in total. Each author independently studied the data to minimize subjectivity of coding process and compared concurrently their results with each other. Afterwards, we compiled a list of all themes and split them into proper categories. On the basis of the existing literature (Daft, 2007; Yukl, 2013; Northouse, 2016), we basically grouped all themes to these categories: leader, contingency, outcome and leadership development. Then we defined subcategories to be able to understand concepts in more detail. These are traits for leader; leader-subordinate interaction, leadership style and organizational for contingency; leader, followers and organizational for outcome, and lastly leadership development as both category and subcategory (See Table 1). In the following subheadings, we will provide a brief about each subcategory and present which concepts are currently discussed in the LQ articles.

Leader: Traits

Trait perspective of leadership studies started at the beginning of the 20th century. The basic premise of leadership trait studies was determination of aspects that differ leaders from non-leaders. The earliest study conducted in regards to trait theory was "Great Man" theory. The studies conducted within the scope of "Great Man" approach to leadership intended to reveal the innate characteristics of leaders. Bass (1990) and Jago (1982) tried to exemplify in their studies certain universal characteristics that a leader possessed. However, Stodgill (1948), in his thorough study, argued that there was no universally accepted traits that differentiate a leader from a non-leader.

Table 1. Frequency of top 5 theme by category and subcategory

Category	Subcategory	Frequency	Top 5 Theme
Leader	Traits	314	Emotions (leader) 15 Communication 12 Decision-making (leader) 12 Personality 12 Traits (approach, evolution, expression, activation, etc.) 12
Contingency	Leader-subordinate interaction (dyad relations)	239	Team (effectiveness, performance, identification, etc.) 39 Leader-member exchange 25 Power 19 Emotion (follower) 17 Commitment 16
Contingency	Leadership style	214	Transformational leadership 42 Abusive leadership 14 Charismatic leadership 12 Authentic leadership 11 Ethical leadership 10 Implicit leadership 10
Outcome	Followers	153	Follower (followership, attitude, mood, behavior, development, etc.) 34 Group (voice, consciousness, dynamics, identity, ingroup, outgroup, intergroup dynamics, etc.) 28 Organizational citizenship behavior 14 Job performance 11 Job satisfaction (followers) 11
Contingency	Organizational	121	Task (coordination, structure, cohesion, etc.) 10 Organizational climate 9 Human resource management 9 Workplace 9 Network (dynamics, etc.) 8
Contingency	Culture, gender, political studies	59	Gender 45 Political 10 Culture 4
Leadership development	Leadership development	28	Leadership development 11 Social networks (analysis) 9 Career 4 Coaching 2 Leadership training 2
Outcome	Organizational	13	Organizational performance 13
Outcome	Leader	12	Succession 7 Leader performance 4 Turnover (leader) 1
	Sum	1152	

He also commented on the importance of the situation/contingencies in leadership process. Even though the literature failed to develop a framework of traits that reach a consensus, the exploration of leader characteristics has continued to grasp the interest of researchers from various disciplines (Daft, 2016). 362 articled examined in this study supported this claim. We can clearly observe that researchers started to emphasize more into trait approach in recent studies.

The articles examined in this study revealed that the most frequently cited subcategory is leader traits. The top themes within the subcategory of leader traits are leader emotions, roles, facial expressions and integrity. According to a study conducted by Hay Group, there are three distinctive leader roles in organizations. They are personal characteristics, behaviors, and skills of a leader. These roles are identified as operational, collaborative, and advisory roles (Hay Group working Paper, 2004). Operational roles are relevant to managerial role of a leader including goal setting, establishing plans and utilization of positional power. Collaborative role is the usage of personal power in building networks, relationship and obtaining harmony through personal influence. Lastly, advisory role is about the leader's ability to influence and persuade, transfer knowledge and provide guidance to followers (Daft, 2016). As for the LQ articles, in regards to leadership roles, researchers tested various mediational and moderation effect of leadership roles in organizations (Kafetsios, Athanasiadou & Dimou, 2014; Kaplan, Cortina, Ruark, LaPort, & Nicolaides, 2013, etc.). Leader integrity, on the other hand, is a concept related to a leader's character. It implies that a leader's character is integrated with and based on solid ethical foundations. In the LQ articles, certain studies revealed that integrity is an important characteristic of a leader even at different managerial levels (Gentry et al., 2013).

Even though there is a general understanding on the fact that trait theories are not enough to fully convey the leadership process, recent studies show that there is a growing interest on the trait approach of a leadership. Recent research tries to correct some of the methodological weaknesses of the earlier studies. Instead of focusing on variety of leader traits that yield to success, researches are now studying clusters of personality traits in different contingencies (Fleenor, 2006).

Contingency: Leader-Subordinate Interaction (Dyadic Relations)

In the existing literature, there is a variety of dyadic relations described as between leader and followers. Dyadic relationship of leadership, specifically leader-member exchange theory (LMX), argues that due to time pressures in addition to scarce resources, leaders are obligated to selectively distribute resources amongst the members of an organization. These exchanges can vary in quality (Graen & Scandura, 1987). The basis of LMX hinged on Vertical Dyad Linkage (VDL) model that was contributed by Dansereau, Graen, & Haga (1975) as an alternative to Avaree Leadership Style (ALS). VDL model argued that leaders maintain diversified relationship (with subordinates in contrast to general assumption of ALS in which leaders behave consistently towards subordinates (Chun, Law, Chen, & Tjosvold, 2008; Graen & Uhl-Bien, 1995;Dansereau, Graen, & Haga, 1975; Engle & Lord, 1997; Graen, 1976). From the perspective of social exchange theory, an individual's behavior is perceived by the actor and the other party of the dyad (van Gils et al., 2010). Such perception is regulated by tacit expectations about how the individual believes a leader or a subordinate should behave (van Gils et al., 2010).

In the 362 articles examined within the scope of this study, team effectiveness is the mostly cited concept in the LQ articles between the years of 2012-2018. It is followed by articles related to LMX that are cited in 25 different articles that demonstrate the mediation, moderation effect of LMX on various variables (Sun, Chow, Chiu,& Pan, 2013; Tse, Huang & Lam, 2013, etc.). In the category of leader-follower relationship (dyads), power is another popular concept. In 19 different articles, the concept of power domain of leadership process is examined. The least cited concepts in this category are impression management, stereotypical attitude, self-regulation and so on. Impression management is a concept in which an individual consciously or subconsciously attempts to influence the perception of others. The reason why scholars may evade studying impression management is the fact that the concept can be interpreted as manipulation. Thus, one of the conditions needed to achieve effective impression management is the existence of organizational climate that embraces knowledge sharing, mutual trust and transparency.

Contingency: Leadership Style

What do contingency approaches say about the leadership style? Contingency approaches aim to search the effectiveness of leadership. In addition to the leader and leader-followers dyadic relationships coming from earlier studies, they basically explain how leadership is often contingent on people and situations (Daft, 2007) and discuss which conditions provide the most effective leadership in a situation. Despite a vast range of leadership styles, they have begun with autocratic, democratic and laissez-faire categorization. Early contingency theories are path-goal theory, leadership substitutes theory, situational leadership theory, the LPC contingency model, cognitive resources theory, and the multiple-linkage model (Yukl, 2013). The most known of these contingency models belongs to Fiedler. Fiedler's efficient leadership model assumes that leadership process is shaped by leader-member relations, task structure and leader position power. All of these models push leaders to have adaptation to changing situations. After contingency leadership theories, modern leadership approaches suggested meeting the requirements of changing and dynamic environment. They are leader-member exchange theory, charismatic leadership, transformational vs transactional leadership, adaptive leadership, strategic leadership, servant leadership, authentic leadership, implicit leadership, ethical leadership, spiritual leadership, shared leadership, etc.

According to the 362 articles published in the LQ, transformational leadership is by far the most popular leadership style in which academics are interested although many new subjects have been developed after transformational leadership. Bass (1985) defined the components of transformational leadership as idealized influence, inspirational motivation, intellectual stimulation and individualized consideration. On the contrary, dimensions of transactional leadership are contingent reward, management by exception (active or passive) and laissez-faire leadership. As seen in the LQ articles, transformational leadership is cited forty two times. This shows that this kind of leadership is still popular as a study area in the leadership field. The articles basically focus on outcomes of transformational leadership and comparing it with other leadership styles. This can be interpreted as result-oriented view of transformational leadership. It is respectively followed by abusive leadership, charismatic leadership, authentic leadership, ethical leadership and implicit leadership. Abusive behaviors of leader came into prominence as well as other positive emphasized styles. As it is demonstrated in the LQ articles, we can say that transformational leadership is like a grounded theory for all new leadership approaches as a general comment.

Contingency: Organizational

Leadership is absolutely affected by some internal factors in addition to the factors of the leader, followers and leadership styles. These internal factors are basically organizational factors such as organizational structure, organizational communication system and tools, organizational culture, organizational climate, organizational trust, organizational resources, human resource practices (training, selection, placement, etc.) employee roles, etc. In addition to them, interactions and cooperation between peers (especially for top managers), participative decision-making, (Thoonen, et al., 2011) and the nature of task can be some of the organizational factors affecting the leadership process. Organizational factors also include job-level factors such as job characteristics, role expectation and goals, sufficient resources, rewards, supervisory support system, external evaluation of work, etc. (Shalley & Gilson, 2004). All these factors may create a significant effect on leading people.

According to the frequencies coming from the LQ articles, the most cited organizational factor is task-based factors such as coordination, structure, cohesion, etc. It is seen that the nature of task is the most important factor among organizational factors which affect the leadership. Leaders should consider the task as one of the job-level factors while they execute the leadership role and support job-employee fit. Organizational climate, human resource management and workplace are ranked number two with same the frequency. This result is predictable in the leadership field because there are many studies correlating organizational climate and workplace conditions with leadership styles. Organizational climate is defined as 'psychologically meaningful molar descriptions that people can agree characterize a system's practices and procedures' (Schneider, 1975). It is a shared and common atmosphere for all in a workplace. It also includes creating ethical conduct, formal socialization activities, feedback mechanisms, coaching and support, recognizing reward behaviors, etc. (Grojean, 2004). Here leaders create common values in the organization and set these values under the organizational culture and climate. Further, human resource management is also closely related to leadership process. It is about how organizations see human resources, which ways they train and develop their employees, and which practices and policies are implemented in the organization. The other prominent organizational factor in the LQ articles is network dynamics with eight citations. This result can be interpreted as network studies getting popular recently. Network theory, network dynamics, internal networks are studied more than before in every field of business administration. This increase reflects the leadership field, too. So, why is the network important for leaders? Because they have more access to the people, socialization process and other resources in the organization. This accessibility may foster their power, influence and affection.

Contingency: Cultural, Gender, and Political Studies

In addition to the organizational factors, leaders are also faced with more general factors beyond organizations such as market, social and economic trends, political factors, laws and government activities, other entities, technological improvements, sociological and cultural factors. We can call them as external environmental factors. Leaders have more trouble to manage these factors than organizational factors. Some of these factors are issues regarding culture, gender and politics.

On the basis of frequencies of concepts coming from the last six years of the LQ articles, we can say that gender studies are dealt with by academics rather than cultural and political studies on the leadership field. Especially subjects such as gender gap, women diversity and glass ceiling/cliff are cited forty-five times in the LQ articles. This shows that diversity issues are investigated in academic studies. The second external factor as a contingency factor is political issues. Political studies cited ten times in the LQ articles discuss on characteristics (Ellen, Ferris & Buckley, 2013) and physical traits (Stulp, Buunk, Verhulst & Pollet, 2013; Yammarino, Mumford, Serban & Shirreffs, 2013) of political leaders (especially US presidents) and explore how these traits affect the election and voting processes. The last external factor cited four times in the articles is culture. It is a remarkable result because cultural issues keep in the background rather than other factors. This can be explained by the evidence of global, transcultural and fully-integrated business environment.

Outcome: Leader

It is an important question that needs to be answered: What kind of outcomes do leaders gain from leadership process? Reward, payment, additional rights, extra earnings, promotion, title or punishment, dismissal, decrease in salary? If leaders overcome survival issues for their organizations, they get rewards. However, there is no guarantee for success and high performance all the time.

In the current study, we found only twelve mentions about leader's outcomes during the leadership process in the LQ articles from 2012 to 2018. It has the lowest frequency among all subcategories. It shows that leader's traits, relations and styles were analyzed rather than outcomes of leader in the leadership process. Under this subcategory, the most cited (seven times) theme is leader succession (CEO succession, executive succession, top management succession). Articles which touch on the succession as a leader outcome investigate the correlation between organizational strategy and leader succession. Distinct from others, only one article (Schepker, D.J., Kim, Y., Patel, P.C., Thatcher, S.M.B & Campion, M.C., 2017) focuses on rating of top managers in the same organization and comparing them. Leader performance is cited four times as the second theme under leader's outcomes category. Academics apparently are not much interested in exploring the outcomes of leadership process. They study the previous processes of leadership more. The last leader outcome cited in the LQ articles is leader turnover. In this study, the influence of higher order cognitive capacities on leader organizational continuance and retention is investigated (Zaccaro et al., 2015).

Outcome: Followers

In the conventional approach to leadership, the leader is perceived as the main actor in the decision-making process. However, follower participation in governance has gained importance in today's business world especially in terms of achieving and sustaining organizational effectiveness. Also, in order to resist the challenges of the hyper-competition, followers need to divert from conformist behavior and add value to the organization by providing innovative and creative ideas/solutions.

The LQ articles listed under this category include follower (individual), group and work-related behaviors such as organizational citizenship behavior, job performance, and job satisfaction. Follower subcategory includes numerous variables such as follower attitude, mood, behavior, and development. For instance, Zhu et al. (2015) discussed the effect of ethical leadership on follower attitude, particularly follower voice behavior. On the contrary, Volmer (2015) presented the relation between followers' attitude and followers' reactions to social conflicts. Under the subcategory of group dimension, concepts include voice, collective consciousness, group dynamics, identity, and intergroup dynamics. The collective consciousness relates to shared moral beliefs, attitudes, and ideas that unify each member of the society. Will (2016) thoroughly discusses the collective behavior in the context of organizations in his article. Bernerth & Hirschfeld (2016) demonstrate the group level analysis of the relation between leaders' well being, leaders' positive affect and job stress. Another concept in this category is organizational citizenship behavior (OCB). OCB relates to positive and constructive behaviors that employees portray and that are intended to promote the effective functioning of the organization (Organ, 1988). OCB is cited in 14 different articles in the LQ between the years of 2012 and 2018. Nohe, Christoph; Michaelis & Björn (2016) conducted a multilevel study on the relation of team OCB, leader charisma, and organizational change.

Outcome: Organizational

The main objective of an organization is to be successful and survive in the environment. Effective leadership has a key role of organizational success or failure while understanding all factors that provide organizational effectiveness. According to Appelbaum, Degbe, MacDonald and Nguyen-Quang (2015), organizational effectiveness, organizational change implementation, organizational performance, organizational sustainability are referred to as organizational outcomes. These outcomes can be accomplished through good leadership in the organization. It is hard to define the real reasons of outcomes about something by the nature of social sciences because there may be no single reason to achieve this kind of outcomes. Thus, we can say that antecedents of organizational outcomes are interpenetrated.

We surprisingly observe that organizational performance is the only cited organizational outcome in the LQ articles. Similar to the result regarding leader outcome, academics generally have the view of process-oriented leadership. They mostly focus on leader traits, leader-subordinate interactions (dyads) and leadership styles as seen in Table 1. Theoretical studies discuss how leadership process is carried out in terms of leader and followers.

Leadership Development

The aim of leadership development program is to identify and evaluate the factors that influence the success of a leader along with helping leaders to demonstrate necessary skill-building. Leadership development programs have gained attention recently since organizations view leadership as core competence for competitive advantage (McCall, 1998). Leadership development programs focus primarily on managerial training and applications (Lathan & Seijts, 1998). Also, the essence of leadership development programs is to develop leadership qualities so that they will align with the necessities of the future (Vander, 2001).

There are 28 articles related to leadership development among the LQ articles examined in this study. Mostly cited subcategory in leadership development is concerning the development of leaders. Day, Fleenor, Atwater, Sturm & McKee (2014) gave a comprehensive theoretical and empirical foundation of leadership development programs. Fitzsimmons, Callan & Paulsen (2014) on the other hand analyzed the concept from gender perspective. The study aimed to reveal the gender disparity existing in C-level positions and discussed the implications for leadership development programs. Another concept examined in this category is social networks. In the context of the study, researchers investigated four distinctive leadership networks (organizational, collective, etc.) and defined characteristics and the value of each network related to leadership development process.

LATEST TRENDS IN LEADERSHIP EMERGING FROM *HARVARD BUSINESS REVIEW*

Harvard Business Review (HBR) is a magazine published by Harvard Business Publishing, which is wholly-owned subsidiary of Harvard Business School established in 1994. The primary mission of the magazine is to enhance the practice of management by providing changing trends in the business world. HBR's articles cover a wide range of topics that are relevant to different industries, management functions, and geographic locations and focus on such areas as leadership, organizational change, strategy, operations, marketing and managing people. HBR has also been published monthly in Turkey since October 2012. Each volume includes not only Turkish versions of HBR but also some articles written by Turkish business people or researchers. In this study, our objective is to search the current leadership trends by using the articles of this magazine.

When the term 'leadership' is searched on the website of the magazine, we have accessed 587 results under various subtitles. These are employee development, human resources policy, emotional intelligence, managing teams, collaboration, coaching, leadership, leadership development and managing organizations (See Table 2). The rest of the subjects such as strategy, change management, competition are excluded from the research because the purpose of the paper is to focus on the concepts regarding leadership. For this reason, excluding blogs, 62 articles were examined to explore popular leadership concepts during the last six years. In the following subheads, we will give a brief about each subtitle in HBR and then discuss current leadership trends in practice by applying to HBR articles.

Employee Development

Employee development is one of the most important parts of human resources management. It includes learning, training, development and education activities in an organization (Armstrong, 2009). They are designed for employees to achieve the levels of knowledge, skill and competence needed to work well, to get their abilities better, and eventually to improve their performance. The success of employee development process relies on not only individual responses but also organizational culture, limited opportunities, and attitude of top management (Antonacopoulou, 2000). A leader's thoughts regarding employee development shape human resource management activities and scope. If the leader intends to provide opportunities for employees to develop themselves, this will have an impact on the organizational

Table 2. Number of articles by subtitle in HBR published in Turkey

Subtitles in HBR articles published in Turkey	# of Articles
Leadership	24
Managing organizations	14
Managing teams	6
Leadership development	5
Collaboration	4
Employee development	3
Human resources policy	3
Coaching	2
Emotional intelligence	1
Sum	62

climate and then explore the relationship between organizational leadership and employee development as a function of human resource management.

In the current study, it is observed that there are only three articles regarding employee development issues among 63 HBR articles we have analyzed. While one (Osterman, Finegold, Kochan & Beckett, 2012) of them focuses on collaborative job training programs, the effect of organizational culture and organizational approaches (stable vs. developing) on employees is discussed in the other two articles (Dweck, Photo & Brazier, 2014; Miller, Fleming, Lahey, Kegan & Brodén, 2014). In other words, the first article pinpoints why collaborative programs are needed to develop employees in the collaborative framework which is contributed by several institutions such as universities, government, industrial unions, not only companies. In the article, it is also put forward that the problem of lack of technical staff in US can be solved through collaborative job training programs in which every shareholder has equal contribution. On the other hand, the other two articles spotlight the contribution of deliberately developmental organizations (DDOs) on personal development of employees and present many implementation examples. Actually, it is not a surprise to find out that these articles are shaped with the context of organizational or environmental factors under contingency factors of the function of leadership since employee development issues give some clues about how companies plan job-training programs, support personal development of employees, provide their participation to the learning process and affect their performance and commitment.

Human Resources Policy

Human resources (HR) policies and practices are concepts that are related to organizational effectiveness such as employee recruitment, training and performance management (Robbins & Judge, 2017). It refers to the basic guidelines in relation to HR functions. Policies are not strict guidelines; they can be changed when needed. However, the success of the policy is dependent on its consistency. HR policies concern all the employees in any given organization and they are determined by the senior level of management. As discussed earlier, the subjects covered within the scope of HR policies are business analysis and business design, recruitment, training and development, workplace safety, compensation, implementation of effective performance appraisal system and career planning (Carrell, Kuzmits & Elbert, 1992).

In today's challenging business world, organizations are in need of qualified personnel in order to attain competitive advantage and achieve sustainability. To accomplish success in transformation process and to respond to uncertainty arise from external environment, leaders are obligated to effectively utilize the human capital.

Therefore, HR policies are essential for the creation of a healthy communication line between leaders and subordinates. Also, HR policies are a point of reference in decision-making process and help leaders to build organizational culture (Lau & Ngo, 2004).

In this study, there are three articles under the subtitles of HR policy. The first article is concerned with the digitalization process of a commercial bank. In order to attain, recruit and select qualified workforce, managers are responsible for tracking and sharing the best practices for career development and performance evaluations. The article also discusses the importance of issues such as empowerment and iterative feedback. The role of a successful leader is to perform such transitions smoothly. The bank, therefore, assists its managerial workforce by providing education programs on how to transform the company into a learning organization. Education programs also include assisting leaders on how to provide iterative and constructive feedback to subordinates along with implementing participatory organizational culture. The second article within the subcategory is about the transition of a business model from the planning-based approach to a faster and simpler model that is shaped by subordinates feedback. In the article, it is emphasized that in order to survive in hyper-competition, companies need to become innovative. Therefore, HR policies need to support the transition by transforming the organizational structure into an agile, team-based structure. The leaders/supervisors are given extensive education programs on how to align employees' career aspirations with the company's needs, on how to determine employees' priorities and goals, and adaptation of development plans in accordance with organizational learning. The last article is in regards to performance appraisal systems in organizations. The article indicates that in order to promote to C-level positions, a leader needs to possess skills such as good communication skills, characterize a conceptual and holistic decision-making, be a change agent and be open to experience, innovativeness, and successful time management.

Emotional Intelligence

Emotional intelligence (EI) includes concepts such as recognizing, understanding, managing, and empathizing emotions and helps an individual to fit into societal norms and roles. Even though there are various definitions of emotional intelligence, Mayer and Salovey (1997) describe EI as a subcategory of social intelligence that relates to the ability of an individual to monitor his/her feelings and the ability to utilize the knowledge that is obtained by this process to guide his/her attitude and behavior. Emotional intelligence combines the two basic elements of personality, which are cognition and emotion. The cognitive approach focuses on the mental abilities that help an individual to express and manage emotions. These abilities, along with emotional factors, help individuals in decision-making and problem-solving in complex situations. Individuals who are aware of their own feelings and thoughts and at the same time understand the feelings of others will attain success in their interactions with others. Thus, from this perspective, leaders are expected to have EI in order to achieve and maintain a harmony, to guide subordinates to achieve organizational goals and achieve overall success. Human skills are essential in effective leadership process and the ability to achieve a higher EI will enhance the dyadic relation existing between a leader and subordinate (Mayer et al., 2004).

In the study, we have come across only one article concerning the EI of leaders. In the article, the subject of EI is discussed in relation to the negotiation tactics of leaders. It is stated in the article that conventional negotiation education programs are given to leaders are not sufficient when dealing with inter-organizational collaborations. Additionally, negotiation educational programs should include how to manage emotions in complex circumstances.

Managing Teams

Team management refers to the management of the team's dynamics including the motivation of team members to pursue a common goal and the coordination of team communication including problem-solving in complex situations (Robbins & Judge, 2016). Leadership process is directly related to managing teams since an organization is defined as a group of people gathered together to achieve a common goal. Therefore, one of the primary objectives of a leader is to motivate and lead the members of his/her team members using various motivational factors.

Within the scope of the study, there are 6 articles containing the concept of managing teams. The articles are related to managing diverse team dynamics, solving role conflicts, achieving sustainability and implementing successful organizational change, the creation of an organizational culture that limits social loafing and how to manage virtual teams. Edmondson (2016), in his article, defines problems that teams are facing due to the effects of the need for innovation creation. He elaborates on cultural conflicts in projects and bounded rationality of individuals in team dynamics. Edmondson also argues that a leader should help team members to share knowledge and promote a participative culture. Additionally, leaders should treat diversity as a competitive advantage and increase the psychological safety of the workforce.

Graton, Johns & Balincort (2013) describes virtuality issues related to managing teams. There are three critical stages in the virtualization of the workforce. The first movement is the use of email services at the beginning of the 1980s. The second wave was described as the use of cloud-based systems that allowed the workforce to connect to intranets. The conventional understanding of the management of personnel has changed to acceptance of flexible HR practices. The last wave mentioned in the article was concerning the establishment of independent work centers such as Starbucks and Panera Bread where individuals gather together. Such centers are famous for being inexpensive, practical and environmentally friendly. However, one of the issues that leaders face is the collaboration of such a workforce. This can be achieved by the implementation of a corporate social intranet (networks) such as Microsoft Yammer.

Collaboration

Collaboration is defined as ‘to work together, especially in a joint intellectual effort’ and ‘to cooperate reasonably’ (The American Heritage Dictionary, 2000). The organization should have necessary practices and tools for collaborative culture. It is not just about collaboration between employees but it also covers the relationship between leader and subordinates. Collaborative workplace provides more knowledge sharing, more interaction, more team behaviors, and less conflict. Leader is the main facilitator of collaboration in an organization. When leaders adopt the facilitative leadership, they provide an increase in some outcomes such as decision quality, organizational commitment, working relationships, organizational learning and job satisfaction while a decrease in wasting time (Schwarz, 2006). Thus, leaders should motivate their followers to work together and provide outcome jointly and then create a collaborative culture.

Four articles concerning collaboration concept have been published in HBR and translated to Turkish since October 2012. Although they explain basically the need of collaboration at designing organization structure, they also have many aspects regarding leadership style, leader-member relationships and organizational contingency factors. Similarly, Neffinger and his friends (2013) and McGovern (2014) underline that as a leader has a balance between sincerity and authority and creates a value-based organizational culture including participation and good communication, leadership process and leader-follower dyadic relationship improve as well. Differently from these articles, Giménez, Joshi and Linnenbrink (2014) and Gardner (2017) emphasize on the importance of organizational structure to create a collaborative climate in an organization. Within this context, leaders have decision-making and strategic roles. They also touch on managers’ leading the process of creating autonomy of experts and goal setting to integrate seemly all of the expertise in the business. To sum up, we can say that HBR articles focus on organizational structure and leader’s role on creating collaboration in an organization, not collaboration between subordinates or jobs.

Coaching

As a practice for leadership development, coaching is one of the several managerial practices that are used to increase a subordinate's skills and help job adjustment and career advancement. Leader has responsibilities to develop subordinates by providing developmental opportunities such as coaching, mentoring, training, etc. Thus, several outcomes are revealed for followers like productivity improvement, human relations advancement, high level of adaptation to change, etc. (Yukl, 2013). Coaching takes a lot of time and requires patience for both sides of coaching process. Hence, leaders should believe in this long-term process for personal development of followers.

There are just two articles about coaching in HBR published in Turkey. Both of them discuss how employees can be developed to be a leader and which ways companies need to follow to do it. While the former (Meyrowitz & Leeds, 2014) has a general perspective regarding employee training and development, the latter (Gartner, 2018) focuses especially on coaching styles. In the research conducted by Gartner, four different kinds of managers were classified in terms of coaching styles. It was found that there was no correlation between leader's coaching time and follower performance and was suggested that effective coaching depends on leadership style rather than frequency of coaching activities. The result is a surprise because it does not match with the suggestions by professionals. This may be considered as a clue of changing leadership styles and more effective leadership development perspectives. These two articles can be assessed under leadership development category.

Leadership

The current study aims to explore the practices in the leadership field and compare them with the concurrent theoretical discussions. For this, we tried to assess HBR articles with various aspects of understanding leadership as explained in detail in previous sections. We found twenty-four articles under the leadership subtitle in HBR . The most prominent concept is leader traits congruent with the theoretical articles. Especially communication, decision-making, passion, risk-taking and strategic (long-term) thinking and experience are some of the leader traits underlined in the practical stories written in HBR (Tüzmen, 2017; Immelt, 2017). Leader-follower interactions such as power, influence, role modeling are less cited in HBR articles although the LQ articles focus more on dyadic relationships.

Organizational culture is another concept which is mostly cited in HBR articles. It is correlated with organizational performance, organizational change and transformational leadership style in articles in relation to organizational culture. Gender studies are not interested in the practical side of leadership. We observed just only one article regarding stereotypical attitudes and glass ceiling (Bernstein, 2015). Contrary to academic papers, HBR articles additionally focus on organizational change and change management on the leadership subtitle. It can be explained that academics do not focus on the change because they may see it as a default variable in managing organizations and leading people.

The mostly cited leadership style in HBR articles is transformational leadership (Langenberg, 2017; Tüzmen, 2017; Immelt, 2017) parallel with the LQ articles. The result indicated that transformational leadership is a popular phenomenon in recent years. The reason for such an outcome can be due to an increase in the global economic crisis and the resurgence of charismatic leadership all around the globe. As we can see from the studies transformational leadership do revive in time of crises since followers are ready to be led. In the time of uncertainty, a transformational leader articulate a vision and foster a strong organizational culture (Bass & Riggio, 2006). In addition, leadership development programs such as coaching and mentoring are also written under leadership subtitle apart from leadership development, which is a special subtitle. This shows the importance of these programs for the future and success of organizations.

Categories of contingency (especially leadership styles) and leader have the same frequency (thirteen times) in HBR articles whereas the number of citations of leadership development and outcome are respectively four and one. This demonstrates that modern leadership practices require a harmony between leader traits and situations. Traits are still important, but the approach is beyond the 'Great Man'. The expected behavior from a leader is being dynamic, adaptive and flexible to perform his/her own leadership in the hyper-changing environment.

Leadership Development

As we discussed in the previous section, leadership development is an essential tool for developing leaders for the future. HBR articles seem to intertwine in terms of a mixture between various concepts such as leadership development, leadership style, and traits. There are five articles, discussing the importance of leadership development amongst the 63 articles analyzed. Pieper & Janasz (2015) emphasized the importance of mentorship in leadership development. According to the researchers, CEO's who receive mentorship are more successful than colleagues who do not. Zel (2018), in his article, discusses the importance of neuroscience for developing leaders. He mentioned the SCARF model developed by David Rock in regards to threats/awards under five main components. These are status, certainty, autonomy, relatedness, and fairness. He further discusses the importance of organizational behavior discipline.

He argues that the scientific answer given to the question of "How do workers become motive?" is directly linked to "neuroscience". Annand & Barsou (2017) argue that leaders should analyze critical priorities before implementing any efforts for digital transformation.

Garvin, Hagen & Petegorsky (2013) highlight the importance of leadership development programs at Google. According to the authors, the current workforce pays little attention to the leadership process. Garvin, Hagen & Petegorsky (2013) implemented interviews with employees on skills and competencies a leader should possess. Lastly, the authors create a framework (like providing coaching to a supervisor who lacks in giving constructive feedback) for leadership development programs. The last article analyzed in the subcategory of leadership development discusses the importance of conceptual thinking when developing leaders' intellectual capacity. Also, the collaboration of NGOs, government and private organization and developing a network to share knowledge will enhance the leadership competencies for increasing productivity and effectiveness (Thomas, Lovegrove & Webster, 2013).

Managing Organizations

There are fourteen articles reviewed in this study related to managing organizations. Mostly cited subcategory within this category is related to organizational issues. There are 11 keywords related to organizational issues within 15 articles published in HBR under the category of managing organizations. Concepts discussed within the framework of the organizational issues are human resource policy, strategy, structure, corporate self-awareness, benchmarking, holacracy, etc. Bower & Paine (2017) analyzed the issues related to the agency theory. Authors state their opinion in the creation of a better business model in which the emphasis should be given to the sustainability of an organization in the long-run rather than CEOs focusing on short-term momentum. Organizations are independent entities protected by laws and regulations that have eternal life potency. With the right management, it is possible to achieve a longer lifespan and be an actor in the market. Authors also discuss issues such as corporate governance and stakeholder relations in the article. Another article related to organizational issues in managing organizations is about HR policies. Capelli (2015) argues that HR policies, due to their nature, take a longer period of time to implement. Developing talent, dealing with issues related to regulations and employee turnover, building a corporate culture, and addressing ethical issues are time-consuming tasks. And if companies do not attain short-term goals within the first quarter, these programs are likely to be canceled. Authors gave recommendations to HR policies that are aligned with the needs of the future such as utilization of analytics in recruiting, flexible work arrangement and revision of performance appraisals.

Another concept in the category of managing an organization is related to the organizational change. Demir (2018) commented on issues such as leadership and management approaches to delivering success in the digital transformation to achieve competitive advantage and value creation. The author stated that human capital was the most important asset in the organizational change process. The leader's primary task is to understand the needs of the teams and subordinates, have good communication skills, determine strategies to deliver the right results and create awareness.

DISCUSSION

In the current chapter, we explored which leadership concepts are discussed in both theory and practice. Whereas some trends such as transformational leadership, and leadership development show similarity in both fields. However, concepts such as organizational change reflects differentiated pattern. Even though in practice scholars emphasize the importance of change, we are unable to see the same evidence in theory. Some concepts are frequently cited in both field (theory and practice); some still intrigue the interest of both researchers. For instance; even though there is a general understanding on the fact that trait theories aren't enough to fully convey the leadership process, recent studies show that there is a growing interest on the trait approach of a leadership. Recent research tries to correct some of the methodological weaknesses of the earlier studies. Instead of focusing on a variety of leader traits that yield to success, researches are now studying clusters of personality traits in different contingencies (Fleenor, 2006).

As a general comment, we can say that relationship-based leadership perspectives are discussed more and it is focused on a leader's role to manage change and survive in the dynamic environment as being proactive or reactive depending on leadership style. Many leadership theories are also developed to understand leader-follower relationship through not only perceptions, emotions and cognitions at micro level but also social-relational context at macro level (Dinh et al., 2014). In addition to this, while theories such as inspirational leadership, aesthetic leadership, neuro-biological theory emphasize on enduring aspects of leadership, transformational leadership and top management team perspective are theories approaching leadership in terms of its functionality in organizations. Thus, one of the categories included in the study is the leader and subordinate relationship, also named as dyadic relations. The reason behind that we have chosen such category is due to the nature of the leadership process. It will be an inaccurate thought to study leadership without taking into consideration followers. Therefore, within the framework of this chapter, any follower outcome such as organizational citizenship behavior or job satisfaction will be related directly to the leadership quality.

Based upon diversity of leadership theories and concepts, it is difficult, to sum up, them from a single perspective since leadership is a multifaceted concept. It is possible to focus on the significant role of leadership in gathering inputs and transforming them into outputs. In this context, we can match delegating and encouraging followers by their leaders with leadership development articles as indicated in HBR magazine. As another comment, we can say that transformative leadership is cited very much not only in theoretical studies but also popular business magazines by way of the role of knowledge exchange. Also, the results of the analysis indicate that abusive behaviors of the leader came into prominence as well as other positive emphasized styles. As seen demonstrated in the LQ articles, we can say that transformational leadership is like a grounded theory for all new leadership approaches as a general comment.

The analysis conducted on all the articles included in this chapter, the frequency of the cultural issues were minimal. It was an unanticipated result since culture does affect the leadership process directly. However, the outcome can be explained by the evidence of ever-increasing global, transcultural and fully-integrated business environment. Contrary to academic papers, HBR articles focus on organizational change and change management on the leadership subtitle. It can be explained that academics do not focus on the organizational change because they see it as a default variable. In addition, the HBR articles focus on organizational structure and the leader's role in creating collaboration within an organization, rather than helping in the creation of collaboration between subordinates or the tasks.

One of the most prominent results from this research is the fact that leadership outcomes including leader, followers and organizational outcomes are cited less rather than previous parts of the leadership process. We observed that both academics and practitioners do not much interest in measuring outcomes of leadership. This can be interpreted as a gap in the leadership field. It can be suggested to academics and practitioners to explore relational context between leadership process and its results. It may help real business people to build a result-oriented view at performing their leadership. On the other hand, some leadership issues in organizations are mentioned in HBR articles. Some of them are labeling some employees as 'stars' and ruling out the rest, difficulties at managing global, virtual and multidisciplinary teams, balancing control and flexibility, non-clear vision and objectives, making no delegation, underestimating the performance of employees, cultural obstacles for leadership development, inappropriate organizational structure and so on.

Growing complexity of the business environment creates plenty of obstacles for current leadership development programs. It is certain that the existing mindset of such conventional programs is evolving to better address these problems and to better assist on how to develop leaders of the future. A leader's mentality should not be less than equal to understanding the rapidly changing environmental conditions especially with the changes in the workforce, innovation and balancing out the interests of various stakeholders. As stated in the paragraph above, an effective leadership program should address certain issues such as attracting and sustaining a talented workforce, understanding the changes in consumers' behavior, successfully implementing an organizational change that comes with the increase of utilization of matrix structures; creating a shared vision and lastly accepting the change as a positive force.

Traditional leadership programs put more emphasis on the horizontal development that aims to increase skills and competence through 360-degree feedbacks. On the other hand, vertical development refers to the ability of leader development thinking more of an "out of the box" orientation that also includes more systematic, strategic and independent mentality. As more of knowledge-based workforce rapidly increases in today's business world, organizations are evolving to a team-based structure (Dumaine, 1990). The reasoning behind such shift is due to increasing complexity of business environment especially pressures from both top-down and bottom-up. The top-down pressures which are the consequences of hyper-competition and globalization causing organizations to find out better approaches to compete. Such environmental pressures constantly push companies to achieve efficiency and implement cost-cutting strategies to sustain in the competition. Thus, stated situations increase the need for flexibility in the workforce, rapid responsiveness to environmental changes, and shared organizational knowledge that can be obtained through the synergies of a team-based organizational structure. On the contrary, bottom-up pressures can be described as the changing nature of the workforce. Increase in employees' intrinsic motivational needs and shifts in demographics such as more of a diverse workforce lead to an increased need for a team-based structure. And the shift towards more of a matrix type of organizations, traditional models of leadership models and approaches need rethinking.

It is seen that neurological and psychological approaches, emotional trends, light agility of human resources, restructuring the team, talent management, empathy, leadership power, collaboration with followers, coaching, ambidextrous leadership, adapting to digitalization have become important at practicing leadership. These trends show that vertical orientation and development (psychological and consciousness) are getting more important in comparison with horizontal one (education degree, experience, foreign language, etc.). In addition to this, local educational methods and encouraging entrepreneurial orientation are focused in terms of training employees.

As seen from the result of the analysis conducted on real examples and cases from practice and concepts and suggestions in the literature, leadership is becoming more relationship and process-oriented. Also, the analysis supports the claim that leadership is more adaptive to a dynamic environment and focused on the capabilities of each follower. Lastly, we can likely argue that a leader is a process in which adaptability to circumstances arise from volatility facing organizations, teams, and cultural diversity become essential to its success.

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KEY TERMS AND DEFINITIONS

Contingency Theories: Leadership theories describe how aspects of the leadership situation can alter a leader's influence and effectiveness.

Dyadic Relationships: A dichotomy of relationships based on a mutual acceptance that exists between a leader and subordinate.

***Harvard Business Review*:** A general management magazine published by Harvard Business Publishing, a wholly owned subsidiary of Harvard University.

Leadership: Setting a common goal and leading others to attain this goal, possessing competencies to accomplish the pursuit of organizational success.

Leadership Development: Identifying and evaluating the factors that influence the success of a leader along with helping leaders to demonstrate necessary skill-building.

Leadership Quarterly: A social-science journal dedicated to advancing our understanding of leadership as a phenomenon, how to study it, as well as its practical implications.

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* * *

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