Claudio Andrés Rivera

BUILDING A MODEL OF LEADERSHIP DEVELOPMENT FOR TIMES OF CHANGE

Acknowledgments

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Introduction

The author judges that new contribution into leadership issues is needed because the present perception and handling of many current social and economic problems in Latvia and elsewhere demonstrates a lack of leadership development. The current environment marked with globalization and complexity calls for proposals and initiatives in academia and practice in the field of leadership and management education. Leadership skills are crucial for controlling this complexity, and training and education solutions should be oriented towards supporting the development of these skills. This thesis is aimed at studying how this contribution could be made effectively.

The **academic field** of this dissertation is Public Administration and the thesis deals with different disciplines related to HRD (Human Resources Development), such as training, organizational behaviour, anthropology, strategy, and primarily leadership.

Topicality (*aktualitāte*). The thesis's content, surveys and model are addressed to assist academia and leaders from the public and private sectors. However public servants and public administration practitioners and academicians constitute the primary target audience. The reason is that leadership education needs institutional and cultural support on the part of public organizations in order to achieve progress later at a micro level in public offices, schools, universities, companies and families. Consequently public servants should understand leadership essentials if they want to support the improvement of quality in education, the competitiveness of private sector, and the raising of leaders for government, non-profit organisations and corporations. It is a mistake to reduce the role of human resource issues in public administration. "Attracting, keeping, and developing skilled and motivated people at all levels are a core function in the management of public organizations' human resources." (O'Toole, 2009, 500) Unfortunately, not all agree to this statement. For example, graduate programs of Public Administration still offer Human Resources courses as elective and Human Resources research in public settings is scarce (O'Toole). Swanson (2008, 765) even goes further saying that "analyzing and understanding a nation's human resource development-related policies are directly related to the applications of macroeconomics".

The **area of research** (*pētījuma objekts*) is leadership development; the **object of research** (*pētījuma priekšmets*) is building of a model of leadership development. This is the

reason of the title of this dissertation which the author has expressed in keywords: building – model – leadership – development – change. The idea is to understand and present a general framework which could help form the foundation for practitioners and management education agents in their task of designing training initiatives for leadership in times of change.

By using the word *building* the author wants to convey two important ideas:
- the model and ideas included in this work should be used flexibly and should be adapted to each specific situation. In other words, based on the model presented in this thesis, each organization (company, NGO, government, business school, etc.) should *build* its own framework for leadership training;
- furthermore, the author is more interested in presenting the key ideas and concepts behind this framework than the framework itself.

The **objective** *(mērķis)* of the promotion paper is to provide the theoretical foundation on how leadership development works in times of change and crisis. As an essential part of this objective, the author wants to study particularly the relevance of role models and values during times of change for the development and training of leadership skills.

In order to accomplish the objective, the author had to carry out the following **tasks** *(uzdevumi)*:
- to perform a deep theoretical analysis of the field of leadership;
- to analyze various concepts and approaches of moral and crisis leadership;
- to study the impact of role models and system of values on leadership development;
- to undertake a broad empirical research in order to test the theoretical conclusions over the different key topics of the author's research: leadership skills inventory, crisis implications for leadership development, leadership training, role models and values;
- to design a general framework which could help as foundation for practitioners and management education agents in the task of designing training initiatives on leadership for times of change.

- to design recommendations for management practice and management training on leadership development.

Research limitations. The research has been developed on a cross-cultural basis and using multiple sources of data. Both issues are intrinsically demanded by leadership research, but also they imply certain risks at the time of analyzing findings and providing conclusions.

The scientific **novelty** of this research includes the following aspects:
- the paper offers a model of leadership development, which gathers the main findings of the research and could be used in public and private organizations;
- the paper presents a new theoretical analysis on moral and crisis leadership;
- the influence of role model and system of values on leadership development has been studied and substantiated;
- a methodology for researching leadership skills inventory has been developed and tested.

Applicable contribution of this research: Four innovations have been designed within the promotion paper:
- Use of the dissertation's findings for the creation of an EU curriculum for leadership skills. The author is involved in an EU project, namely MODES Project (Modernizing higher education through soft skills accreditation), where he is actively working as a researcher and consultant. The objective of the project is to create a European curriculum for leadership and innovation skills and the author is using his research findings for elaboration of the list of skills, for defining the skills and for consultations among stakeholders (companies, educational institutions and experts).
- Offer of leadership training services for public servants and business executives. The author has created a company, Elevator International, together with other consultants. The company is systematically offering leadership development programs based on the author's research. Among its services, it is worth mentioning the following: the Leadership Executive Development Program, the Latvian Business Leadership Award, Coaching services, and conference Big Business Day.

- Leadership seminars and camps for young people. The author has been using his research findings for organizing several leadership seminars and camps for young people in Latvia, Lithuania, Argentina and Italy.
- Academic programs for Master and Bachelor levels: The author has prepared academic programs, based on his research, in Human Resources Management for the Master in Public Administration and the Bachelor in Tourism at the School of Business Administration Turiba. The programs have been accepted and been run successfully.

Approbation. The results of the research have been introduced to a wide range of persons and institutions:

- within the process of research 5 scientific articles in English have been prepared and published (one more has been submitted for publication);
- research results have been also published in 2 monographs in Spanish, one MBA thesis at the Stockholm School of Economics in Riga and one book in Spanish;
- reports on the main contents of the dissertation have been delivered in 10 international and local conferences;
- in the study process the author has lectured courses in Master and Bachelor programs at School of Business Administration Turiba, delivered conferences to businessmen; supervised bachelor theses at Stockholm School of Economics in Riga; directed leadership educational events with non-profit organizations in Latvia, Argentina, Lithuania and Italy;
- by participating in the MODES project (Modernising higher Education through Soft skills accreditation – Project number – 504647-LLP-1-2009-IT-ERASMUS-ENWS) with universities and consultants from all European Union.

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2. Claudio Rivera. <u>Developmental needs of senior executives in Latvia's private sector: the challenge of becoming leaders</u>. LU 65. konference. February 5th, 2007

3. Claudio Rivera. <u>Developmental needs of senior executives in Latvia's private sector: the challenge of becoming leaders</u>. RSEBAA. 3rd Annual International Student Conference. Latvia. April 27th, 2007

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I The main features of the dissertation

I.a The hypothesis and main considerations about the research process

The hypothesis of the dissertation is that *role models and system of values are two factors which could hinder or encourage significantly the <u>possibilities</u> of leadership development during times of change.*

The author has undertaken an extensive theoretical analysis and he has used qualitative and quantitative methods for testing the hypothesis. The author has used the data from surveys run in Latvia, Europe, El Salvador, Peru and worldwide as it is explained in part III. The author started to work in this research in 1999 when he joined the research team of IAE (Argentinean Business School). He started to analyze then the impact of crisis in companies, organizations and countries. Between 2004 and 2006, the author carried out the first survey in leadership among Latvian managers and undertook a large number of consultations with experts in the field. As a result, he wrote his MBA thesis. At the end of this research, he could define more appropriately the research problem and hypothesis for this dissertation. Between 2006 and 2010, the author carried out an extensive theoretical analysis, attended the Doctoral program at the University of Latvia, run the analysis of data from five surveys using SPSS, studied a case, executed projects in leadership and initiated his tenure as lecturer in the field.

Author outlines below the most important considerations in regards of the research process of this thesis:

1) **<u>Use of quantitative and qualitative methods:</u>** The research has been implemented applying the generally accepted research methods in Human Resources Development including interviews, surveys, content analysis, regressions, cluster analysis and experts' evaluation methods. For the statistical analysis the author has used SPSS programme.

2) **<u>Limitations of the use of empirical data in leadership:</u>** Empirical data is so far extremely limited at the time of studying leadership. "There is no empirical test or validation that can help us answer prescriptive questions or questions that ask, "What should leaders do?"" (Goethals and Sorenson, 2006, 50). Therefore, interviews and reviews of literature are critical part of the methodology.

3) **Interdisciplinary approach:** The research on leadership should be characterized by an interdisciplinary approach. Those of us working on the academic field of leadership are perfectly aware of this challenge. Leadership is above everything an interdisciplinary field. We might hardly develop any coherent discourse on leadership without the support of psychological, sociological and philosophical knowledge. "Methodologically, intensive discussions about *multiple-level approaches* emphasize the need to understand leadership processes at various levels of analysis to discern the complexities with which, and at which, leadership phenomena occur." (Küpers, 2008, 446)

4) **Connection with bottom-line performance:** "Explicitly or implicitly, economics is the primary organizational driver behind HRD." (Allen et al, 2008) The people in the public sector and business care particularly for the financial performance of their organizations and companies. "Probably one of the most discussed topics in HRD research over the past years has been how to prove the impact of HRD on individual and organizational outcomes."" (Swanson, 1997, 36) As a result, the author looked for research that connects this field with corporate financial and operational performance and introduced this relationship in the discussion on the model. And it is proven that investments in HRD pay back high ROI in the short and long term (Allen et al, 2008).

5) **Theoretical background:** In regards of the theoretical background of the dissertation, the author has taken as starting point the work of the Group for General Theory of Leadership from the Jepson School of Leadership Studies at the University of Richmond (Goethals and Sorenson ed., 2006). In this direction, he has based the discussion of his model (part 4) and the theoretical background on the leader-follower relationship.

In Figure 1, we find a scheme of the research process of the author for this dissertation.
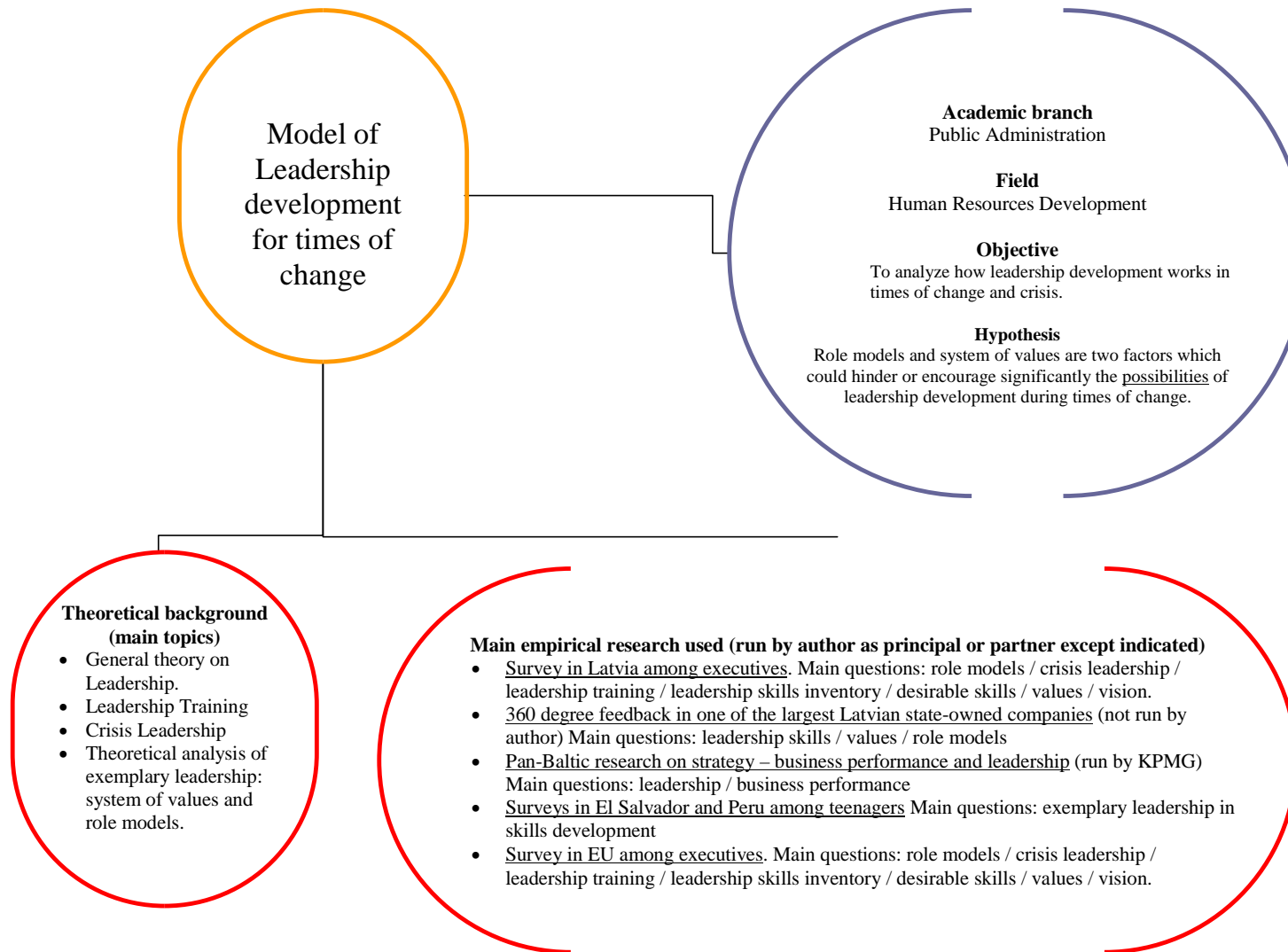
Figure 1. Doctoral dissertation at a glance

Source: Author based on his dissertation – 2010.

I.b Research design

From part 2 on the dissertation is outlined as follows: firstly, in part two author analyzes the theoretical background of this thesis: leadership, crisis leadership, training, values, and role models.

Part 3 gathers all the empirical research of this dissertation including: surveys carried out in Latvia and EU on managers' leadership development, surveys run among youngsters in El Salvador and Peru with findings on the relationship leadership skills – role models and values, the Leader100 training case, and complementary data from other surveys in leadership and training.

Further, in part 4 the author answers the hypothesis and proposes a first sketch of model for the development of leadership talent during times of change. The author bases the building of the model on the empirical and theoretical findings which he has been depicting during the paper. The design of Leader100 training program is going to be used as benchmarking to exemplify the model.

Finally, in conclusions' section the author extracts the main conclusions and proposals for research and practice.

I.c Validity and reliability

Issues of validity and reliability will turn up again and again along this dissertation. Nevertheless, the author wanted to insert the main considerations at the beginning of this paper.

Firstly, any section of this dissertation has been prepared trying to use the best attainable literature on the topic. In this sense the whole dissertation is essentially based or has been contrasted on/with the work of the GTOL group (General Theory of Leadership) from the Jepson School for Leadership Studies devoted to elaborate a general theory of leadership. This group's work has been exposed on the book "*The quest for a general theory of leadership*" (see Goethals and Sorenson ed.). This publication has been quoted and

checked given its relevance, its novelty and the prestige and proficiency of its authors. We could say that this book is the standpoint of this dissertation. It doesn't mean that the author fully agree with the whole conclusions of this publication, however methodologically it is advisable to use a knowledgeable baseline for such an ambitious research.

Of course, the author dealt with so many challenges in this project, which could have compromised the reliability and validity of its results including:

- the topic is very broad and perhaps sometimes ambiguous,

- the topic and the research have been developed on a cross-cultural basis what clearly is an intrinsic demand of leadership, but also might imply certain bias.

- the author used more than one method and one source of data what helps to deliver realistic results. "Multiple methods and multiple data sources are needed to capture this complexity." (Swanson, 1997, 91)

- the author had discussions during many years (at least since 1999) with experts from many countries in the field in order to focus the topic on the most important issues, reducing ambiguity and fostering the consistency of the research.

- the validity of data from surveys has been assured in many ways: essentially with a careful preparation of the surveys as it will be depicted respectively.

Finally, the validity and reliability of author's research is confirmed by the fact that all the parts of this thesis have at least one publication. The author has published in several journals, in research papers or educational materials in one business school of Argentina (IAE) and two in Latvia, and in the most important business portal of Latvia. Besides, the author has participated in many conferences at a local and international level where he has exposed his findings and theses.

II Theoretical background and review of literature

II.a Main theoretical assumptions on leadership

II.a.1 Leadership processes and leadership capital

It is important to make a review of the major issues on leadership and change at the beginning of this thesis. The author follows Kotter (1990), given his relevance on the distinction between management and leadership and the relationship leadership and change.

In the following paragraphs we will examine:

a) What are the characteristic behaviors of managers with leadership attitudes – *leadership processes* (Kotter, 1990) – and what are the skills that make possible these traits – *leadership capital,* (Stout, 2001);

b) What are the sources of these skills – *leadership origins* (Kotter, 1990) – and how management education can influence leadership development;

Leadership processes and leadership capital

"The third enduring problem of the human condition, after survival and sense-making is to manage power – finding a path between the way of the group and the way of the individual that respects the needs of both... The management of power takes place over time; so the time frame for thinking about leadership must be broader than singular or specific moments of leadership." (Goethals et al, 2006, 43)

We should agree that there are leadership processes and there are not standalone leadership acts. What we can do is to decide which kind of processes leadership competence particularly produces. In simple terms, to make a budget requires specific managerial skills, such as financial knowledge and forecast analysis expertise. But to set a long-term picture of the company requires special skills that allow one to visualize the future and synthesize the relevant inputs and constraints. Kotter (1990) identifies three leadership processes: direction setting, people alignment, and motivation.

What are the sources of leadership capital?

If leaders are only born and if managers cannot develop new leadership skills, this thesis and all studies of leadership would be mostly pointless. We should remind that

management is not synonym of leadership (Reņģe, 2007) and actually formal power doesn't imply real power. Kotter (1990) speaks of three sources of leadership that can foster or restrain leadership attitudes: natural origin (heredity and childhood), education and professional life (career experiences), and company culture (corporate culture). The author adds social culture inside corporate culture given that in certain economies, like Latvia for instance, with very few big players the managers could be more influenced by the national business environment rather than by the corporative context.

Kotter (1990) recognizes four characteristics in leaders that come from *heredity* (genes) or early life experiences. These are: "drive/energy" to confront difficulties and changes, "intelligence" to grasp the reality, "mental/emotional" health to stay away from disequilibrium and irregularities, and "integrity" to create the necessary trust to lead projects in the long-term.

Kotter (1990, 126) recognizes that the accumulation of *career experiences* over a decade or two is usually very influential, and distinguishes some that could have important effects in leadership, either triggering or hindering: "challenging assignments early in a career", "visible leadership role models who are very good or very bad", "assignments which broaden", "a long series of narrow and tactical jobs, vertical career movement", "rapid promotions", and "measurement and rewards based on short-term results only".

But people are not alone; they work in organizations that have their own *culture*. "Both strong and weak cultures can influence the amount of effective leadership in an organization" (Kotter, 1990, 127): the relevance of leadership development in the executives work, the encouragement or discouragement of leadership traits, and the level of promotion of informal networking make fluent or rigid the organization processes and innovation.

Main schools in leadership academia

Let's finish this section with an excellent mapping of leadership academia. There have been as many as 65 different schools of leadership. We will insert a matrix which despite succinctly the best known theories of the field. It will further help us to understand the place of this dissertation's model and its potential contribution.

Table 1

Fundamental division of schools of Leadership

School / Element	'Great man' or Trait-based theory	Behavioral Leadership Theory	Contingency Leadership Theory	Cognitive Leadership Theory	Moral Leadership Theory	Strategic/ Transactional Leadership Theory
Key Component	Traits of the individual leader are the determinant of effectiveness	Leadership style is the determinant of effectiveness	Leadership style in a particular situational context is the determinant of effectiveness	Behavior perceived as being due to internal factors of individuals observed	Attention to or elevation of morality as the most desirable goal	Individual decision-making that leads to goal fulfillment
Relative Role of Leaders and Followers	Leader-centered	Leader-centered	Leader-centered	Individual perception of leaders and followers	Leader-follower relationship	Leader-follower relationship
Related Theories and concepts	Heroic leadership	Task – vs. people – oriented leaders	Situational leadership	Culture-based or – sensitive theories	Servant leadership; citizen leadership; transforming leadership	Exchange & transactional theories; formal & game theory; LMX; strategic theory in management; military theories
Theorists	Carlyle	Lewin; Stogdill and Coons; Kahn and Katz; Bales and Slater	Fiedler; Vroom and Yetton	Green and Mitchell; Calder; Ayman and Chemers (cross-cultural theories)	Greenleaf (servant leaders); Burns (transforming leaders)	Frolich, Oppenheimer, and Young; Riker; Burns (transactional leaders); Lake and Powel; Hunt

Source: Mark Walker (Goethals and Sorenson ed., 2006, 56)

The chart splits the different leadership models in six schools: trait-based theory, behavioral leadership theory, contingency leadership theory, cognitive leadership, moral leadership theory and strategic/transactional leadership theory. The comparison of the characteristics of the schools is based on the identification of their key components, the importance of the role of leaders and followers, the background theories and their main thinkers. This model of this dissertation matches particularly with the Moral Leadership Theory's school as is going to be explained in chapter 4.

II.a.2 Main theoretical assumptions on training leadership

In this section we present an outlook of the main theoretical issues on teaching leadership. We should start with a definition of learning: "learning is regarded as a process and is studied from the perspective of learning style, a concept derived from the theory of cognitive style, and deals with the way in which people organize and process information for the purpose of making changes in knowledge and skills." (Salvato et al. ed., 1999, page 48)

In general, there is a positive reception on behalf of organizations towards executive education given that it supports organizational adaptiveness (Grey and Antonacopoulou ed., 2004, introduction) what is of the most relevant issue when change is constant. In the same way that with leadership, as we will explain later, learning needs a deep understanding of what does it mean to be a person (Grey and Antonacopoulou ed., 2004, Introduction), what we call anthropology.

As well as with leadership, academia has started to use an interdisciplinary approach for researching in the field of learning. "Multi-level analysis is essential to future research in this field...individual learning needs to be explored beyond the dominant psychological perspective that seems to underpin issues of motivation" (Grey and Antonacopoulou ed., 2004, page 5) Research and practice on learning should be adjusted to the different types of knowledge managers requires (Grey and Antonacopoulou ed., 2004, page 108).

Interdisciplinary and anthropology are an invitation for the management learning actors to move beyond superficial learning. "The challenge is one of encouraging management learners to move beyond what Marton and Saljo call **surface-level processing**, where there is

focus on 'the sign (i.e. the discourse itself or the recall of it)', to learning that involves deep-level processing where they concentrate on 'what is signified (i.e. what the discourse is about)'" (qtd. by Grey and Antonacopoulou ed., 2004, 252).

Practitioners and academicians are still seeking to find the main and most rewarding way for training leadership. Methods, which use an inside-out approach (Polsfuss and Ardichvili, 2008) are becoming increasingly popular because they help people to understand, to command and to educate their inner drives. In any case, whether in one hand we still need to develop further the training methods, on the other hand little doubts persist on the effectiveness of high quality leadership education. According to the Global Leadership Forecast (Development Dimensions International, Inc. 2008.) as higher the quality of leadership development, organizations' leaders feel more confident on their abilities for the long term success.

How management education can influence leadership development?

The management education institutions could play an extremely important role in the sources of leadership: first of all by promoting a long-term orientation in all the community of business and governmental leaders, helping the people to develop their career paths and themselves in their careers, serving the companies by shaping leadership oriented cultures, and being key partners in the society in their long-term development. These key concepts spring up from the Mission Statement of IESE Business School, one of the best of Europe according to Financial Times: "IESE Business School is committed to the development of leaders who aspire to have a positive, deep and lasting impact on people, firms and society through their professionalism, integrity and spirit of service". (IESE website, 2010).

The business schools should assist in the decision making process giving the people the chance to see where they are, to grasp the context and relate it to the past in order to perceive accurately the future, to develop the managers as people who need coherence between life and career, to be intelligent and prudent change factors in a society too much shaped by business.

Many times "they (business schools) opt for the short-run, profit maximizing, microeconomic bottom line. Bottom lines have nothing to do with problem-finding" (Bennis,

1994, 47). According to Bennis (1994) to enable people to understand the reality, and to lay the groundwork for developing a vision, the business school should educate, which is not the same thing as training. According to Bennis (1994) education promotes: inductive instead of deductive thinking, dynamic instead of static knowledge, ideas instead of facts, process instead of content, strategy instead of tactics, life and long-term instead of job and short term. "Most of the people define learning too narrowly as mere *problem solving*, so they focus on identifying and correcting errors in the external environment. Solving problems is important. But if learning is to persist, managers and employees must also look inward." (Argyris, 1975, 148)

Current challenges on business and leadership education

There are many challenges business and leadership educations are facing right now: Talking about the relationship between individual learning and strategies for learning Megginson (qtd. by Grey and Antonacopoulou ed., 2004) points out to the following issues:

a) the change in career patterns;

b) the shift in responsibility for development;

c) the requirement for self-developers to be self-aware;

d) the place of learning contracts in self-development;

e) the difficulties experienced by some individuals in setting learning contracts.

The first and most important challenge is the characteristics of the environment where managers operate. "Many of the myths, rituals and symbols of the managerial world serve to comfort managers as they face the confusions, moral uncertainties and ontological insecurities of a type of work which is based on the questionable assumption that they can readily shape, influence and, indeed, control the thoughts and activities of other human beings." (Grey and Antonacopoulou ed., 2004, 253)

Change has concrete implications on the everyday life of managers. There are three issues where managers have increasing difficulties as an effect of the complexity of the environment:

a) Determining 'what was going on'

b) To cope with and make sense of 'what was going on'

c) Produce generative learning (better understanding of the issues and problems within the managers' reality) *(cfr.* Grey and Antonacopoulou ed., 2004, page 367).

Based on the analysis of McKenna (Grey and Antonacopoulou ed., 2004), the author prepared a chart with the main description of the problems derived from complexity.

Table 2

Complexity and learning

Complexity's aspects	Problems / objectives	Description
Determining 'what was going on'	Complexity	"The problem with greater complexity in the organizational and business environment, as it is perceived by managers, is that it becomes difficult to 'get things done', or to think that things are 'getting done'." (Grey and Antonacopoulou ed., 2004, page 368)
	Strategy concerns	Managers feel a disconnection between operative, tactical and strategic decisions. In general, in a context of complexity they loose understanding and clarity of the ground.
	Structural and cultural concerns	Matrix-like processes always introduce organizational disruptions.
	People concerns	Managers' concerns are of course related with the above mentioned complexity's features. Relationship empowerment/delegation holds a primordial role.
How to cope and make sense of 'what was going on'	Challenging paradigms and assumptions	Trainers should increasingly avoid off-the-shelf training solutions. Therefore they should allow and encourage what is named as "reflective learning".
	Stretch managers beyond their comfort zone	"There is a need "to move management from their present 'confront zone' and into a 'stretch zone'. Going beyond assumptions and paradigms required stretching." (Grey and Antonacopoulou ed., 2004, page 371)
	Enlightenment not refreshment	Refreshment means 'back to basics'; enlightenment means 'challenging taken-for-granted assumptions. (cfr. Grey and Antonacopoulou ed., 2004, page 372)

Source: author based on McKenna, 2004

Finally, it is true that we could not easily measure the impact of leadership training, and it remains as major concern. This "shortcoming" affects the commercial success and the quality control of leadership initiatives. However, academy and empirical research tells us that "better leadership development should enhance the quality of an organization's leadership, which in turn can lead to other positive outcomes, such as more engaged employees, lower turnover, satisfied customers, and better organizational performance." (Development Dimensions International, Inc., pages 6-7, 2008.)

II.a.3 Leadership and change

In order to develop the essential elements of this dissertation, the main assumption is that *leadership occurs essentially in changing processes*. The author has paid careful attention to the conditions for change defined by Hickman and Couto (Goethals and Sorenson ed., 2006) and the relationship leadership-change as it has also been outlined by these authors.

"We take a different approach to leadership and change in this chapter…But instead of focusing on change as it pertains to leaders, their actions and outcomes, we address change in the context of the interdependence and interaction of many actors, all of whom we may regard as leaders in light of the consequences of their actions. Their actions, if intended to bring or hinder change, we will call *leadership*."(Goethals and Sorenson ed., 2006, 154)

The conditions for change are outlined below with examples from the Latvian economic crisis of 2009 (Rivera, Dienas Bizness, 2009) and Chilean transitional reforms of Pinochet administration (Rivera and DalBianco, 2000).

a) Climate: from passive to threatening;

Climate "encompasses the totality of environmental cues, feelings and experiences of groups in social contexts" (Goethals and Sorenson ed., 2006, 171) In order to turn into a condition for change, certain elements of the climate should offer certain degree of uncertainty and risk.

In the Latvian case, overall the climate might be depicted in that way (not all elements are taking into consideration): from a period of sustainable growth we ended up in very short

time in one of the worst recessions of the history, the most important and powerful political party of the last ten years is scoring a very low acceptance rate, people feel misrepresented by the political class, democratic institutions as the Parliament lack stability and confidence, the monetary policy is seriously questioned by experts and several sectors' representatives.

b) Timing: from premature to opportune;

Timing becomes opportune when many factors rise together and pave the way for major changes.

Even though all those factors of the Latvian climate where present or latent, they became apparent when the global financial crisis worsen during the last year. Although several critical reforms where under discussion, the success of the first years of the decade didn't help for rising the awareness and the motivations of political and business actors.

c) Threshold Points: from lacking to prevalent;

These are those momentums when the individuals or groups perceive a marginal benefit in undertaking changes.

Even though it might be arguable we could mention some of the most important "threshold points", when Latvian citizens understood the overtone of the context: Parex Bank crisis, riots of January 13th, the ultimatum of the President, the interview of Blumberg with the Minister of Finance.

In order to define if actions are leadership actions or not, the rule of the thumb defined by Burns (1978, 251) was: 'the achievement of purpose in the form of real and intended social change'. Back again in the Latvian case, first of all we need a purpose that should be clearly stated and also an outline of the social and institutional changes which are understood as 'signals' of the real achievement of the purpose. For instance, a larger participation of the civil society in political decisions, transparency in governmental decisions, restructuration of the public sector, deregulation, privatization, etc.

"It is conceivable that thresholds are also points where courage transcends fear." (Goethals and Sorenson ed., 2006, 172) It is reasonable to think that triggering facts finally inspire, motivate and ultimately wipe out existent barriers for difficult changes.

Chile (Rivera and DalBianco, 2000) during the dictatorship of Augusto Pinochet is a case of structural, successful and lasting reforms when conditions for change were in place. Discipline, stability, transparency and rational economic reforms provided the framework for further and exemplar development on state policies. Obviously, certain political actions which implied violations of human rights are subject for blaming and make hard a sort of overall positive evaluation of the Pinochet administration.

Further it is important to outline the conclusions of Hickman and Couto on leadership which could be considered as <u>parameters</u> for the drawing of a model of leadership when change is considered as the essential factor of the context where it takes place. These parameters are the following:

- Change;
- Network of change: the leader works in a particular environment with its context and actors;
- Interaction: the outcome of a leader's work depends on his/her interactions;
- System: leaders find limits or triggers in the context where they work.

Change, network, context, interaction, system and co-actors: these are the keywords leaders, academicians and practitioners should take into account at the time of analyzing leadership processes.

II.b Moral leadership

II.b.1 System of values and role models in leadership literature

"The first responsibility of a leader is to define reality. The last is to say thank you. In between, the leader is a servant." (Bennis and Goldsmith, 1997, 106) This expression of Max DePree is excellent to open this part of the dissertation.

Based in a very good review of literature Stout (2001) characterizes as a leader the person who has a "governing *vision*" that should be moved by a passion to make this vision happen, a solid foundation of *values* which are "what a person considers important and what they want out of life", *wisdom*, which is the capacity to manage the knowledge in the correct way and time, *courage*, which "is a product of character that results when challenges are

faced rather than avoided", the necessary *trust* to enforce the authority, and the communication skills termed "*voice*" by Stout "to transmit the force of their ideas to others". Vision, values, wisdom, courage, trust and voice constitute the foundation capital of a leader, and are the backbone of the leadership processes. This foundation capital of the leader supports his real authority, his personal authority, which is going to become the reason why other will respect him (Reņģe, 2007).

A manager with vision and wisdom can establish the long-term direction of a company because he or she can understand the reality and discover the core of the problem. "We need people who know how to find problems, because the ones we face today aren't always clearly defined, and they aren't linear" (Bennis, 1994, 47). A manager with values, courage, trust and voice can build a team and keep it together along the way. For this reason teaching leadership is more about improving the people as such rather than teaching leadership techniques. "In fact, the process of becoming a leader is much the same as the process of becoming an integrated human being. For the leader, as for any integrated person, life itself is the career" (Bennis, 1994, 4).

Kotter says that leadership is a process (1990). Nobody could be a leader for just a while, just in a particular project. If a person is leader, he or she is always a leader because he or she holds the necessary leadership capital. Hence, the key is to develop habits that allow us to keep our minds always long-term oriented and therefore to maintain the support of peers and subordinates working day-to-day. Leader is a person, who has the ability to influence others convincing, not necessarily with formal authority (Reņģe, 2007).

Why values are so important in leadership? There is an initial assumption. Leadership is a process and as such it needs to be turned on and for that people need objectives and mission. Burns says *"what this leadership is mobilized for – its purposes or ends- by moral values"* (Goethals and Sorenson ed., 2006, 239) Author admits that for academy, moral leadership issues are still a novelty. "Recasting the dynamics of leading and following in this way has the potential to energize ideas that are not new but that receive little attention in academic literature, for instance, *leading by example*" (Ashman, 2007, 100). Shaping the system of values of an organization is one of the recognized proper functions of the leader (Reņģe, 2007).

Despite the fact, that moral leadership implies a serious innovation, the consequences of the lack of are visible and apparent in certain key capabilities of managers: self-awareness, balance, transparency and self-control (Mazutis and Slawinski, 2008). A recent study among experts in the field (Polsfuss and Ardichvili, 2008) concluded that the two single key issues for leadership effectiveness are: self realization/self awareness, and psychological understanding of people and of self. It's clear though that the context where managers operate use to constraint the development of value-based leadership styles (Sosik et al., 2009)

"Leadership is part and parcel of the human condition." (Goethals and Sorenson al., 2006, 39) Based on the understanding of this "inside aspect" of leadership and assuming the key place of values and role models in leadership development and particularly during times of change, the author undertook a throughout analysis of the anthropological foundations of leadership and its implications through the deployment of a system of values and the exercising of exemplary leadership.

In the next sections the author will deal with both issues. First author will analyze values as the core of leadership action and its practical implications, and after he will analyze role models or exemplary leadership, which is in plain English *values-in-action*. Before, the author will introduce how moral leadership takes a place in the whole of leadership theory.

II.b.2 Challenges for the development of leadership theory

There is a hopeful and even growing trend in research and practice of conducting research in leadership and other business and economic areas taking into consideration the need of a deeper understanding of human nature, and on producing more integral and contextualized research (e.g. Cheney, 1983; Cummings, 1996; Mintzberg, 1989; Morris, 1997). Specifically in the leadership arena, the concepts of system of values and servanthood have acquired increasing attention, making evident that traditional frameworks focused in psychological and biological theories turn out to become insufficient. Moreover, as perhaps a consequence, the prestige of a large portion of the literature in these fields, and particularly in leadership, is quite low. As the journal Administrative Science Quarterly states, "the dialectic and reversals of emphases in this area very nearly rival the tortuous twists and turns of child-rearing practices" (qtd in. Bennis, 1994, 39).

As part of HRD, traditionally it has been argued that leadership requires the integration of economics, systems and psychological theories (Swanson, 2008). But leadership requires even more than the contributions of these three theories. Since Burns (1978) with his transformational leadership theory, values took a central place in leadership and since Collins (2001), through its remarkable research and model *level 5 leadership*, humility and self-knowledge became the strongholds of executive development. Values and self-knowledge made philosophy play a renewed role in further leadership research. Scholars agree that "Burns's insight from the 1970s was and is still compelling." (Goethals and Sorenson ed., 2006, 96)

Seeking a holistic approach

A question that could arise at this point is why to search for new basis on leadership when so many modern theories fill libraries and workshops. "There are numerous leadership theories; in only the past 50 years, there have been as many as 65 different classifications of leadership dimensions" (Fleishman et al., 1991, quoted by Sydänmaanlakka, 2003, 40)

The answer is quite straightforward. Leadership is a complex issue that requires a holistic analysis and the modern body of publications has faced serious limitations in order to fulfill this need. For example, as Sydänmaanlakka (2003) asserts in his review of literature the *trait approach* does not "delimit a definitive list of leadership traits" (2003, 44), the *style approach* "has failed to find a universal style of leadership that could be effective in almost every situation"(2003, 46), the *contingency theory* "fails to explain fully, why individuals with certain leadership styles are more effective in some situations than in others" (2003, 48) There is a need for unifying approaches which prevail over the fragmented theories we manage today. The main characteristics of these unifying approaches are that they are actionable, integrated and contextualized (Kodish, 2006)

The author quotes a few reasons Sydänmaanlakka (2003, 72) mentions to justify his searching for a new model of leadership:
- "The models we are using now in practice are old and have been developed mainly during the sixties and seventies. Maybe the last true invention was the transformational leadership by Burns (1978);

- Present theories are usually very fragmented; we have to go beyond fragmented theories;

- We should add to our rational thinking also emotional and spiritual components; go beyond rational management."

Burns made a substantial step toward a holistic notion of leadership with his masterpiece *Leadership* (1978) Thirty years after its publication, it is still one of the most widely read books on this area. Burns used psychology as the academic tool for getting into his studies. He said in an interview: "I found psychology had a lot more to say about the universals of leadership" (Sorenson, 2002, 3) A contemporaneous author of Burns complements clearly this idea: "the endless accumulation of empirical data has not produced an integrated understanding of leadership"(James Hunt, quoted by Sorenson, 2002, 4).

The potential role of anthropology

If it is worth the effort of building new models for leadership the next question is whether we could develop them without a solid anthropological and philosophical touch. Philosophy could help us to analyze ourselves and our context (Cunliffe, 2009). Although it is a new trend, academia in public and private management is starting to slot in philosophical issues. One example is the recent stress over the virtue of humility (Collins, 2001; Yanow, 2009; Havard, 2007), which for long has been found mainly in theological and philosophical studies. Cunliffe (2009, 94) expresses in the right way when she says that the basic practical-moral question is not what *to do*, but *what kind of person* to be. Action-oriented leadership without moral analysis dismantles leadership from responsibility and we could hardly guarantee constant leadership behavior without solid moral ground. Quoted by Cunliffe (2009, 96) Ghostal says 'by propagating ideologically inspired amoral theories, business schools have actively freed their students from any sense of moral responsibility'.

We mentioned that vision, values, wisdom, courage, trust and voice constitute the foundation capital of a leader, and are the backbone of the leadership processes. Such key components hardly could be understood and explained without a deep acquaintance with the innermost features of human nature. „In scholarly circles, the term leadership studies have often been used to connote a rather narrow corpus of social science analyses, chiefly from the fields of social psychology and management science. Such studies have contributed mightily

to our understanding of leadership, yet they are limited in scope and purpose… Our view of leadership is that it is a universal component of the human condition." (Wren et al., 2004, Preface)

Many alternatives are possible in order to get this awareness of the human condition. For example Bennis speaks about the necessity of a wide range of experiences to support leadership development and mentions "broad and continuing education, idiosyncratic families, extensive travel and/or exile, a rich private life, and key associations with mentors and groups." (1994, 74) John Henry Newman in his famous *The idea of the University* emphasizes the necessity of diversifying as much as possible the range of knowledge experiences by, for example, encouraging the exchange of ideas between teachers and professors of different areas.

Among these intellectual experiences author wants to address special attention towards the classic western philosophers who first leaped into anthropological matters with a scientific perspective. "The philosophers of the centuries, from Plato and Aristotle to the present day, have left us the equivalent of a huge bank account of wisdom that we can draw on for a wealth of insight applicable to both business and the rest of life. We can invest this intellectual capital in our own careers and experiences and reap tremendous returns of new wisdom as a result." (Tom Morris, 1997, ix)

We need to get into the great philosophers of all times to get answer for such questions. The great Spanish philosopher Leonardo Polo says that „there is a rigorous scientific knowledge about the human being… and this is the one that has been framed by Aristotle as philosophical ethics" (J.A. Perez Lopez, 1991, p. 14) What we need is to develop along with Aristotelian influence what in Nicomachean Ethic is named as philosophical wisdom, "the knowledge of universals and of what follows from them" (Kurdish, 2006, 460) It needs clearly moral and technical knowledge, but it is *context dependent* (Grint, 2007) and shapes the single most important governing attitude: prudence.

Prudence makes leaders "essentially pragmatic in means, if not in ends. Determining precisely what *phronesis* (practical wisdom) consists of might also be represented by these elemental questions:
- Where are we going?
- Is this desirable?

- What should be done?

- Who gains and who loses?" (Grint, 2007, 237)

Are we no getting too far and outside the scope of management science? The well-known IESE professor J.A. Pérez López (1991) would say he certainly has not been the first, and won't be the last, that on time of developing scientific knowledge in the field of management, would be forced to explore more and deeper problems about the human being and her core motivations at the time of acting.

If we don't seek leadership models with solid anthropological foundations likely we will end up dealing only with certain clever, even manipulative techniques and, using the terminology of Argyris (1957), "bureaucratic/pyramidal values" rather than humanistic ones. As Argyris points out, in that way managers keep the "employees immature"(Sydänmaanlakka, 2003, 43) and we will be far of developing those dynamic and flexible organizations we dream with. "To perceive the working of leadership in social causation as motivational and volitional rather than simply as *economic* of *ideological* is to perceive not a lineal sequence of stimulus-response *sets* or *stages* not even a network of sequential and cross-cutting forces, but a rich and pulsating stream of leadership-followership forces flowing through the whole social process" (Sorenson, 2002, 7).

Yes, anthropology matters and particularly in those topics where a restricted perspective of the human nature could lead to serious mistakes: the building of a system of values and self-knowledge. After outlining the different ideas on leadership to which anthropology could lead, the author will explain what both concepts imply and their impact in leadership research and practice.

Different anthropologic conceptions, different leadership ideas

It's clear that different understandings of human nature have determinant implications on leadership theory and practice. Gill Hickman (Goethals and Sorenson ed., 2006, 60) has created a matrix where he specifies the consequences over leadership academia splitting the different groups of scholars upon their understanding of human nature. Below we insert his matrix (see Table 3) exposing only the label of the particular group of scholar, their

understanding of human nature and its implication over two fundamental issues: purpose of leadership and role of ethics.

The idea of a holistic approach for studying leadership even though attractive and safe-looking doesn't lack detractors. On one hand a holistic approach on leadership assumes a specific understanding of human nature which positivism evades. On the other hand a holistic approach on leadership has definitive consequences at the time of studying leadership motivations, which used to be the most important topic in leadership so far.

We find a different scheme for studying leadership and motivations in Rejai and Phillips (1997). They understand that we can study motivation from four points of view: psycho-historical, psychoanalytic, empirical and experimental. In broader terms we could say that a psycho historical approach seeks to study personality issues in the concrete framework of the life of a person, the psychoanalytic approach seeks to understand motivation from the psychology of the individuals, the empirical approach seeks to study motivation from historical facts of the individuals, and experimental gets into the biology of the individuals. We understand that all the above mentioned approaches even though could contribute from their perspectives, they are certainly limited at the time of offering an integrated argumentation on motivation.

The Tao and the law of the gift

In the next sections the author will discuss specifically system of values and self-knowledge. The author chose two concepts, the *Tao* and the *Law of the Gift*, as aggregators of the different ideas, which follows in this text. On one hand it has a practical sense: categorize the information and in that way we make smoother the reading and the further theoretical and experimental research. On the other hand the author chose purposely these concepts for the following reasons:

- Both concepts touch the essential issues concerning values (*Tao*) and self-knowledge *(Law of the Gift)*;
- Both concepts have been created, as they are used in this disertation, by two modern and prestigious writers: Lewis and Karol Wojtila;
- The author hasn't found studies in leadership which have been analysing the life and writings of these great figures;

- In both writers we perceive the essential influence of the great realistic philosophers, those whose tradition is enrooted in Aristotle, Plato and Aquinas, and who have become the pillars over which anthropology writings are influencing leadership academia.

II.b.3 Transcendental verities in order to develop a system of values

Today, "the debate over the essence of leadership is largely a debate over what we think is the morally right way to lead." (Goethals and Sorenson ed., 2006, 236) "Values invigorate leadership by helping to sustain the mobilization of leaders and deepen the empowerment of followers under conditions of competition and conflict." (Goethals and Sorenson ed., 2006, 238) Well we might say that values keep people mobilized in difficult times of crisis and change.

Firstly, we should define which values regulate the relationship leader-follower. In this aspect, there are several schools of thought. Following Price and Hicks (2006, Goethals and Sorenson ed.) we could split them in this way:

Table 3

Leadership / anthropology matrix

	Humanism	Essentialism	Social Constructivism	Environmentalism	Feminism	Pluralism
Human Nature	• Self-determining • Problem-solving • Capable of choice • Rational	• Observable and discernible • Verifiable • Questioning • Analytical	• Meaning-making • Categorizing • Relational-alliance building • Generative reorganizing	• Interde-pendent • Sustainable	• Gendered	• Diverse-multiple
Purpose of Leadership	• Create, change or sustain human course of action • Solve human problems	• Influence human and environmental functioning or actions using factual information	• Legitimate human needs and wants • Create or change common meanings • Imagine and communicate alternative social realities or arrangements • Create, sustain or change constructed realities or arrangements	• Sustain and balance human and environmental needs	• Create human systems of gender equality, freedom and opportunity.	• Expand tolerance of multiple human differences, identities and beliefs among interdependent groups.
Ethics	• Essential	• Differing and nonessential	• Essential	• Essential	• Essential	• Differing

Source: Gill Hickman – adapted by the author (Goethals and Sorenson ed., 2006, 60).

a) Trait and situational approach;

Here we have to mention both Aristotle and Plato. According to Aristotle justice should be equality for equals and inequality for unequals. It means that leaders and followers should be treated differently in terms of rights and duties. Plato justifies the inequality in positions between followers and leaders based on traits and education.

Plato makes an excellent point which is key for our research and for the development of servant-leadership theory. Whether on one side leaders and followers have different roles – the first ones could work in philosophy and could govern the city, meanwhile the later should just leave philosophy and follow the leaders – on the other side there should not be, according to Plato, injustice in wealth. In its sense Plato advocates for a limitation in the side of leaders (guardians) for acquiring private property. Otherwise they would have not set their eyes on developing the whole city instead.

The situational approach was introduced by Machiavelli indicating in The Prince that leaders need to be prepared for changing themselves when the context demands it and he understands "that we will be hard pressed to find particular differences between leaders and followers that justify the inequalities of leadership in all situations." (Goethals and Sorenson ed., 127) Here we have a difference with Plato where the unequal treatment between leaders and followers is not situational dependant, rather it is trait dependant.

b) Transactional and Transformational approaches;

Based on social contract theory, these approaches justify inequalities based on the transactions that have been consent by the parties. Here, philosophers as Thomas Hobbes, Locke and Rousseau are important to understand the background of this argumentation. In general, for these theorists "the justified inequalities can be quite severe." (Goethals and Sorenson ed., 129) Of course, those social contract theorists do not justify everything for the sake of a consensual agreement. Hobbes, for example, says that men should protect themselves, and non authority could overreach this right that is given by nature.

c) Utilitarian and Kantian approaches;

Liberal moral theories, and among them the most relevant utilitarian and Kantianism, put a shadow of doubt over the necessary prioritization of the common interest over the interest of the individuals. This prioritization is fundamental in leadership and it is what ultimately defines servant leadership. Instead liberal moral theories with their implication in the selfish seeking of individual maximization of benefits became the most expanded contemporary background of business. A very important contribution comes from Kant who indicates that we have to treat everyone 'never simply as a means, but always at the same time as an end' (Kant 1956 [1785], p. 96).

d) Contemporaries approaches;

John Rawls in his book *A Theory of Justice* argues that justice must be distributed between institutions rather than individuals. Given the current complexities of modern times with globalization and high-tech progress the implications of actions acquire more expanded moral consequences. In this context, it is rather valuable to stress the need to concentrate efforts in building a just social structure following the line of Rawls and also of other moral authorities, the Social Doctrine of the Catholic Church for instance. Rawls justifies in this sense, and the Social Doctrine of the Church also, the necessary inequalities among the individuals as far as it maintain a fair structure giving equal opportunities to everybody.

The Tao: enduring standards

The author borrows the concept of Tao from Lewis. Lewis on one of the greatest pieces of literature, "The abolition of man", speaking about the existence and value of objective truth he incorporates the concept of *Tao*. He means with *Tao* "the doctrine of objective value, the belief that certain attitudes are really true, and others really false, to the kind of thing the universe is and the kind of things we are." And concludes "if the *Tao* falls, all his own conceptions of value fall with it. Not one of them can claim any authority other than that of the *Tao*". In order to accept the concept of Tao we should agree that values are as Russell (2006) defines them "enduring standards". Tao is what Covey calls "inviolate principles natural laws in the

human dimension" (1990, 18). The elements of the Tao, values, don't pass by neither with time nor with technology or other factors for change.

What are these values which composed the Tao? What is the role they played in leadership and organizations? According to Edgeman (1999, 95) "core values are rivets in human history, having played pre-eminently in the rise and fall of corporations, economies and nations." The values culture of an organization can affect the amount of risk that decision makers are willing to undertake (Deal and Kennedy, 1982). March (1994) indicated that decision making which includes several people involves increased complexity. In these situations, he stipulated that "beliefs are important" and "trust and loyalty are both valued and scarce". Sosik et al (2009, 397) say that "*values* are concepts or beliefs about desirable end states or behaviors that transcend specific situations, guide selection or evaluation of behavior and events, and are ordered by relative importance or intensity".

The role of values in leadership

In order to understand the relevance of values in leadership, I consider that a first step should be to positioning the viewpoint of the study of leadership more in the relationship between leader and follower than in focusing on leader's conditions, as an important portion of literature does. In that sense leadership becomes a mutual influential relationship (Cardona, 2000) with different grades of value added. Cardona (2000) asserts that the higher or lesser value of this relationship will greatly depend on the behavioral patterns and values of the leader. Several other writers have stated that personal values have very significant effects in leader-follower relationships (Havard, 2007; Van der Wal, 2008; Burns, 1978; Deal and Kenedy, 1982).

How do values affect the relationship between leader and follower? Quoted by Russel, England and Lee (1974) identified seven ways in which values affect leaders' attitudes:

1. Values affect leaders' perceptions of situations.
2. Leaders' values affect the solutions they generate regarding problems.
3. Values play a role in interpersonal relationships.
4. Values influence perceptions of individual and organizational successes.

5. Values provide a basis for differentiating between ethical and unethical behavior.
6. Values affect the extent to which leaders accept or reject organizational pressures and goals.
7. Personal values may also affect managerial performance.

Ford et al. (2008) point out to the relevance of using a value-based approach on leading change for guaranteeing its success. Using the case of a hotel in Disney World, they explain how the leaders of the change process succeeded in this way:

- providing excess of information to the people involved in the change process;
- dealing with respect and dignity with the employees;
- accompanying closely the changing process directly from management, avoiding in this way major problem consequences of lack of prevention.

The author would even emphasize with Huey (1994) that as with the lost of relevance of formal authority in modern organizations leaders must derive their influence from values. In addition, the failure to establish new levels of trust can impede the success of organizational changes (Heckscher et al., 1994). Empowerment of organizational members also grows out of a trusting environment. It reflects the leadership values of equality and love (Russell, 2000) Values are expressed in concrete actions and decision-making style (Van der Wal, 2008).

Edgeman (1999) making reference to a recent survey between European CEOs and key personnel says that the executives identified as principles for excellence in business and performance *continuous improvement*, *commitment to creativity*, *customer focus*, *continuous learning*, *focus on facts* and *empowerment*. A reflexive reading of these principles could give margin to argue that behind the exercising of these key principles we need the sustained development of a strong set of values. As Edgeman (1999) states the principles *continuous learning* and *focus on facts* are congruent with "relentless pursuit and love of the truth".

Van der Wal (2008) in a survey run among private and public managers in Netherlands found out consistency in the value pattern for the public and private

sectors. Specifically the most important values in the state have been: incorruptibility, accountability, honesty, lawfulness, reliability, effectiveness, expertise, and transparency.

Whether it's true that the central place of values in leadership is not a XX century discovering, we should recognize in Burns the moment when ethics recover its position throughout his *transformational leadership theory* (Sydänmaanlakka, 2003, 66) "For transformational leadership to be "authentic", it must incorporate a central core of moral values" (Bass and Steidlmeier, 1999, p. 210). It is too important the concept of value in transformational leadership that certain authors are starting to distinguish between authentic transformational leaders and *pseudo-transformational leaders* based on their ethical background (Cardona, 2000)

Only right values matter

All said above gives us a few more insights on why values have taken over an important role in academia, particularly in Leadership (Russell, 2001, 1) The next question is how do we define values?, or even more important how do we define good values? If values influence the relationship between a leader and his follower (Mazutis and Slawinski, 2008; Russell, 2006; Burns, 1978; De Pree, 1992), if values add or reduce the "added value" of this interaction, then it is extremely important to define value-added-creator values, which are those that are positive *always* for both: leader and follower.

Russell (2001, 1) defines values as "core beliefs – the underlying thoughts that stimulate human behavior" and quoting Rokeach says that values "are enduring standards that collectively form the value systems of our lives". Values are never absent from organizations and people, however organizational values may be good or bad. As a consequence leadership academia should stress its effort in discovering those factors that promote good values and those that restrain them.

However, are there values which positively always affect any party in a relationship? For instance, could we find or seek different set of values in the private and public sectors? This is a fundamental enquiry for this dissertation given that

moral leadership has been mostly studied in private settings. Van der Wal (2008) makes reference to a survey run in 1998 at the conference of the International Institute for Public Ethics. 85% of the participants shared the opinion that "private sector ethics and public sector ethics share basic values and norms (and thus are very much alike)" (Van der Wal, 2008, 265). Further Van der Wal (2008) states that any attribution of specific values to the public sector doesn't have theoretical and empirical evidence.

Covey (1990) called for principle-centered leadership. He argued that effective leadership is "predicated upon certain inviolate principles – natural laws in the human dimension" (Covey, 1990, 18). The goal, in his opinion, is to align internalized values with correct transcendent principles.

And then transcendent-absolute principles or verities start playing a key role. These verities we could agree are far for being popular in modern relativist times „It is difficult to propose specific values without analyzing the dilemma between natural law and cultural relativism" (Cardona, 2000, 201) Values based on those principles compose what we call the *Tao* of any person and any organization, and eventually could lead towards organization effectiveness and, using old philosophic terminology, personal fulfilment.

The fundamental motivation for leadership should be a desire to serve (Harvard, 2007; Rivera, 2009; Covey, 1990; De Pree 1997; Greenleaf, 1977). However, how many managers become leaders because they *really* want to serve? Russell says that the personal values of servant leaders distinguish them from other leader types." (Russell, 2001, 76)

Values determine the quality of the leaders, transcendental verities determine the quality of values.

II.b.4 How to make effective a system of values: self-knowledge

"After survival, the second problem of the human condition is to make sense of the world." (Goethals and Sorenson ed., 2006, 42) To make sense of the world means to make sense of ourselves and of the people and things which surround us. Self-knowledge is the first step in leading. Cunliffe (2009) explains this consideration from Sartre's existentialism perspective. Existentialism position is first "to make every man aware of what he is and to make the full responsibility of his existence rest on him" (2009, 89), then he would eventually become responsible for others. This line of thought stresses the relevance of ethics in leadership and induces to think on the limitation of "heroic, transactional and transformational versions of leadership" (Cunliffe, 2009, 91).

Values as an issue in leadership and management does not make sense if firstly we don't understand that we don't always behave in the way we think it is correct, in the way of our values. According to research conducted by the University of Virginia (Bennis, 1994, 56) the motivations of managers at time of getting involved in education are, first, a need to learn new things and, second, "a sense of role", the need to reduce the perceived difference between what they are and what they should be. The first reason is more related to managerial skills, the second to leadership skills. Business education should help people understand the difference between what Argirys named "theory-in-use" and "espoused theory" (Mazutis and Slawinski, 2008), it means what the people say the rules of their actions are and what the real rules behind their behavior in fact are. Leadership and management academia has a mission of getting to reduce the gap between values and deeds.

Discover the real motivations, the real values, behind our behavior are the core of what is called self-knowledge. As Chester Barnard says, quoted by J.A. Pérez López, we always have implicitly our own fundamental questions and answers and they spring up in our acting. Our action is heavily bound to our deepest thoughts. Peter Drucker would say "I no longer teach the management of people at work, which was one of my important courses, because I no longer think that learning how to manage other people, especially subordinates, is the most important thing for

executives to learn. I am teaching, above all, **how to manage oneself**" (Ribera, 2005, 1).

Collins (2001) points out as one of the main and unexpected findings of his research that *humility* is one of the most important characteristics of the executives of all those corporations which became great. Humility is at the end adequate perception of reality. And *our-selves* is the first reality to adequately be perceived and defined.

And this definition of our-selves should start with a first fundamental truth: we always act according to our will and our purpose: we always do such things that we want. Following Karol Wojtyla (1979) thoughts we say that we need to identify what is proper of human action, of *actus humanus*, and he said it is "purpose and deliberateness", and it "is the decisive factor in the inherent essence of action as well as for its separateness from the acting of any other subject that is not a person". Our companies are after all "a community of persons with all that entails." (Ribera, 2005, 5)

Deliberateness

Karol Wojtila (1979) says that we need to acknowledge the philosophical content of "human act" and "voluntary act" in order to grasp the essential issues of human behaviour. "It is only man's deliberate acting that we call an "act" or "action" (Karol Wojtyla, 25). Discussing motivation we can reduce human motivation to mechanics and psycho sociological aspects reflecting an incomplete conception of man, a man whose deeds would be all the time predictable and the task of the researcher will be no more than distinguishing the cause-effect relationships in human behavior. However, if we get into the classic philosophical tradition, where Aristotle and Tomas de Aquinas have substantially contributed, we will discover a non rational and non biological component in human action, specifically called the *faculty of will*. It clearly means in simple terms that a person could do issues that from a positivist perspective could be considered irrational.

For this reason learning and teaching leadership is more about improving the people as such rather than teaching leadership techniques. "In fact, the process of

becoming a leader is much the same as the process of becoming an integrated human being. For the leader, as for any integrated person, life itself is the career" (Bennis, 1994, 4).

Improving our-selves as people means after all be better in our acting but if we understand, as it said before, that our acting is conditioned by our will, we need to shape correctly the drivers of this faculty upgrading our interior world, it means our thoughts, our motivations, and our desires.

There are authors that state that "managers aren't always true to themselves. Sometimes, in a vain attempt to live up to organizational norms and expectations, their behaviours go against the grain of their own values." (Ruderman and Rogolsky, 2001, 1) The author thinks that at the end this "compromising" of values display the order, the scale, of their values. But it does not contradict the notion that we always act according to our beliefs, whichever they are and in which order they are allocated. Actually Ruderman (2001) says, based on a research among high-achieving women, that one of the characteristics of authenticity between life and values is the recognition of the need of choosing and taking trade-offs in career and life. If there is order, at the end higher-ranked values will determine our acting.

Purpose

Purpose is the reason, the objective, and the aim of our behaviour. Certainly we could choose our purpose, but the essential question is if there is not one purpose that is adjusted to any person for the reason of being a person. Here there is an essential question connected with self-knowledge: what is the purpose that best fits to anyone of us?

Servant leadership theories might have the key answer: serve others. "The very concept of servant leadership is based on the values of humility and respect for others." (Russell, 2000, 81) And this is what Karol Wojtyla (1979) conceived as the *law of the gift*: there is inside any person a capability and a need of giving himself to others, and therefore individualism is limited as a pattern of behaviour.

There is a strong connection between the "science of the self" and the *law of the gift*. A wrong image of ourselves, which usually tends to be inflated cannot agree over time with reality (Kodish, 2006) and inevitably put distance with others preventing us for needing our workmates or being available for them.

Managers pass by. In any moment, in any point of time, they leave their positions and companies. If a manager keeps that on mind then a sense of responsibility could help to take decisions which serve rather than decisions that only serve to themselves. Collins (2001) says that overwhelmed leaders have the I-don't-care-what-happens-after-me attitude. On the contrary those who lead their mandates on a more responsible way, they take care of the future and at the same time they don't go up to fast, they become great in "a consistent and gradual move rather than a quantum leap" (Kodish, 2006, 454).

This individualism and concentration on our-selves, and therefore systematic negation of the *law of the gift*, has triggered what is called the "Me Generation" with its more important feature: narcissism. "The narcissist is an idolater, though not of himself, but of the idealized, untarnished image he has of himself. He has abundant self-esteem and remarkable self-confidence, but very little self-knowledge... He has an unrealistic opinion of his own importance and personal abilities, and is unaware of his own limitations and weaknesses." (Ribera, 2005, 3)

The Me Generation lives out of an utopist vision of the individual. Executives use to have in their mind a sort of ideal *Me*, and they start from there to trace their career and working plans. Humility, instead, make us to start from our real selves and for "what would be good in the situation" (Grint, 2007, 241). The same happens in whole companies, organizations and even states. Humility is perhaps the most important input for the development of wisdom and its virtue prudence, because as Gadamer says "there are no rules governing the reasonable use of rules" (Grint, 2007, 242) and it could not be taught, it rather must be learnt with experience and real perception of our weaknesses and strengths.

Summarizing, if we want to make effective a system of values in our organizations and teams we certainly need to take into account:

a) Organizations or teams are after all community of persons, it means that the employees work voluntarily, deliberately based on their personal values and beliefs;

b) There is a purpose that is common to any person, to any employee: to serve and respect others. Real self-knowledge brings any person to fully understand this inner law.

Next in section II.b.5, the author will finish the whole part referred to moral leadership developing the concept of role models, which is the way how system of values and self-knowledge work in practice. The section will start with the consequences of moral leadership on charisma, which is one of topic academicians and practitioners discuss the most in the relationship leaders-followers.

II.b.5 Role models and system of values: tutor and baselines in leadership development

The charisma delusion

If there is an issue where the fundamental role of values in leadership appears in full display is on the difference between being a charismatic leader and a transformational leader. Both are able to motivate but only the later is able to do it constantly on the long run, and the reason is that a transformational leader operates based on the followers' worth and not merely based on skilful techniques.

If we have to fully understand that self-interest is extremely limited for leadership effectiveness, we further have to grasp how extent charisma is the key concept for followers' motivation. Charisma has been firstly introduced by Weber (1947) and "involves the collective perception of followers that an individual possesses certain extraordinary characteristics that make her or him worthy of leadership" (Goethals and Sorenson ed., 2006, 116). Scholars used to emphasize the

extraordinary personal traits of leaders both in their speech abilities, their skills to inspire and to committing people with their visions.

There is a fundamental difference between leadership fundamentally based on charisma and leadership fundamentally based on values and self-knowledge (namely transformational leadership). The first moves inside the scheme of social exchange relationship, meanwhile the later according to Burns "goes beyond the straight-forward social exchange relationship offered by transactional leadership, to provide deeper levels of connection and higher levels of commitment, performance, and morality on the part of both follower and leader." (Goethals and Sorenson ed., 2006, 117) Not everyone agree on this essential difference.

We said that the concept of charisma was introduced by Weber. He said: "The term 'charisma' will be applied to a certain quality of an individual personality by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities. These are such as are not accessible to ordinary persons, but are regarded as of divine origin or as exemplary, and on the basis of them the individual concerned is treated as a leader." (Weber, 1964, 358-359)

In a study on wealth distribution in Latin America (Rivera, 1999) the author has shown the limitations of charismatic leadership without sounded values for the solution of the most important social and economic issues. The author in the before mentioned study, which is inserted in full length in appendixes, concludes that inequality in the decision making process has certainly harmed the ability of the most affected to improve their social and wealth position. Finally the author called to a deeper understanding of the human dignity and therefore human condition for the leading and setting of right policies targeting poverty and development.

Charisma is underlined in a context of strong bureaucracy and hierarchical organizational structures. Besides it is an intuitive concept, which hardly could pass empirical and scientific analysis (Rejar and Phillips, 1997). Besides, an overstress in charisma and "great men" abilities could undermine dialogue between leaders and followers, which is essential in transformational leadership. "Genuine dialogue...

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where each of the participants really has in mind the other or others in their present and particular being and turns to them with the intention of establishing a living mutual relation between himself and them. (Buber, quoted by Ashman and Lawler, 2008, 262) Without real dialogue there is no way of learning, developing teamwork, exchanging ideas, and committing (Mazutis and Slawinski, 2008).

Distancing leadership from the focus in charisma shifts the attention away from "managerialist" leadership towards "the notion of leadership as moral responsibility and ethical choices" (Cunliffe, 2009, 91) The managerialist – charismatic embedded – version of leadership might be one of the reasons why despite all the investment in leadership development – estimated at £120 million in 2005 in the UK alone (Benchmark Research, 2006), and between US$15 and US$50 billion for the world (Arts Council England, 2006; Rockwood, 2006) – and all the information available on leadership, we still seem to be unable to translate ideas about leadership and leadership development into best-practice on the ground (Hirsh et al., 2004, qtd in Grint, Keith, 2007, 232).

"In its constituent parts leadership includes three basic social organizing patterns – kinship, reciprocity, and command."(Goethals and Sorenson ed., 2006, 39)... leadership is above all a social relation of dominance and consent." (Goethals and Sorenson ed., 2006, 40) To understand how this relation of dominance and consent works and ought to work is fundamental for leadership development.

When Kotter (1990, 126) describes the key factors which exercise an impact in the development of leadership skills, he mentions "visible leadership role models who are very good or very bad". We are facing here a reborn of the relevance of one of the principles of traditional wisdom for education: "do as I say and not as I do". There is an increasing body of literature dealing with the place that role models play on leadership development. It's what turned out to be called "exemplary leadership".

Main theoretical assumptions on exemplary leadership

Leaders as such according to Messick (2005) "satisfy a number of needs for followers, including vision and direction, protection and security, inclusion and belongingness, and followers give leaders commitment, focus, gratitude, loyalty and cooperation, among other things" (Goethals and Sorenson ed., 2006, 113) This is the social exchange perspective. Here we have an important discussion concerning the relationship social exchange perspective / non self-interest perspectives (namely transformational/servant-leadership). The idea underlying the self-interest perspectives is the Freudian conception that "all prestige, however, is dependent on success, and is lost in the event of failure" (Freud, 1921, 81).

According to Tyler and Lynd "leaders and authorities who make decisions fairly gain more voluntary compliance than leaders who simply distribute rewards fairly... If people are given a chance to make their case, if they are treated with dignity and respect, and if the leader is honest and unbiased in making decisions, followers will feel that they have been treated fairly, that they have had procedural justice." (Goethals and Sorenson ed., 2006, 115)

In order to study role models we have to go to transformational theories given that instrumental concerns and transactions are limited for explaining full loyalty in followership (charisma delusion). In his model of transformational leadership, Bass has identified the component called *individualized consideration* which "relates to the leader's ability to develop a strong relationship with each follower – one that goes beyond the mere exchange relationship and is characterized by the leader's genuine concern for the follower's individual needs, perspective and personal development." (Goethals and Sorenson ed., 2006, 117) This is a key factor for turning followers into leaders. If leaders are effective role models, they could lead their trustees on becoming leaders. "Given a manager's sphere of influence and potential as a role model for subordinates, managers who display altruistic leadership behavior may encourage such behavior among subordinates and build prosocial cultures of helping and citizenship." (Sosik et al., 2009, 402)

Inside the vast field of Leadership the concept of *role models* engages or touches different existent notions/models of leadership. Among them we mention management of meaning (Cardona, 2003), creation and implementation of a vision ("visionary leadership"), methods of transforming followers´ values (Bass 1985).

Leadership is not a one way proceeding. It works through communication of two parties and it contains affective and message components. The quality of this communication has effect on followers' performance (Madlock, 2008).

In order to study the phenomenon of *role models*, author decided to split the theoretical background on our three main assumptions:

1) *Role model* is an experience which requires an interdisciplinary approach for research and practise;

2) *Role models* has different outcomes in different contexts, it means that is a context-based phenomenon;

3) *Leaders* should be *role models* as such and in that way they become *effective leaders*.

1) Role models as an interdisciplinary phenomenon;

Role models are after all *personal relationships* and as such demand an interdisciplinary approach and this notion is the fundamental keystone of this paper.

Practitioners should also keep this idea in mind if they want to implement effectively coaching and mentoring. This coaching is an ongoing process, which could not just be reduced to formal performance-management sessions. Coachers keenly observe their people, learn what turns them on and turns them off, look for their natural strengths and weaknesses, work on the former so that strengths lead to excellence and on weaknesses so that they become adequate, and encourage them to strive for becoming better.

But it can seldom be forced on either the giver or the receiver. Coaching requires the establishment of a trusting relationship -- the coach will be seen as someone genuinely wanting to help the less experienced person while he or she, in turn, will be genuinely seeking advice and assistance.

Keith Grint (2007) calls coaching daily leadership: daily leadership is all about directing and supporting the subordinates, giving feedback, motivating, delegating and doing things together. Good daily leadership means that the superior knows his/her subordinates and knows how to lead them individually and fairly.

(They can learn) by giving opportunities for leaders to lead in real situations that require decisions where uncertainty, anxiety and risk generate the opportunity to learn wisdom through *phronesis* – including the opportunity to fail. (Grint, 2007, 243)

2) Role models as a context-based phenomenon;

Role models are likely to have different impact in different circumstances or context. By context we include ideas, beliefs, current conditions, systems and values. The complexity and ambiguity of role models make us understand that any analysis should be from scratch a context-based one. There is a model called the "specificity model" (Cutrona, 1990; Jacobson, 1986) that makes a point based on this criteria, indicating that any support from personal relationships should be adjusted to the specific context of the transition. As a natural consequence any sort of support action will have different outcomes in different contexts.

The lack of role models can make it difficult to learn, since it is not possible to start where others have left off. The current phenomenon of frequent crisis prevents people from thinking about the long-term and discourages consideration of leadership issues. In this context everyone need clear indications in order to keep the correct track on the long-term. Role models look to be one of the key factors to match this need. The single most important component of crisis or transition is that there are factors which behave differently from everyday context.

All the above makes us think on the complexity which analysing change/transition implies for researchers. It is a multidimensional phenomenon with institutional, social and personal elements at stake. It is obvious that a crisis or a transition creates disorder, disequilibrium. In this context the social network of an individual works as a safeguard and shock absorber.

3) Leaders should be role models;

The question is not only whether leaders need the presence of good role models in their lives and careers, it is also whether a leader could be considered such without being a good role model himself.

Jeffrey Gandz (Ivey Business Journal May/June 2006) has a point when he makes a distinction between *leader-breeder* and *leader blocker*. According to Gandz, *leader-breeders* build their teams with high potentials, exercise coaching, feedback *candidly* on performance, bring people to stretch situations, reward success, and draw learning points from failure. On its side, *leader-blockers* behave exactly on the opposite being less demanding as well as not displaying more understanding toward failure.

If we look backwards to our career we could easily identify among our former or current colleagues team leaders who could fall in any of these categories. The difference between both is not just a question of training or proficiency, it's much more, and it's a question of attitudes towards others' well-being. It's not surprising that we start finding in leadership literature the word "wisdom". Wisdom becomes the main tool on the leader's hands. Wisdom is the practical knowledge that allows exercising prudence. Prudence is the virtue that allows taking the right decision on the right context. Good role models are not more than prudent leaders, in other words, wise leaders. And how could we develop wise leaders: it takes "experience and reflection" (Grint, 2007, 243).

A remark is important at this point. Not any organization's leader constitutes an individual's role model. Closeness in the relationship is relevant to influence on others' attitudes, "the role models people look to tend to be among those with whom they have close working relationships" (Walker, Pitts, Hennig, & Matsuba, 1995, qtd. by Treviño et al., 2006, 967).

In order to become role models, leaders should display a portfolio of competences which includes technical and ethical abilities. In their framework for leadership development the Army of the US of America defined the leadership competences building "a framework that reminds leaders how to influence people to

get things done". The author would even say that is a framework which influences people to become leaders.

The eight outlined competences are the following:

- Exemplifying sound values and behaviours;
- Vitalizing a positive climate;
- Ensuring a shared understanding;
- Reinforcing growth in others;
- Arming self to lead;
- Guiding successful outcomes;
- Extending influence.

Let's make this argumentation simple using the Figure 2 where we could see the relationship of leadership qualities and competences with the traditional Army training, action and expected results. This figure states that the *results* of each individual, and therefore of the force, will depend on the performance of *actions*, whose level will depend on the development of *competences* built upon *leader qualities* (moral, social, mental, ethical, physical, emotional, intellectual) and *army values* (loyalty, duty, respect, selfless, service, honor, integrity, personal courage).

Figure 2. Leadership model at the US Army

Source: Technical report no. 1148, 2004.

Special mention should be making on the ethical influence of other people on individual's ethical behaviour. According to Zey-Ferrell & Ferrel it depends on the frequency and intensity of interaction (Treviño et al., 2006, 966) Brown even allocates the concept of role on those who exercise *ethical leadership*, described as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making" (Brown et al., 2005: 120, qtd. by Treviño et al.)

Bass and Avolio (Bass, 1985, 1998; Bass and Avolio, 1994) had developed a model where transformational leaders account with two important components for the discourse of this part: *idealized influence* and *inspirational motivation*. "Idealized influence relates to the leader's ability to 'walk the talk' – to be a role model for followers and to truly lead the way…Inspirational Motivation is the leader's ability to create and articulate the vision in a way that inspires followers and builds their loyalty and commitment." (Goethals and Sorenson ed., 2006, 117)

Leaders should be role models if they want to effectively perform. Research has already proved the relationship between authenticity and performance (Mazutis and Slawinski, 2008). Unfortunately, organizations and individuals still are trapped in the Argyris' Model I behavior characterized by defensiveness, conflict-avoidance and self protection (Mazutis and Slawinski, 2008). Consequently, if failure is not accepted, organizations and individuals hardly could learn and lead.

II.b.6 The agenda for researching and implementing moral leadership

In this section the author concludes the part concerned with moral leadership where values, self-knowledge and exemplary leadership have been analyzed. Which would be the necessary next steps in research concerning this subject? How these concepts could crystallize in concrete training initiatives?

Leadership academia has the challenge of producing as Kodish (2006) states "research intended to be actionable, integrated and contextualized". How could we

reach this ideal of leadership research and academia? Anthropology seems to be able to deliver clues on that sense especially through further exploration of values and self-knowledge. However in this sense there is a barrier, or rather, a challenge scholars should face and is the fact that "rarely is anthropological questioning comfortable" (Jones, 2006, 496).

This has been the focus of this part. Using selected review of literature the author explained the main reasons behind the need of using anthropology for leadership academia even though it is neither an easy task nor a popular one. "Anthropologists have the ability to see what's always been there, but has gone unnoticed – what others have failed to see or comprehend because they stopped looking too soon' (Kelley, 2005, 18).

The author inserts three suggestions for training and research:

- *Business schools and other institutions connected with leadership training should start analysing how extent anthropology constitutes an essential part of their agenda.*

Prof. Ribera from IESE wrote: "In that respect, business schools would do well to pay more attention to anthropology and make it a part of their curriculum. That would be entirely consistent with the vision of those schools that seek to differentiate themselves through their conception of the company as a community of persons, with all that entails" (Ribera, 2005, 5).

Anthropology could play a key role in the development of *practical wisdom*, a keystone in decision making process that neither management theory nor management practise could substitute.

- *Self-knowledge should become a core factor in executive training.*

Just for instance at its website one of the leading Leadership training academy, Center of Creative Leadership, stated: 'We believe that self-knowledge is the single

most important factor in the practise of leadership. Becoming more acutely aware of one's strengths and weaknesses is a type of 'unfreezing' which leads to setting goals and taking action to improve...' (CCL website, 2009[1]) Jones says that on a study of 132 participants at a program run by the Center of Creative Leadership in Brussels in 2002, 75 per cent said that they learned more about themselves than anything else and only 1 per cent said that they learned how to better influence others (Ascalon et al., 2004:4).

Further there is a need of advising executives how to deal with the image they create of themselves and their companies and organizations, which usually becomes far from reality. Among the main reasons (Kordish, 2006) we could find the unfortunately generalized narcissist behaviour characterized by the attachment to our ego, the obsession toward image building and the "metaphor-based leadership" which has been too fashionable in business press and education.

- *Research on leadership should try to get quantitative measures which could help to understand and implement more straightforward research in corporate environments.*

As Edgeman (1999, 98) says "progress toward systemic leadership and, by implication, BPE (business and performance excellence) can be made through appeal to the familiar adage that *what gets measured is what gets done*."

II.c Crisis as ground for leadership development

Crisis is not any more an occasional phenomenon. For instance, currently we are undergoing one of the largest financial crises of the history that is bringing back our economy probably to the worst recession since WWII. And certainly this crisis has been preceded by many others since 70s which are becoming increasingly more complex and global.

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[1] Observed at CCL's website: *http://www.ccl.org/leadership/about/ourPhilosophy.aspx* on 18/01/10.

Often the leadership studies focus the analysis in the cases of people who demonstrate extraordinary attitudes to lead companies, organizations or governments successfully in times of crisis. Somehow most of the research projects try to know the developmental paths that the successful leaders have followed before taking office; further many times these leaders had not been at the organizations before the beginning of the crises.

However, till the best knowledge of the author, there is not much research about what happen with the potential leaders that belong to the companies, organizations and governments during times of crisis. In other words, how extend and in which way the people who belong to the organizations in crisis are affected positively or negatively in their leadership development for the sake of the crisis. Also which opportunities and which threats could be used or should be afforded in order to protect and encourage the leadership development of the members of the organizations in crisis during the time it lasts. "It has been asserted that the role and behaviours of leaders in a change context *per se* has been an area that is lacking in empirical research." (Higgs, 2005, 126)

A correct understanding of any crisis and change situation might be of great use for triggering leadership attitudes. However it is important to keep a clear understanding of the long-term vision, a real perception of the crisis/change features and a methodology for training and progress.

The author defines crisis as one of the potential triggers of change. We will analyze in this section both, crisis and change leadership, given the proximity between both concepts and because crises always imply times of change, though change is not always generated by crisis.

This part (II.c) continues as follows: author makes in section II.c.1 a review of literature on the relationship leadership/crisis, in section II.c.2 a definition of crisis will be set, in section II.c.3 author will systematize the challenges that crisis presents in organizational and personal leadership attitudes development, and in section II.c.4 author will exemplify how leadership development could be tackled during crises and times of change based on a business case (Leader100).

II.c.1 Review of literature on crisis leadership

Since 19th century with William James already there was an understanding of the need of fitting the study of leadership within the context. Later Gibb developed a whole theory on the interaction between leader, followers, situation and goal. Fiedler (1964) indicated with his contingency theory that one of the two factors upon which leadership depends is situational controls. House (1971) stressed more the relevance of the context and the organizational objectives with its "path-goal theory".

Nevertheless the relationship leadership and crisis has been starting to be further studied particularly since 90s. In the current context of ever going crisis, the traditional academia on *crisis management* and *leadership in normal contexts* became certainly obsolete. It is basically a consequence of the inner limitations of management in crisis situations: "does the success of crisis management depend on preparation or leadership?" (Schoenberg, 2004, 3).

Therefore the concept of crisis leadership emerges as a new paradigm for both fields of management: crisis management and leadership. Crisis leadership is a new field and it hasn't been enough developed yet. "A few studies have addressed the subject of crisis leadership. However, this area is in urgent need of further investigation. We need to know the physiological, psychological, emotional and motivational changes that leaders experience in stress and these changes affect their behavior and decisions. The central problem – and the main reason for lack of research in this area – is access to leaders in crisis situations." (Rejar and Phillips, 1997, 90)

It is a question of what leadership is about. John Kotter (1990), a well-known professor at the Harvard Business School, defines leadership as the ability to cope with change. More change and complexity, he argues, demands more leadership along with management. In a recent study Bennis and Thomas conclude that "one of the most reliable indicators and predictors of true leadership is an individual's ability to find meaning in negative events and to learn from even the most trying circumstances." (Bennis & Thomas, 2002, 5)

Ford et al. (2008) have developed a model namely 5P to help leaders to conduct processes of change. Their idea was to offer a holistic and simple process. The 5P refers to: purpose, priorities, people, process and proof. In order to attain the desirable object, managers should successfully address all these five factors.

Thomas pointed out that the key factor for successfully leading crisis is "the existence of a core set of values – pre-existing values that could be called upon in a time of crisis, whether in the forefront or background, that could be considered anchors by the organization and leaders. It's not the kind of values, but the fact of values. The existence of deeply held articulated and actionable values that make a difference." (Schoenberg, 2004, 12)

Schoenberg has developed a model for crisis leadership where he took into account all the determinant factors outlined in literature. As it can be seen in the chart below *trust* plays a key role as the factor which allows keeping stability in the relationship with the different stakeholders of the organization and of the individual. Further *trust* depends on authenticity and influence of the leader and of course, in his ability for communicating actions and intentions. Influence will highly depend on the anticipation of the crisis and this is connected with the ability of leaders for detecting the first signals of the crisis.
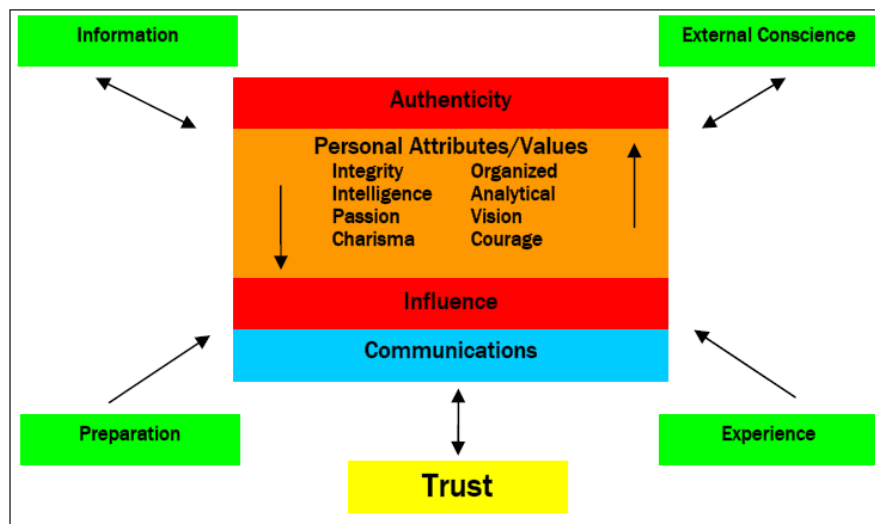
Figure 3. Model of Crisis Leadership
Source: Schoenberg (2004).

Academia has also pointed out to the relevance of crisis for learning. Sydänmaanlakka outlines a list of learning experiences which he has identified as fundamental for leadership training (Sydänmaanlakka, 2003, 133):

- crisis and difficult situations; "to encounter a very difficult situation and survive";
- change situations and change management;
- when starting a new operation;
- reorganizing the company;
- when we are out of our "comfort zone";
- difficult subordinates and older/experienced subordinates;
- good and bad superiors;
- when we learn to know ourselves;
- expatriate time;
- mistakes; we learn a lot from mistakes;
- integration process and buying a company;
- from our first job's manager.

According to Hickman and Couto *change* is "a collective effort by participants to intentionally modify, alter or transform human social systems." (Goethals and Sorenson ed., 2006, 153) Of course, it doesn't mean that a change could only be initiated by the people who are engaged, it might be generated from historical conditions.

If we understand, following Kotter, leadership essentially as factor of change we need to take into consideration, according to Hickman and Couto (Goethals and Sorenson ed., 2006) four analytical models on the relationship leadership-change:

a) Kurt Lewin's Field Theory: effective change needs understanding 'the totality of coexisting facts which are conceived as mutually interdependent' (Lewin 1951, 240);

b) Gunnar Myrdal and the principle of cumulative effect: *'Any change in any one of its factors, independent of the way in which it is brought about, will, by the aggregate weight of the cumulative effects running back and forth between them all, start the whole system moving* in one direction or the

other as the case may be, with a speed depending upon the original push and the functions of causal interrelation within the system.' (Myrdal 1944, p. 1067, italics in the original) The idea simply is that any change will have an effect, it doesn't matter how extent this change lasts. Of course, Myrdal accepted the idea of determinant effect, and here leadership might take its place;

c) Stephen J. Gould and Niles Eldredge, punctuated equilibrium: based on biological sciences and the concepts of Gould and Eldredge on change and equilibrium, social scientists have concluded that "brief periods of major change" (Goethals and Sorenson ed., 2006, 163) might trigger a new trend after a long and constant process of incremental change. Those brief periods in certain extent prepare the ground for further disruption;

d) Margaret Wheatley, the new science and leadership: according to Wheatley, leaders shape fields and in succession of changes these fields accumulate effects which will impact the successors of the leaders. Interaction, field theory and accumulative effect intervene in this conception. According to Hickman and Couto (Goethals and Sorenson ed.) this is a Newtonian view of the world, where the first mover takes the central role and change is developed in a mechanics way.

II.c.2 A definition of crisis

Crisis is part of the human condition, and it is necessary for progress. It applies to all systems whether personal, social, or organizational.

Many definitions of crisis management and crisis exist. Coombs says "what we do know is that a crisis does or has the potential to disrupt or affect an entire organization" (Schoenberg, 2004, 6). According to Lukaszewski crises also can be "show-stopping, people stopping, reputationally defining" events that create victims (Schoenberg, 2004, 6).

The single most important component of crisis is that there are factors which behave differently from everyday context. In the case of individuals, crisis implies a

perturbation in her context and it might happen for the sake of different issues, among them social transitions.

Therefore crisis implies a phenomenon of conflict involving individuals and organizations. And as such Buchanan says that is a "state of mind" (Buchanan, 2004, 791), or is perceived or does not exist. Hence it is not an easy issue to research; we are exploring perceptions and human behavior. Furthermore, "within organizational behavior, conflict has the status of a crossroad concept" (Buchanan, 2004, 790) in the sense that can surge for a wide range of issues and be related with several components of an organization, namely structure, mission, financial performance, etc.

Conflict is "a process which begins when one party perceives that another party has negatively affected, or is about to negatively affects, something the first party cares about" (Buchanan, 2004, 791). These parties can be individuals or groups or departments or other corporative units. The triggers are not always clear, sometimes is a project, or a process, or simple ordinary interaction; and the context, organizational and social, can encourage or discourage the conflict.

There is an important relation between level of conflict/crisis and performance. One model developed by Mary Jo Hatch "recommends that managers should increase or decrease the amount of conflict in their organizations depending on the situations [regarding level of conflict]" (Buchanan, 2004, 795). Further, absence of conflict might mean lack of commitment and enthusiasm towards the team or company (Eisenhardt et al, 2000).

II.c.3 Challenges faced in times of crisis

"There is no more delicate matter to take in hand, nor more dangerous to conduct, nor more doubtful in its success, than to set up as a leader in the introduction of changes. For he who innovates will have for his enemies all those who are well off under the existing order of things…" (Machiavelli) Resistance to change is the single most important challenge crisis introduces. Organizations and individuals, particularly if they have been successful, will not easily accept to change their habits and

processes. It particularly happens when crisis is at the initial stage (preparation phase), people and organization use to be keen to keep their original status quo.

We could find all the resistance reasons mentioned by Kotter (1990): there are people who is supposed to loose a valuable and comfortable position, several times we fail in communication and it is perhaps the most often cause of problems, and so many times the old staff establishes barriers to change given their perceptions of lack of skills to cope with the new times. In addition, if professionals are successful at what they do, they find difficulties lo learn from failure (Argyris, 1975).

As crisis/conflict triggers change, we could easily display the challenges crisis generate using the Lewis' model of change (Higgs, 2005, 122). This is a model which emphasizes an assumed linearity of the process. It encompasses three steps: **unfreeze** (create the case for change / dissatisfaction with the status quo), **mobilize** (identify and mobilize the resources required to effect the change) **and refreeze** (embed new ways of working).

Of course, linearity has limitations at the time of explaining transition. "Change may be characterized as lying on two axes. One is concerned with the perception of the complexity of change and the other with the extent to which it is believed that change can be effected on a uniform basis or is seen as a more widely distributed as an activity." (Higgs, 2005, 125) Change processes have been described with different combinations of uniformity and complexity. Based on that, different strategies might be used for managing change (Higgs, 2005, 127): directed or simple, self-assembly, emergence process and sophisticated.

We have then to make reference to the complexity which crisis brings along. This is the reason why leadership skills are being increasingly demanded. When crisis starts linearity doesn't represent the usual format of the process of change. Rather "complex problems require managers to cope with dilemmas in the system rather than to arrive at definitive solutions" (Higgs, 2005, 123).

All what have been said regarding crisis and change applies to organizations and individuals alike. During times of crisis/conflict they need to use all the elements of

effective leadership (Gill, 2003): vision, values and culture, strategy, empowerment, motivation and inspiration. For individuals to acquire or just to maintain leadership skills they should follow the effective leadership (Gill, 2003) holistic approach respecting its four dimensions: intellectual (thinking), spiritual (meaning), emotional (feeling) and behavioural (doing). Leaders for being successful should understand their organizations' and personal core purposes. This is the reason why values are too important together with the holistic approach towards leadership.
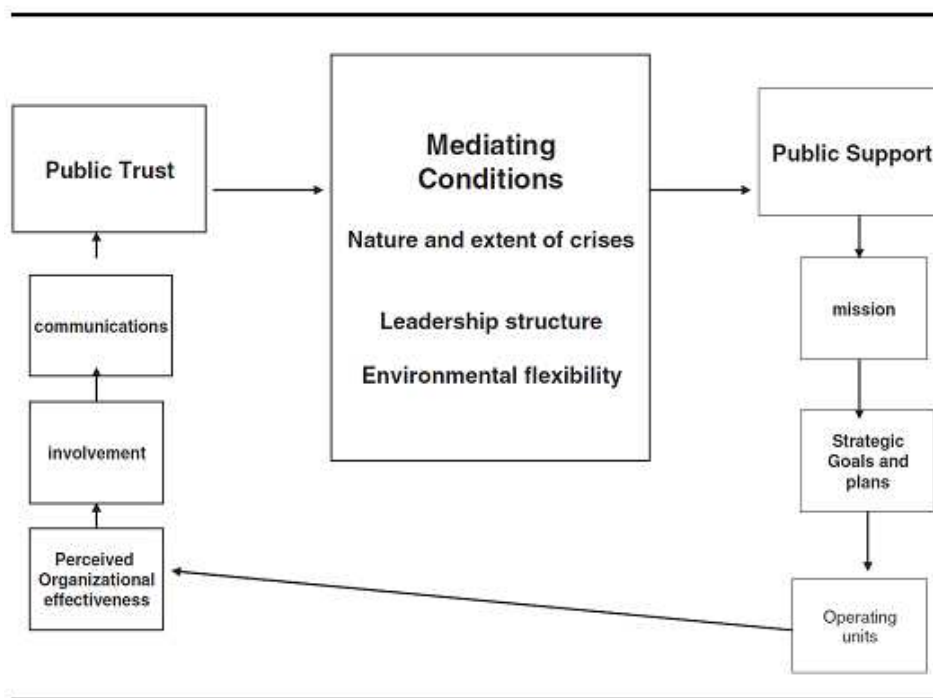
Figure 4. Hypothesized Relationships Affecting Integration of HRD in Crises
       Management

Source: Rosenthal and Kouzmin, 1997, 390.

"Leadership is infinitely more complex than the efforts of any one individual; rather, it is the impact of efforts to influence the actions of leaders and followers opposed to and supportive of the same or related changes." (Goethals and Sorenson ed., 2006, 161) This is a perspective of leadership centred on the complexity of actors and inputs which involve the leaders' decisions. Crises, defined as any naturally occurring or humanly engineered disruptions in social, economic, or political systems, require comprehensive and integrated responses (Rosenthal and Kouzmin, 1997, 380).

In public organizations, crisis leadership holds particular relevance and it includes three issues: setting crisis management as a priority, holistic and continuous learning, flexibility, decentralization and coordination at organizational structures (Rosenthal and Kouzmin, 1997). Trust (see Figure 4) on the ability for managing the crisis is extremely important in any crisis, as well as the flexibility of the organization's bureaucracy for challenging systems and assumptions (Boin and Lagadec quoted by Rosenthal and Kouzmin, 1997).

II.c.4 Training leadership in crisis processes: Leader100 case

The Leader100 program[2] is an excellent example where all the above concepts are respected in order to foster leadership skills in individuals during their different growing-up crisis. The program has been developed by 15 professionals of educational sciences conducted by a leadership expert of IESE (most prestigious Spanish business school).

The Leader100PROGRAM aims to foster in school students a more active attitude towards themselves, towards others and their environment using as a platform their different aging crises. The instructors seek to encourage initiative among the participants assuming responsibilities and working effectively. The objective is to assist the participants in the development of 25 competences which include 100 leadership skills. Coaching plays a central role in the program and coaches receive a special and intense training with the main objective of fostering personal responsibility. The program is addressed to school students starting from the 5th class (10 years old) till 2nd course of the high school (17 years old). Each course has special formation aims and the 100 all program's skills are split in four groups of 25 skills delivered for each age group.

The authors of the Leader100 program have used the Lewis' model of change in order to present the process of changes in individuals' behaviors and attitudes. The

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[2] An analysis of the Leader100 program is provided in section III.e.2.

process of developing leadership attitudes departing from a crisis or transition was modeled in this way:

a) Unfreeze – Self-awareness;
b) Mobilize – Commitment;
c) Refreeze – Habit / Virtue.

In order to guarantee an integration of all the dimensions of leadership, the competences have been split in three clusters:

- Leading the environment: open minded, solidarity, courage, influence, citizenship;
- Leading interpersonal relationships: communication, friendship, excellence, team building, transparency, generosity;
- Leading ourselves: initiative (creativity, optimism, ideals), maturity (order, perseverance, responsibility), character (wisdom, fortitude, integrity), and internal world (personal improvement, transcendental sense, openness).

In order to support the academic sounding of this program the author displays below another way of outlining the competencies leadership implies. Sydänmaanlakka has drawn a model based on an exhaustive review of literature.
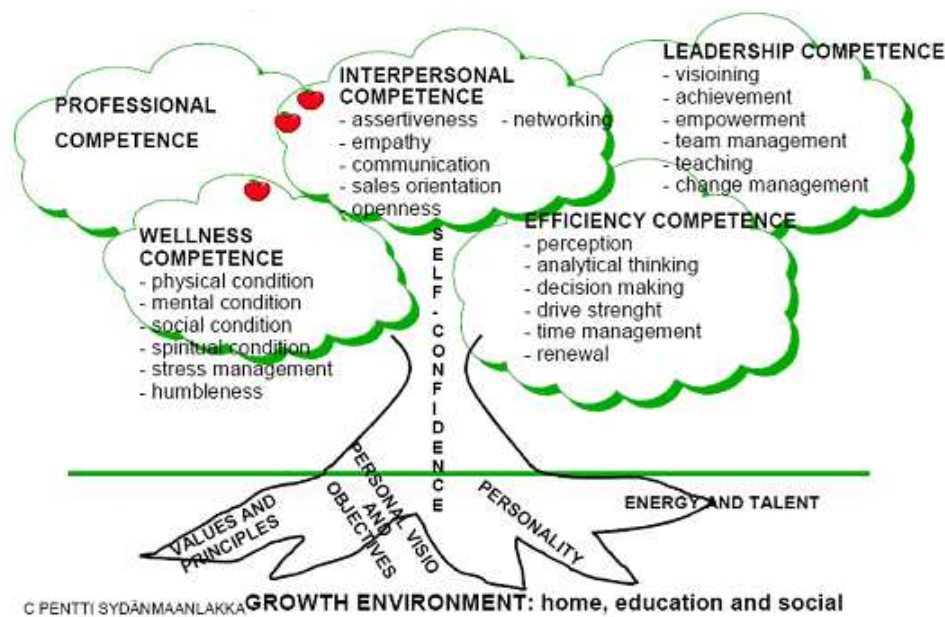
Figure 5. Competence tree of a leader
Source: Sydänmaanlakka (2003)

According to the author, overall the creators of Leader100 program have assumed that the development of leadership skills during crises is basically an uniform/complex process demanding a master (sophisticated) management with the following features (Higgs, 2005, 127).

Table 4

Change process elements in the Leader100 Program

Elements of a master change process (Higgs)	Elements used at Leader100 PROGRAM
Change being driven, controlled, managed, initiated from the top/centre/person or small group	Program directors / Participants' parents
Complex theory of change – lots of elements	100 skills – 25 competences
Wide range of interventions used	Courses – didactic activities – camps – coaching – more than 60 sort of initiatives
Extensive engagement which influences change process	Optimal length of the program is 8-years
Explicit project management	Coaches – Program directors

Source: Author

II.c.5 Summary on crisis leadership

The author has presented in this part an overview of the theoretical questions involved in the relationship crisis-leadership and an initial platform for further discussions.

We draw two main conclusions from this section:
  a) Crises are a constant feature in current times and offer opportunities for triggering leadership development;
  b) Organizations (public and private) and individuals should face crises with leadership competencies programs which take into account the main

characteristics of change processes, a holistic understanding of leadership and how people develop habits.

What is finally crisis and what is change? The author identifies crisis with conflict, and he understands crisis as one of the potential triggers for initiating a process of change, as well as the context where the process takes place. On its side, change "is a process of taking an organization (or a nation [or an individual]) on a journey from its current state to a desired future state and dealing with all the problems that arise along the journey". (Gill, 2003, 309)

On one hand, crisis and change challenge the development and the maintenance of leadership skills. On the other hand, crisis and change offer an appropriate context for fostering leadership attitudes. Training programs as Leader100 might be an efficient resource to accompanying the individuals in their improvement during times of crisis.

Finally author underlines that he understands that leadership development is a long life process which implies constant devotion, systematic tactics and full attention to crises. It happens both with organizations and with individuals. In this sense programs as the Leader100 reflect an understanding of this long term perspective. We finish with a quotation from Covey (1990, 17) in which he explains this concept of constant-long term education: "The only thing that endures over time is the law of the farm: I must prepare the ground, put in the seed, cultivate it, weed it, water it, then gradually nurture growth and development to full maturity. So also in a marriage or in helping a teenager through a difficult identity crisis – there is no quick fix where you can move in and make everything right with a positive mental attitude and a bunch of success formulas. The law of the harvest governs."

Overall, leadership skills development is a long life endeavour. However, if we are attentive, we might use career and life situations for speeding up the process. Crises are of these situations and they might be substantially beneficial rather than constraining as often they are taken by practitioners and managers.

III Empirical research and summary of results

III.a Outline and background of the empirical research

In this part III of the dissertation the author inserts all the main results of his empirical research and the corresponding analysis based on the following surveys and studies:

a) Survey among managers in Latvia – section III.b

b) Survey among managers in Europe – section III.c

c) Surveys run among teenagers in El Salvador and Peru – section III.d

d) Survey among business schools from 47 countries – section III.e.1

e) A case study of a training program from Spain – section III.e.2

The objective of the empirical research and data analysis has been to test the theoretical conclusions over the different key topics of this dissertation: leadership skills inventory, crisis implications for leadership development, leadership training, role models and values.

Some data could be considered subjective in the sense that are mainly perceptions, opinions and viewpoints of respondents, but it does not mean that the findings loose reliability: qualitative research is the way to understand an "emergent reality" (Swanson, 1997, 90) as is the one with which we are dealing in this dissertation. Some data are objective in the sense that it is either quantitative or precise data.

The theoretical background of this thesis has been taken as basis for carrying out the empirical research and the data analysis. The author' theoretical development of leadership phenomena impacted on the selection of the methodology and items under analysis. Qualitative and quantitative methods have been used, and this is a characteristic of HRD academia, not only of leadership. Besides, interdisciplinary and multiculturalism aspects have been considered at the time of designing the empirical contents of this thesis. Further, the studies have targeted different populations what

agrees with the nature of leadership phenomena, which is not limited to specific sectors or positions.

The first survey – section III.b – explores the impact of transition in leadership development of Latvian senior managers. The survey was run using a tool designed by Center of Creative Leadership and it was complemented with personal interviews and other research projects' data.

The second survey – section III.c – explores the same items using the same questionnaire that the previous one but on an EU scope and without complementary interviews.

The third and forth surveys – section III.d – investigate the relationships between role models and system of values with leadership skills development. Both studies have been done in cooperation with University of Navarra and Intermedia Consulting and have been run over more than three thousand respondents.

The fifth survey was run by CEEMAN on a global scale among business schools and displays results over business education and key aspects of this thesis as ethics, corporate leadership and short-term perspective in managers' education. Author complements this data with the results on leadership training issues from the previous mentioned surveys and a case study from Spain.

III.b Leadership development in times of crisis: the Latvian's case

III.b.1 Survey on leadership development

The main research objective of this survey has been to *discover essential insights that could further improve research and training programs* dealing with management developmental needs in the transitional post-soviet Latvia, with a particular focus on leadership competences.

Significantly among the results the lack of leadership skills among the participants is remarkable and also the inefficiency of traditional methods of learning

to acquire these skills. These results and the characteristics of the Latvian business environment, for example, the unusual presence of young people in top positions, are some of the reasons why the author thinks that leadership development is a key issue in long-term management education in Latvia. In this sense the author wanted to focus on the relevance, at least the perceived relevance, of the managers´ need and requirement for development of leadership skills and what they understand as leadership skills.

Furthermore, the author wanted to grasp at least preliminarily whether the extensive, atomized and young management education offer in Latvia is attending to the perceived needs of the Latvian managers.

Senior managers have been the basis of this research for three reasons. First, they are the people who *usually* have a more accurate, experienced, and global vision regarding their personal situation and that of their employees and colleagues. Second, these are the people who often have a more fluent relationship with international colleagues, and through comparison can get information about what they need to compete in an ever more international environment. And third, as usually the most important decisions related to training are taken or at least are examined by the top management, and they are the people to whom one should listen.

The author exposes the results of this survey in two sections. First, in this present section (III.b) what is concerned with leadership skills and change. Second, in section III.e.1, what is concerned with leadership training.

III.b.2 Data from previous surveys on the Latvian's case

Three local previous research projects are going to be described in this sub-section. First, one of KPMG International where we can explore the relationship between local management leadership and business performance, a study about the local training programs and demand, and a report prepared by one of the companies

participating in this research about the leadership and managerial skills of its management staff[3].

A study in leadership performance. KPMG International has made a study in Latvia that addresses the relationship between business performance and leadership. They found that there is "a very clear link between key performance metrics associated with cost, efficiency and growth, on the one hand, and operational drivers related to strategy, customers, speed & flexibility, cost, human capital, risk management and regulatory issues, on the other" (KPMG International, 2005, 9). The behavior of most of these operational drivers depends highly on the leadership attitudes of the companies´ management, demonstrated, as the report states, in: ongoing low strategic relevance to innovation, for example, opening new markets or launching new products, low implementation of leading practices, for example, in distribution and cost control, and too much focus on short-term efficiency, competition and mergers and acquisitions.

In some of the research findings we can see clearly whether the Latvian companies are "taking a short-term or long-term approach to business" (KPMG International, 2005, 41), and at the end of the research how important the vision and long-term direction are in corporate management. The report affirms that in these issues multinational companies "are outperforming regional and local companies" (KPMG International, 2005, 40) which implies, for example, lower employee turnover and absenteeism, more investment in managerial training, and more formal and implemented risk management strategies. The report claims that risk management and strategy are not implemented and are informally handled in the Latvian context. Risk management strategy becomes more important the more uncertain and emerging the market is, as is the case in our local market. Furthermore, companies are facing high and expensive turnover and absenteeism rates evidently related to extremely poor management and low investment in worker training. See Figures 6 and 7.

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[3] For reasons of confidentiality the author cannot disclose any information that could identify the company. The results are considered too relevant to be included in the paper.

5 – A formal risk management strategy is in place
4 – A formal risk management strategy has been approved and is being implemented
3 – A formal risk management strategy is being considered
2 – Risk is addressed informally
1 – There is no process to systematically address risk issues
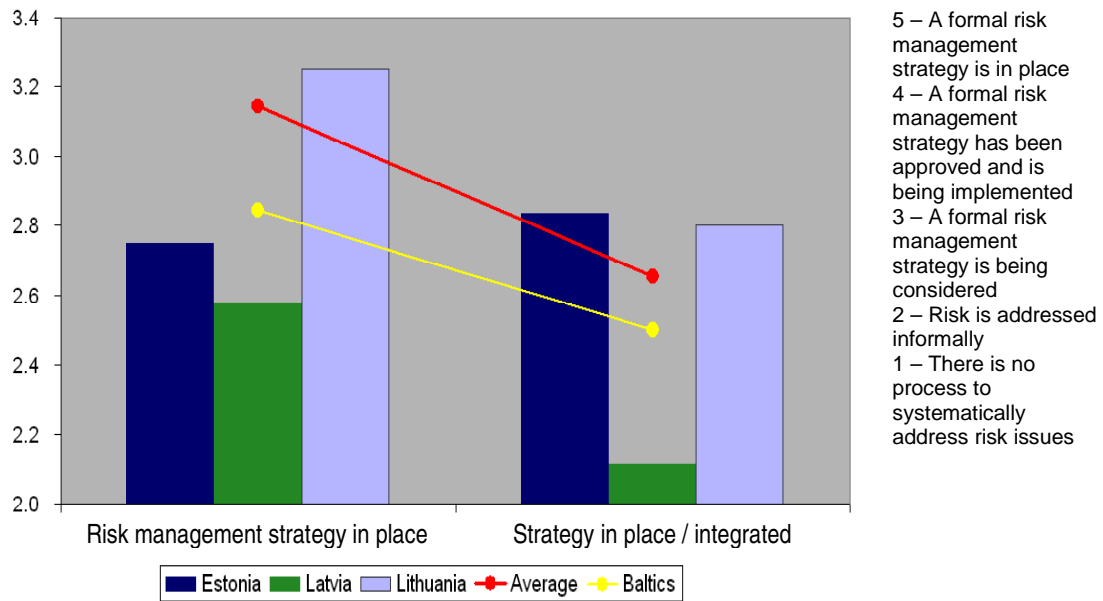
Figure 6. Risk and strategy management indicators in Latvian companies

Source: KPMG International, 2005.

Employee turnover
5 – less than 5%
4-5 to 10%
3-10 to 15%
2-15 to 20%
1 – greater than 20%
Absenteeism
5 – up to 2%
4-2 to 5%
3-5 to 8%
2-8 to 12%
1 – greater than 12%
Management training
5 – greater than 2 weeks
4-1 to 2 weeks
3-3 to 5 days
2-1 to 3 days
1 – up to 8 hours
Working training
5 – greater than 40 hours
4-32 to 40 hours
3-16 to 32 hours
2-8 to 16 hours
1 – up to 8 hours
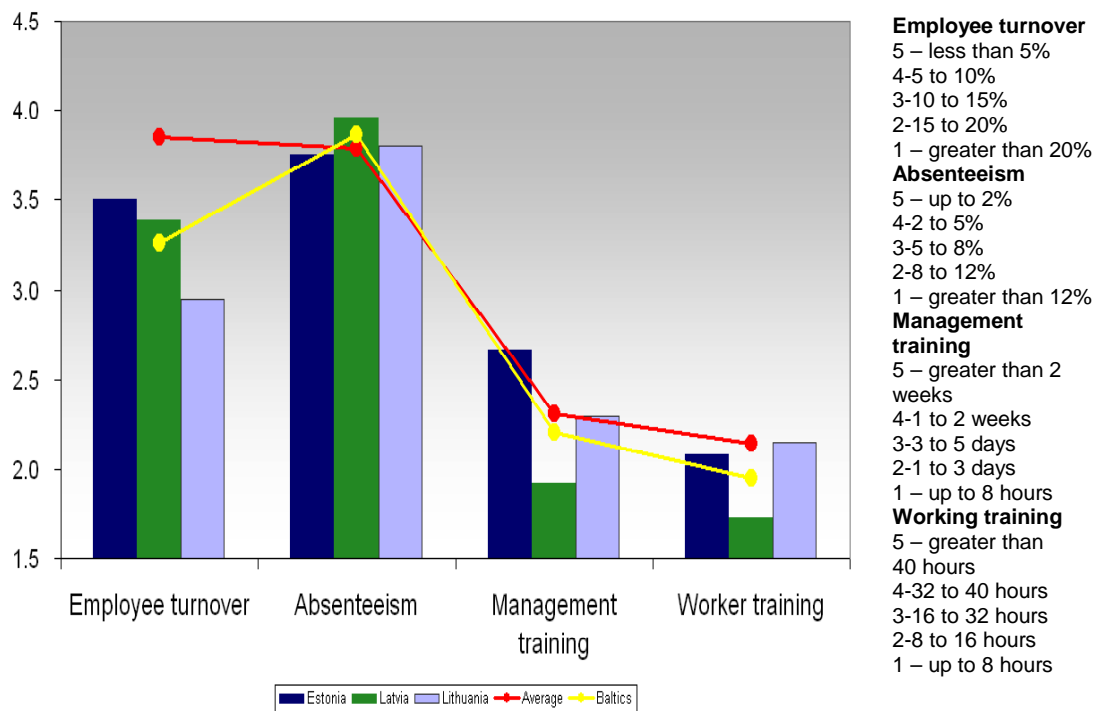
Figure 7. Human resource indicators

Source: KPMG International, 2005.

Assessing management training needs. A local study with some similarities to this survey was conducted in 2000 (Kalnina, 2000). Between the recommendations the authors bring attention to the top management needs for a better outlook on the new market challenges and encourage them to develop training plans for the future that should be aligned with the supposed existent corporate strategy. The authors recognize that despite the fact that the managers mention leadership development as essential to their companies, they under-estimate training in this field. "General managers should reappraise priorities for personal development and realize that management by leadership is the only way to succeed" (Kalnina, 2000, 73).

At the same time this research addresses some recommendations to the management-training providers including the necessity to have a more accurate understanding of the training needs and to offer more tailor-made programs. Practical and context related training is mentioned as absent in the providers programs. Benchmarking is a suggested strategy, looking at the countries that have gone through similar challenges. "Providers need to develop demand for the training in managerial and leadership skills so urgently needed by many companies." (Kalnina, 2000, 74)

The skills inventory of a Latvian company staff. One of the participants in the survey made a report about the developmental needs of its management staff. This study was conducted in 2005 with 360-degree feedback; therefore it consisted in self-evaluations and evaluations from bosses, colleagues and employees. The issues under evaluation included a list of 13 skills. In Table 5 you can find the final ranking of the three most developed skills and three least developed ones according to the survey.

Table 5

Skills inventory of a Latvian company staff

	SKILLS
The best developed skills	Professional competence: specific technical knowledge and expertise.
	Reliability: agreement between promises and work.
	Orientation towards results: capability to be specific in the definition of goals and tasks, and their alignment with the corporative goals.
The least developed skills	Team-building: necessary skills to work in teams to achieve common goals together.
	Development of others: skills to support and motivate the development of others.
	Interpersonal communication and understanding

Source: Author, based in confidential report of Latvian company, 2005.

III.b.3 Methodology of the survey

The main research question of this study has been: *what do senior managers in Latvia recognize as the main skills necessary for them to effectively lead their organizations, and how do they acquire these skills?*.

In order to make a more explicit and understandable research, the main question is split in three sub questions that are outlined below together with their corresponding hypotheses.

Basically the author looked for the managers' own perceptions about these issues.

1. What do Latvian senior managers need to develop in order to become more effective in their organizations?
2. How do they want to improve their skills?
3. How do the local institutions of business education fill the gap?

We departed from the following hypotheses:

- Managers should improve their sense of loyalty[4]. A low percentage of Latvian senior managers are really committed to their companies and roles. The consequence is a high turnover of managers.

- The most important developmental needs of Latvian senior managers involve the soft skills and the ones that are related to leadership conditions.

- Latvian senior managers should mainly develop further the following skills and conditions related to leadership: diplomacy, vision, team building, communication skills, experience, coaching skills, ethics, and role models.

- Latvian senior managers are more likely to learn on the job rather than to use specific methods and they are still particularly unenthusiastic towards coaching.

- Latvian business education programs do not completely match the perceived needs.

- Latvian senior managers are still reluctant to attend business education programs, either executive or regular.

To write these hypotheses the author had used his experience in training, as a participant in the Executive MBA at the SSE Riga, his working experience in the local market, the hypotheses and the opinions of local and foreign experts.

In addition, the author used a survey tool developed in the United States by CCL. Therefore, this project was an opportunity to test the validity of this sort of methodology in this context and the extent to which American leadership terms and concepts are understood by Latvian managers.

III.b.4 Implementation of the survey

The respondents have participated in two ways: by Internet or by face-to face interviews.

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[4] Loyalty is considered in this paper a measurement of commitment, which could be developed and impacts on leaders effectiveness.

The questionnaire. The Emerging Leaders program of CCL performed the questionnaire. Its compatibility with the research was studied and its utilization was approved before conducting the survey. As not all the questions applied to the present study, the relevant ones have been selected together with the CCL staff.

Some characteristics of the questionnaire:

1) most of the questionnaire's questions are closed;
2) the questionnaire could be completed in 30-40 minutes. Afterwards the responder could use other self-appraisal tools and materials as a reward for participating;
3) confidentiality was assured in the questionnaire and this fact was communicated adequately.

The questions of the questionnaire that were used can be seen in the Appendix I.

The interviews

1. The interviews have been face-to-face with the author.
2. A brief explanation was given before by email and personally. The explanation included the motivation and characteristics of the interview, the main goals of the research and some words emphasizing the character of confidentiality of the interview and its practical consequences.
3. Length of the interviews: the range was between 45 minutes and 1 hour and a half.
4. Additional questions to the online questionnaire have been used; they are outlined in Appendix III.

III.b.5 Reliability and validity of the research

The author considers that the size and characteristics of the sample, together with the consistency of the results and the number of interviews performed, allow the findings to be generalized to the population of senior executives of leading companies and organizations in Latvia, or at least it could be taken confidently into consideration in order to plan further research in the field.

The author dealt with so many challenges in this survey which could have compromised the reliability and validity of the results including:

- the topic was very broad and perhaps sometimes ambiguous,
- the language used in the survey and interviews was English, which was not the native language of most of the respondents or of the author.

From the very beginning the author was aware of these drawbacks and has tried to overcome them as much as possible:

- the author used more than one method and one source of data. Then, as has already been explained, the questionnaire was tested and complemented by the interviews and with previous research.
- the author was careful to choose as a target, senior executives of leading companies, where he could find respondents with proficiency in English.
- the author chose as the population under study from the very beginning, senior executives of leading companies, in order to obtain representation from all the main business sectors, to gain a deeper understanding through the interviews, and to receive as many responses as possible.
- the validity of the data has been assured in many ways: many questions have been close-ended, and the open-ended have been edited by the author during the interviews (checking the meaning of the responses with the interviewees). Furthermore, the open-ended answers were recorded during the interview.
- very few of the respondents have been managers with which the author has had previous personal contact, in order to avoid bias in the answers. In addition, if on the one hand the author used convenience sampling, on the other hand, when there was data available, the choice of which companies to approach was random. "The more closely the convenience sample selection procedure approaches a random selection, the more valid the survey results will be". (Alreck, 1995, 79)

III.b.6 Sample

More than 150 companies have been chosen and invited to participate with one senior manager from each.

To select the sample of companies the author used *stratified sampling* because he wanted a proportional representation of companies and organizations with a proportional representation of managers with different backgrounds, experience, and environments. Of course, the possibility of finding contacts has influenced the decisions. Therefore, *convenience sampling* was used. The author did not select the companies of the sample randomly. In convenience sampling, "the data will not allow definitive findings to be generated, because of the problem of generalization, but it could provide a springboard for further research" (Bryman, 2003, 105), which is the main objective of this project.

To select the companies the author worked with a list prepared by the Executive Education staff of the Stockholm School of Economics in Riga, a list of the 500 largest companies of Latvia (Konsult, 2006), and the membership lists of the Latvian, American and British Chambers of Commerce in Latvia. These sources helped the author to approach the leading players in the main sectors of the economy according to their position, number of employees and turnover. No other way to identify the top leading companies in each sector was found.

The author targeted managers in top leadership positions, defined those in which there is some kind of relevant participation in strategic issues. In these positions the managers do have the possibility to exercise the key processes of leadership identified by Kotter (1990): establishing direction, aligning people and motivating/inspiring. In simple terms, the author has selected those managers with positions in the Board or just below the Board, but with participation in long-term decision-making processes.

Regarding the sample, firstly, the companies could be classified according to the geographic coverage of operations. This classification is very relevant regarding some of the issues this research deals with, given that the role of management is clearly

different in each of them. Out of the 41 companies which participated, 25% are multinationals, 36% regional, and 32% local. Sectors of operations were 16% industrial companies (i.e. food producers, chemistry, paper, energy), 25% commercial (i.e. retailers, wholesalers), and 52% other service sectors (i.e. IT, consulting, finance).

Leading corporations of different sectors have been chosen; hence companies with insignificant positions in their sectors have been excluded. The first reason is that the author considers that in leading companies it is easier to find environments where managers probably have paid attention more carefully and with more professional background to this kind of topic. With the first results it will be possible to have a better basis to conduct research in more informal contexts. The second reason is that the author is experienced in the work and research in these sorts of companies and organizations.

The validity of the findings is confirmed concerning the composition of the sample of individuals (see Figure 8). All of them are senior executives in the sense that either board members or in top executive positions with at least formal roles in the taking of decisions with strategic implications. Additionally 52.3% are men and 47.7% are women; 68.2% are Latvian, 13.6% Russian and 18.2% from other origins. Furthermore, a wide range of functions is represented, 59.1% work in General Management positions and 40.9% in other functions, such as accounting, marketing, human resources, etc. The average age of the sample is 38 years and the average time of experience as a manager is between 6 and 10 years. No information of the whole population is available concerning this data, but intuitively the author believes, according to his experience, that the top management population of the most dynamic companies of the Latvian private sector is sufficiently represented.

Additionally, to assess the programs of executive education in Latvia the author has used the results of a survey carried out by the Executive Education staff that he has verified with public information.
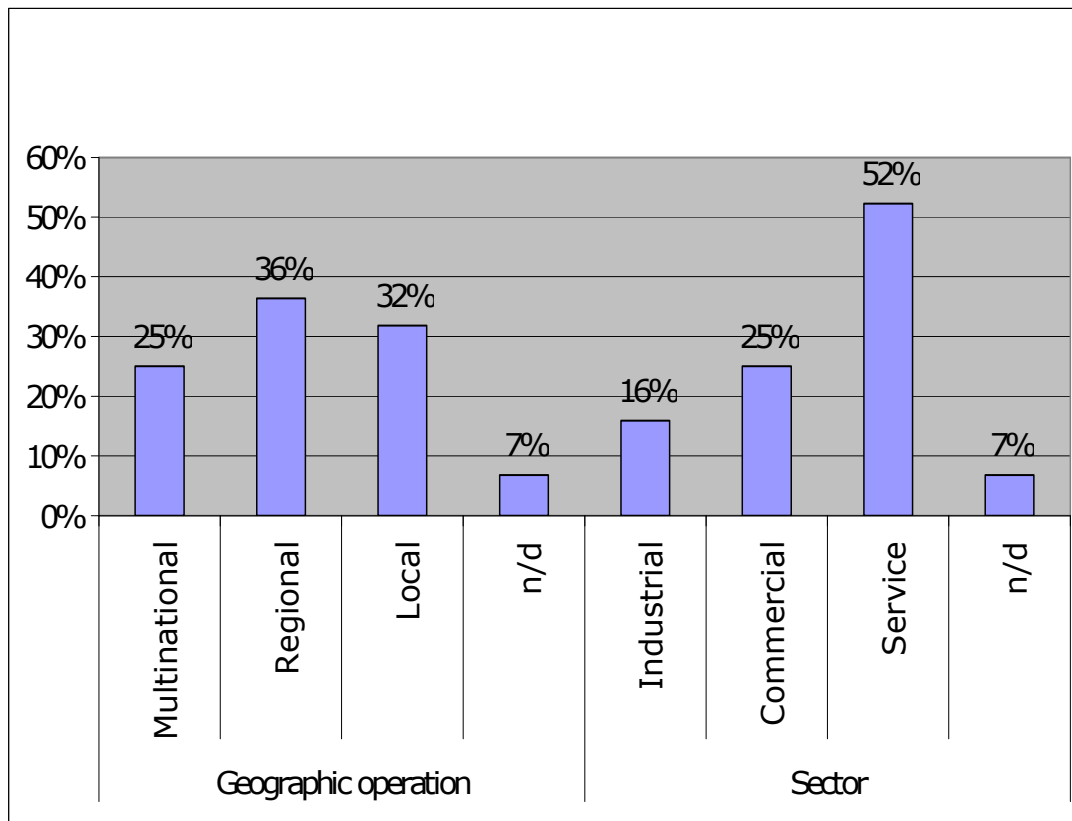
Figure 8. Sample of Latvian survey – Classification of companies
Source: Author based on his survey's data, 2005-2006.

Forty-four top executives of forty-four leading Latvian companies participated in the survey. Twenty-one have done so through interviews with the author, which has contributed significantly to the findings. All the respondents fulfilled the criteria set for this sample in the sense that all of them are executives in senior positions of leading companies. It was possible because the author personally approached each candidate verifying carefully that these conditions were fulfilled. Unfortunately, the CCL for reasons of confidentiality, cannot provide the identity of the respondents, not even to the author. Therefore, the author knows the identity (name and company) of those respondents who answered the survey through interviews or have expressly accepted to participate or informed to the author about their responses. In this way the author can identify 41 out of 44 of the respondents. The only problem is that there are 3 companies that are not identified, and thus cannot be classified. However, this was not issue because the required information was received by the author in full.

Table 6

Composition of participants according to their native languages and sex

	Frequency	Percent
Men	23	52.3
Women	21	47.7
Total	**44**	**100.0**

	Frequency	Percent
Latvian	30	68.2
Russian	6	13.6
Other	8	18.2

Source: Author based on his survey's data, 2005-2006.

Table 7

Composition of participants according to their functions

	Frequency	Percent
Accounting	1	2.3
Administration	2	4.5
Advertising/Public Relations	2	4.5
Credit/Finance	1	2.3
Human Resources/Training	6	13.6
Law	1	2.3
Marketing	2	4.5
Materials Management/Purchasing	1	2.3
Operations	1	2.3
Sales	1	2.3
Top Management	26	59.1
Total	**44**	**100.0**

Source: Author based on his survey's data, 2005-2006.

Please, find in Tables 6 and 7 the main characteristics of the participants and a summary in Figure 9.

<div style="border:3px solid black; background:#8cc63f; padding:20px">

➢ **70% have less than 20 years of work experience.**

➢ **The average age is 38.**

➢ **Most have changed their work places once every five years.**

➢ **38% have lived abroad.**

➢ **93% speak three or more languages.**

➢ **61% hold master or doctoral degrees.**

</div>

Figure 9. The DNA of the Latvian Senior Managers of the Sample

Source: Author based on his survey's data, 2005-2006.

III.b.7 Results and discussion

Main findings[5]

The list of variables for the quantitative analysis is listed in Appendix II. The variables corresponding to the defined leadership and managerial skills are listed separately given their relevance in this research[6]. The classification between soft leadership skills and hard managerial skills has been done intuitively considering the definitions of these concepts and based mainly in the criteria used by Dr. Jennifer Deal[7] on a report of the CCL (Deal, 2004).

Validity of the methodology and understanding of the concepts

a) General understanding of concepts. As was already said, one of the first reasons why the author administrated many questionnaires through interviews was the

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[5] The author used SPSS to analyze the quantitative data.

[6] The definitions of these skills are exposed in appendix VIII.

[7] Dr. Jenifer J. Deal has supervised the survey from the side of the Center of Creative Leadership.

need to grasp to what extent there is a correct understanding of the topics of this study and to assess the ability of the respondents to answer the questions included in the questionnaire considering the language, methodology and concepts used. In addition, the interviews have been fundamental in obtaining an adequate reading and analysis of the data.

The interviewees did not have significant problems in answering the questions and there have been only some recurrent doubts concerning a few terms, mainly diversity. Actually, when they have been asked to rate, in the questionnaire, their likelihood of seeking development in each skill, only two managers in the entire sample recognized diversity as a priority in the training agenda (choosing the option *very likely*) and the author thinks that this low rate is highly related with the misinterpretation of the term. Therefore the author decided to drop diversity from the list of variables and it is not included in the results analysis.

b) Understanding of leadership. The author asked the interviewees to mention a leadership fact, i.e., an example of a colleague, a process, a project or some job experience, in which the interviewees could identify the existence or absence of leadership attitudes or skills. Please, find a summary with the main ideas of the examples and the author's encoding in Table 8 and Figure 10. The author made the codification of the statements using the list of skills utilized in the questionnaire to maintain coherence and to contrast the results. Further this codification was done, as is recommended, in only one day and together with the sight-editing, because "it's best to do both the sight-editing and the post coding at the same time for each document" (Alreck, 1995, 241). The examples of the respondents mainly included issues related to ethics, team building, communication skills, entrepreneurialism (initiative), coaching skills and vision. According to these results the author understands that the managers clearly identified as leaders those persons that foster trust, keep the people motivated and energize the companies. Therefore these three characteristics define the variable *leadership* used in the data analysis.

Table 8

Leadership Facts Described by the Interviewees and Related Key Concepts

Facts of Leadership[8]
I remember a technician who belonged to one of our teams. He was not one of the bosses however in the way he worked he was an example of quality, an example that we felt moved to imitate.
Ethics (quality)
We had a Managing Director who was in charge during a time of crisis. He had to make profitable our company. He was a leader, the company was his life, he made everything together with his team, talking to the people, accompanying, encouraging and motivating, everybody trusted him. He left others participate in the reward.
Managing change – Team building – Ethics (justice) – Coaching skills
I fired a manager that was not aligned with the guidelines, instead the fact we warned him. I was the boss, he did not understand.
Conflict Management
I have a human resource manager who was hired two years ago and worked also around quality processes. She is a successful story of leadership, she made important achievements, she makes the people follow her, and she generates trust.
Team building and ethics (trust)
We often have to deal with the State Revenue Service, what is not easy. Once I started to work in order to generate self-confidence in the tax office employees, convincing them they were performing. In this sense they could go to the state office with more confidence to negotiate. The result: we got little penalties. The idea is to solve the problems together, create this perception and improve the self-confidence.
Team building, self-awareness and coaching skills
Leadership has been key in all the start-up process and during the first growing stage. I have been leader always in personal and in professional issues. The fundamentals have been ethics and to be goal-seeker, when the people saw I could make things happen they followed me.
Entrepreneurialism, self-awareness, ethics and team building
My company is built on the leadership conditions of the founder as confidence and excellent communication skills.

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[8] These are *non-exact* phrases; the author edited them in order to help the readers to understand the ideas. These are examples described by the interviewees that reflect what they understand about leadership and therefore what they look for through leadership skills training. In **blond** the reader finds the codes assigned by the author according with the leadership skills used in the questionnaire.

Ethics (trust) and communication skills
Each year we should deal effectively with the administration of the financial bonus, and an essential process is communication, we cannot say everything, just the needed to make the people understand the decisions and be happy with them.
Diplomacy
My company should make a 180-degree change of strategy. I have designed the strategy and I am convinced about it. I should make a very careful work of team building and communication.
Vision, team building and communication skills
I have never lost an employee and from I took office I designed a long-term vision of my branch and I am spending efforts in communicating to the stakeholders.
Team building, vision, and communication skills
I had to start up my company again splitting it from another where I did not agree with one of our partners about some issues as internal operation and quality of the customers. We made it and we succeeded. We learned that from this moment on we should think carefully whom we accept in the ownership and management of the company. We should discuss the main issues earlier, because after it becomes harder.
Entrepreneurialism and ethics
Our company does have a strong lack of leadership, very low motivation; the company runs slowly and there are not major changes and innovation.
Creativity and entrepreneurialism
Leadership is our most important issue and it is manifested in: problems of team-building, lack of communication, difficulties to promote local managers to top management positions. The soviet time has hinder many leadership attitudes: the local manager scares to take decision and they go in their own business without care the goals of the company and the goals of their teams.
Team building, communication skills, conflict management, and entrepreneurialism
Good example of leadership is the new appointed marketing manager. She is excellent in communication skills and with a global vision of our company. She added a lot of value to her post when started to innovate and incorporate new ways of doing with a broader perspective with produces benefits also for the other business units that are different profit and loss centers.
Communication skills, vision, entrepreneurialism
The CEO of my company is a good example of leadership. He has strong individual skills, large expertise, and sounded knowledge. He does exercise authority, does have real power, he can keep in mind a global vision of the company, grasp quickly the essence of the problems, he is fast to analyze and control the information. Additionally he is very skillful in interpersonal relations, for example you realize he pays attention when you talk and he remembers till details what you said.

Managerial skills, team building, vision, coaching skills
From the Merger & Acquisition process we needed strong doses of leadership in the management team. Specifically, we had to change the way we communicate, we are more open, otherwise the people start working over assumptions. The people need to feel secure, and that they can rely in the chief. *The interviewer has spent time training through coaching his leadership capabilities.*
Managing change, communication skills, and ethics (trust)
In my company there are very few leaders. There is one in the Board with particular conditions to gain authority. Some times, not always, he is bright. However the people trust in him. He is open, transparent; therefore the relations are more fluent. A strong improvement in leadership in all the structure would have financial implications.
Ethics (trust) and communication skills
I had a manager colleague with clear leadership attributes: everybody trusted on him, working with him everybody tried to do the best. He was not showing all the time the mistakes the people made, on the contrary he encouraged the people. He was as well very proficiency in his field and he was aware to transmit his experience to others. He had a very positive attitude towards work and life.
Ethics (trust), team building, coaching skills, managerial skills

Source: Author based on his survey's data, 2005-2006
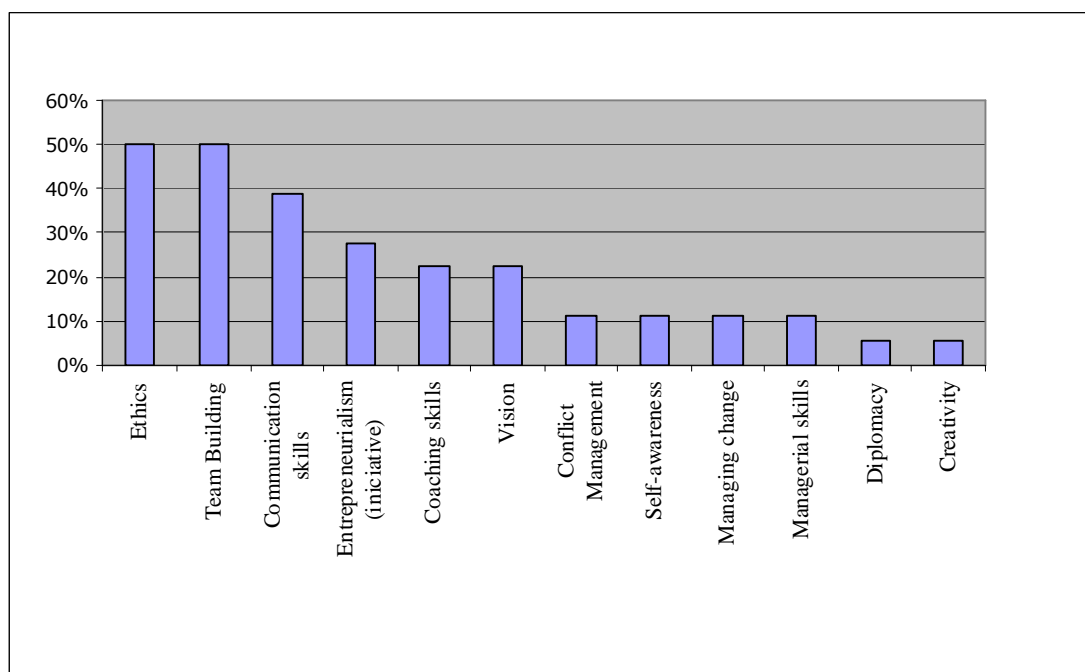
Figure 10. Identified skills in the stories of leadership (% of stories where they are mentioned) – N = 18

Source: Author based on his survey's data, 2005-2006.

To what extent did senior executives have the chance to develop leadership skills in their careers? Findings about leadership's origins and the impact of change

The author describes findings in relation to the career experiences of the managers, taking into consideration the theory of Kotter (1994) about the extent to which these experiences can influence the development of leadership skills.

Starting with role models, the author asked specifically in the interviews if managers could recall someone who had been very important to them in their career. Most of the interviewees did not recognize a role model (13 out of 21). 95.3% of the respondents (21) that answered the item from the questionnaire *I am learning in my job* confirmed that their working places provide learning experiences. Through the interviews, the author could confirm this trend. In actual fact, the interviewees could hardly find any outstanding role models, but in general they recognized they had learned from their colleagues. This is confirmed by the fact that *on the job* learning was the highest ranked method to develop both soft and hard skills.

All these findings confirm that the respondents had the chance to develop skills in their companies. The question is: which kind of skills? Do their job experiences provide the managers with the necessary context to develop leadership skills? From the quantitative data we can get some insights. Starting from age and experience, we can see in our sample that the respondents have been in top corporate positions very early in terms of age and career experience. We can see that 25% of the respondents have not more than 10 years of working experience and 70.5% less than 20 years. The author does not think that the low age is really worrying (the average is aprox. 38 years old), but the problem is that most of managers started managing in their early 20s. As the author could detect already in the interviews, many of the respondents had taken management positions soon after the Latvian independence, therefore they started their careers in charge of companies, people or significant projects.

According to the quantitative data of the survey the phenomenon of high turnover of staff is also present at this level of the organizations. Most of the respondents have changed working places once every 5 years or more often and 31.9% are not sure if they will be in their companies in the next three years. 72.8% of

the respondents had been in their current companies less than 10 years and 52.3% had been in their current position less than 3 years. From the interviews, the author learnt, in general, that reasons given for the job changes were better opportunities and new challenges rather than dissatisfaction with their previous positions.

At the same time, and in line with the lack of role models described at the beginning of this section, according to the quantitative data of the survey most of the managers do not have bosses or their bosses lack life and experience. 77.3% of the respondents do not have a boss, or their bosses are younger than 45 years old. This is perhaps one of the reasons why, according to the quantitative data of the survey, only 11.4% of the respondents would choose their boss as coach. As the author perceived through the interviews, the managers seemed to view their bosses more like peers with higher positions rather than senior colleagues. Together with the workplace changes and low age and experiences, another factor of fast changes was the wave of mergers and acquisitions that many of their companies had experienced. The author does not have data for this sample but it was a regular issue discussed in the interviews.

On the contrary, a positive factor that could have influenced the leadership development of this sample is the international exposure of the managers. On the one hand, according to the quantitative data of the survey many of their companies are multinational and regional (61%), while at the same time, 38.6% of the managers have lived abroad.

Nevertheless, the managers clearly had opportunities to develop their hard managerial skills. According to the quantitative data of the survey 93.1% of the managers could speak 3 or more languages, 61.4% hold master or Ph.D. degrees, 31.8% are still attending regular education (which means, in general, MBA), and more than 50% of the respondents attend regularly *on the job workshops*, *professional workshops* or simply invest in *professional reading*. Furthermore, mainly through the interviews with the expatriate managers, the author could confirm the high level of professionalism of the local managers in terms of technical knowledge. The managers themselves are aware of this asset, as we will see in the next section.

What are the leadership and managerial skills that senior executives perceive should develop further? Results about leadership capital and leadership processes

We proceed to describe the results regarding the skills the managers consider they lack and those that they need to develop, first mentioning the findings of the individual skills and afterwards the findings corresponding to both groups of skills as such: soft leadership skills and hard managerial skills. The author analyzed the data with central tendency measures and frequencies. The respondents did not make a ranking of skills themselves; they rated the likelihood to seek development in each skill. From the mean ratings and the frequency of the ratings the author made the rankings[9].

According to their means, the ranking (see Table 9) of the soft leadership skills is *leadership (1.90[10]), managing change (2.19), vision (2.24) and team building (2.33)*. In Tables 9 and 10, the author inserts additionally the position of the skills in the ranking according to the frequencies of election of *likely or very likely*.

Table 9

Top ranked soft skills according to their means (scale: 1 to 5)

	Mean	Std. Deviation	Median	Mode	Ranking acc. with frequencies
Leadership	1.90	1.100	2.00	1	1
Managing change	2.19	1.200	2.00	2	**2**
Vision	2.24	1.200	2.00	2	**4**
Team-building	2.33	1.162	2.00	2	**3**

Source: Author based on his survey's data, 2005-2006.

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[9] As it can be seen in the questionnaire (Appendix I) the statement of the question was: *Please, rate the likelihood that you would seek development in each of the following areas in the next year*. The scale went from 1 to 5 (very likely to very unlikely). From the interviews the author observed that the respondents interpreted *next year* as short term.

[10] It is time to remember that *leadership* in this ranking is defined as the characteristics that makes a manager foster trust, keep the people motivated and energize the companies.

The same analysis was made with the hard managerial skills, and the most important in the ranking have been *skills training in my field, problem solving/decision making, strategic planning, international business knowledge, and performance appraisal* (see Table 10).

Table 10

Top ranked hard skills according to means (scale: 1 to 5)

	Mean	**Std. De-viation**	**Median**	**Mode**	**Ranking acc. with frequencies**
Skills training in my field of expertise	2.38	1.343	2.00	2	1
Problem solving/decision making	2.43	1.291	2.00	2	2
Strategic planning	2.45	1.194	2.00	2	3
International business knowledge	2.69	1.278	2.00	2	4

Source: Author based on his survey's data, 2005-2006.

Regarding the differences in priorities between both groups of skills there was no substantial margin, which means that from the quantitative data the author could conclude that the managers still prioritize the development of both groups of skills almost at the same level. *Soft leadership skills* have received on average only a marginally more *very likely and likely* (21.6 per skill) answers and fewer *very unlikely* answers (10.6 per skill) than *hard managerial skills* (18.9 and 13.4, respectively). In addition the mean of the soft leadership skills group is just slightly lower (2.644) than that corresponding to the hard managerial skills group (2.970) and this difference is not statistically significant[11]. Median and mode for all the skills inserted in Tables 9 and 10 are equal 2 (except for Leadership where mode is equal 1), indicating that 50% of the respondents have answered *likely and very likely* for all these skills, and that the

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[11] Both groups have been tested with Cronbach's alpha and both satisfy the condition of being larger than 0.70 (0.834 and 0.921 respectively). Also the author does not consider the groups to be statistically different (p: 0.24 and t: -2.587)

most common answer has been *likely*, except for *Leadership* where the most repeated reply was *very likely* (mode=1). These results agree with the distribution of frequencies displayed in tables 12 and 14. Given the proximity of mean, median and mode values in all the skills we could conclude that these indicators well reflect the distribution of the answers.

Please, find below the full rankings of hard and soft skills according to their means (see Tables 11 and 13) and frequencies (see Tables 12 and 14).

Table 11

Hard managerial skills ranking, in full, according to mean ratings

Ranking according with means (*)				
	Mean	**Median**	**Mode**	**Std. Deviation**
Skills training in my field of expertise	2.38	2.00	2	1.343
Problem solving/decision making	2.43	2.00	2	1.291
Strategic planning	2.45	2.00	2	1.194
International business knowledge	2.69	2.00	2	1.278
Foreign Language	2.71	3.00	1	1.346
Performance appraisal	2.71	2.00	2	1.312
Management/business skills	2.74	2.00	2	1.270
Time management	2.79	2.00	2	1.317
Public speaking/presentation skills	2.81	3.00	2	1.311
International cultural adaptability	3.02	3.00	2	1.220
Sales	3.15	3.00	2	1.389
Hiring/interviewing	3.17	3.00	3	1.321
Quality/process improvement	3.29	3.00	2	1.270
Career planning	3.33	3.00	3	1.223
Computer training	3.43	3.00	5	1.399

(*) Statically significant differences at .05 level between variables.

Source: Author based on his survey's data, 2005-2006.

Table 12

Hard managerial skills ranking in full according to frequency of ratings (*)

Ranking according with frequencies	
Likely and Very Likely **(descendent order according** **with number of mentions)**	**Unlikely and Very Unlikely** **(descendent order according** **with number of mentions)**
Skills training in my field of expertise (27)	Quality/process improvement (20)
Problem solving/decision making (27)	Career planning (19)
Strategic planning (26)	Sales (18)
Performance Appraisal (24)	Computer training (16)
International Business Knowledge (22)	Hiring/interviewing (16)
Time Management (21)	Project management (15)
Management/business skills (21)	International cultural adaptability (15)
Public speaking/presentation skills (20)	Public speaking/presentation skills (13)
Foreign Language (19)	Management/business skills (12)
Project management (16)	Time Management (12)
International cultural adaptability (16)	Foreign Language (12)
Skills training in my field of expertise (27)	Quality/process improvement (20)
Problem solving/decision making (27)	Career planning (19)
Strategic planning (26)	Sales (18)
Performance Appraisal (24)	Computer training (16)
International Business Knowledge (22)	Hiring/interviewing (16)
Time Management (21)	Project management (15)
Management/business skills (21)	International cultural adaptability (15)
Public speaking/presentation skills (20)	Public speaking/presentation skills (13)
Foreign Language (19)	Management/business skills (12)
Project management (16)	Time Management (12)
International cultural adaptability (16)	Foreign Language (12)
Quality/process improvement (15)	**Problem solving/Decision Making (10)**
Sales (15)	**International Business Knowledge (10)**
Hiring/interviewing (13)	**Performance Appraisal (11)**
Career planning (11)	**Skills training in my field of expertise (9)**
Computer training (9)	**Strategic planning (6)**

(*) The numbers between brackets are the frequencies.

Source: Author based on his survey's data, 2005-2006.

Table 13

Soft leadership skills according to mean ratings. Ranking in full

Ranking according with means (*)			
	Mean	**Median**	**Mode**	**Std. Deviation**
Leadership	1.90	2.00	1	1.100
Managing change	2.19	2.00	2	1.200
Vision	2.24	2.00	2	1.200
Team-building	2.33	2.00	2	1.162
Conflict management	2.63	2.00	2	1.102
Career coaching skills	2.69	2.00	2	1.000
Communication skills	2.79	3.00	2	1.260
Self-awareness	2.79	3.00	2	1.260
Life balance	2.83	3.00	2	1.413
Entrepreneurialism	2.90	3.00	2	1.340
Diplomacy/politics at work	2.95	3.00	3	1.248
Ethics	3.05	3.00	3	1.203
Creativity	3.10	3.00	2	1.340

(*) Statically significant differences at .05 level between variables.

Source: Author based on his survey's data, 2005-2006.

Table 14

Soft leadership skills according to the frequency of ratings (*). Ranking in full

Ranking according with frequencies	
Likely and Very Likely (descendent order according with number of mentions)	**Unlikely and Very Unlikely (descendent order according with number of mentions)**
Leadership (32)	**Creativity (16)**
Managing change (31)	**Life Balance (15)**
Team-building (29)	**Entrepreneurialism (14)**
Vision (28)	**Ethics (13)**
Career coaching skills (21)	Diplomacy (13)
Conflict management (20)	Communication (12)
Self-awareness (20)	Self-awareness (11)
Life balance (20)	Coaching skills (9)
Communication skills (19)	Team-building (9)
Entrepreneurialism (18)	**Vision (8)**
Creativity (16)	**Managing Change (7)**
Diplomacy (15)	**Conflict Management (6)**
Ethics (12)	**Leadership (5)**

(*) The numbers between brackets are the frequencies.

Source: Author based on his survey's data, 2005-2006.

The author tried through the interviews to test the managers' vision or lack thereof. The idea was not to know the vision established by the company, but merely to test if the vision of the company, i.e., its purpose and strategy, "is really actively directed by the individual" (Lynch, 2003, 367) that holds the position to do it. Hence, the interviewees were asked to describe the real vision of their companies. The author analyzed the answers and the enthusiasm[12] of the respondents. In order to make the post coding of these answers the author created a scale with four possible levels of vision: *absence* (when there is not a real idea of the vision at all) – *formal* (the vision

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[12] To guarantee the quality, the author made the sight-editing and analysis the same day of the interview. However, the post-coding was done at the end of the research. Please, find the transcription of the answers in Table 15 and Figure 11.

is written and known by the manager, but it is not emotionally "alive" in the responder) – *target* (there is no long-term vision, but at least a set of business medium term goals which take into account the forces of the industry) – *real and motivating vision* (there is a consistent vision "alive" in the responder, it is long-term, it takes into account the market structure, and makes the company distinct).

Table 15

Managers' visions

Descriptions of vision[13]
I see our organization very successful in the long-term.
Absence
We are short-term basis, we do not think in the long-term.
Absence
We are selling the company now, however I think we will be in the same niche in the long run.
Absence
I do not have to think in the long-term, I just want to make my company the no. 1 in the market and have the chance to be retired in 10 years.
Absence
There is a new vision, it is written. I don't know, we are changing.
Formal
Long-term vision: regarding the company, it will be sold. Regarding the team, I am looking for a successor. I just send the products to the customer in time, quality and price, just it.
Absence
I don't know what will happen with the company in the future; even I don't know what will happen with me tomorrow.
Absence
My company, I don't know, it will always be a leader in the market, from my side I just want to start up something new.
Absence
I don't know if there is a long-term vision of the company, only that there will be changes continuously, also I don't know what are the long-term plans of the firm in Latvia.

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[13] These are *non-exact* phrases; the author edited them in order to help the readers to understand the ideas. The author has cared to do the sight-edition the same day of the interview.

Absence
Vision of the company: till the next three years we have clear targets, after I think we will not be any more here.
Targets
We want to be the ones who shape the business sector, as well we are not only a pension fund, we want to be the support of the people for their future.
Real and motivating.
Our organization is its building, I hope it will become a business center of Latvia.
Absence
To keep and increase the leadership of the company in the local environment, it will be a strong company in its sector always in the local market.
Absence
Our vision was decided abroad, at the headquarters, does not bother too much. I cannot say anymore, we have some goals to fulfill.
Targets
We have clear medium-term targets in parameters as costumer satisfactions, return over capital employed, market share and employee satisfaction.
Targets
We will have a stable and modern company, leader in all its categories, with a developed international networking, with possibilities to retain high-qualified employees concerning the availability of running international careers.
Absence
We have defined for the next 3 three years some market and profitability targets. There is a vision that is written, that is more or less formal.
Targets
From being an old state institution to become a goal oriented company. We came up with a strategy after internal workshops. At the same time I am communicating gradually and selling the vision to the Board. Anyway, we should wait changes in the people of the Board in order to enforce our ideas.
Real and motivating.
We are moving from being a Telco to an IT company and it is in important in several issues as recruitment and training.
Real and motivating.
We want to be a global company, which is able to find and introduce innovative ideas.
Absence

Source: Author based on his survey's data, 2005-2006.
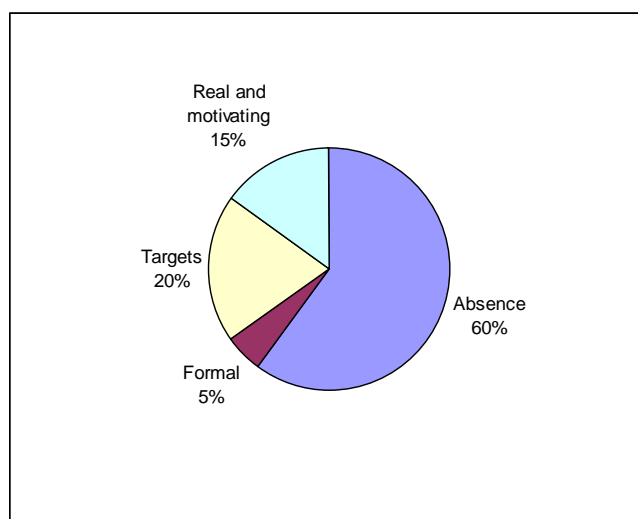
Figure 11. Existence of vision between interviewees

Source: Author based on this survey's data, 2005-2006.

The author identified only three respondents (15% of the interviewees) with a *real and motivating* vision. Their visions were more general than financial and operational targets, and sufficiently well defined to set behind medium-term concrete goals. It is worrying that in 60% of the interviewees the vision was completely *absent*.

Summary of the results: concise answers to the research questions

The author summarizes the main insights from the research findings. The first question of this survey was *what do Latvian senior managers need to develop in order to be more effective in their organizations?* From the interviews it was clear that the managers perceive that soft leadership skills are the priority in development. However it could not be fully confirmed by the quantitative data. In fact, from this data both groups appear almost at the same level of relevance.

In a few skills, hard and soft, most of the managers have expressed really high interest: vision, team building, managing change, coaching skills and conflict management have been ranked the first priorities. However, from the previous research of KPMG, the comments collected during the interviews, and the objective data described above, it seems that the managers under-perceive, as is logical, their needs in terms of leadership development. Following Kotter (1994) we can make

some considerations looking at our findings regarding their career experiences . The lack of role models can make it difficult to learn, since it is not possible to start where others have left off. The rapid climb in their careers prevents people from thinking about the long-term and discourages consideration of leadership issues. The lack of loyalty restrains the business trust and makes it hard for the organization to learn and to improve its practices. However, as the managers in the Latvian context had begun managing early in life, they were compelled to lead and learn quickly from successes and failures.

Finally, on the one hand the author concludes from the interviews that there is a general understanding of what leadership is mainly in terms of the leadership processes described by Kotter (1994). Such understanding usually emphasizes the relationship between leadership and personality characteristics and the extent to which it influences the work in teams, the motivation of the people, and the achievement of results. On the other hand, the author believes that there is a lack of knowledge concerning the foundations and essentials of leadership.

The author will expose in section III.e.1 findings, which concerned to the other two questions addressed by this survey (How do they want to improve their skills and how do the local institutions of business education fill the gap).

III.c Leadership development in times of crisis: the European case

III.c.1 Outlook

CCL (Center of Creative Leadership) has run the survey analyzed in III.b in a wider basis and the author thinks that this part of the dissertation will be complete if he runs the same data analysis in the way he did with the Latvian database and if he compares the results obtained in Western Europe, Eastern Europe and Latvia. The information on the CCL survey has been obtained from the database he received from CCL in January 2010 and from the report published by CCL (D'Amato and Deal, 2006) on the survey findings.

III.c.2 Sample

In the European sample of the survey, CCL got 1364 responses[14] (63.4% from Western Europe and 36.6% from Eastern Europe). The gender composition of the sample is 42.6% females and 57.4% males. The sample was divided into four generational cohorts based on year of birth:

- Participants born between years 1946 – 1951: 5.6%;
- Participants born between years 1952 – 1959: 23%;
- Participants born between years 1960 – 1970: 45.2%;
- Participants born between years 1971 – 1980: 26.2%.

In terms of academic degrees, this is the composition of the sample:

- 9.1% less than Bachelors Degree;
- 32.5% Bachelors Degree (BA, BS);
- 42.4% Masters Degrees (MA, MS, MBA);
- 6.9% Professional Degree (MD, JD, DDS);
- 3.4% Doctorate (Ph.D.);
- 2.0% others.

Please, find below in Tables 16 to 19 the composition of the sample according to sex, age, organizational level and functions.

Table 16

Composition of participants according to sex

	Frequency	**Percent**
Men	1114	66.9
Women	552	33.1
Total	**1666**	**100.0**

Source: Author based on CCL survey's data, 2006

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[14] The author run the data analysis on a larger database (1666 responses) where other EU neighboring countries have been included as Russia.

Table 17

Composition of participants according to age

Generation	Frequency	Percent
Gen A (born 1946 – 1951)	101	6.1
Gen B (born 1952 – 1959)	355	21.4
Gen C (born 1960 – 1970)	731	43.8
Gen D (born 1971 – 1980)	479	28.8

Source: D'Amato and Deal, 2006.

In table 17, we could see the classification of the participants according to their generations. In table 18, we could observe the grouping of the participants according to their positions at their organizations. Please, observe that 79.6% occupy management positions.

Table 18

Composition of participants according to their organizational level

		Frequency	Percent
Valid	top	75	4.5
	executive	299	17.9
	upper middle management	447	26.8
	management	506	30.4
	professional	236	14.2
	first level	49	2.9
	hourly employee	8	0.5
	not relevant to my situation	29	1.7
	Total	1649	99.0
Missing	System	17	1.0
	Total	**1666**	**100.0**

Source: Author based on CCL survey's data, 2006.

Table 19

Composition of participants according to their functions

		Fre-quency	Per-cent	Valid Percent	Cumulative Percent
Valid		38	2.3	2.3	2.3
	Accounting	58	3.5	3.5	5.8
	Administration	85	5.1	5.1	10.9
	Advertising/Public Relations	7	0.4	0.4	11.3
	Credit/Finance	140	8.4	8.4	19.7
	Education	25	1.5	1.5	21.2
	Engineering	181	10.9	10.9	32.1
	Human Resources/Training	183	11.0	11.0	43.0
	Information Systems/Data Processing	88	5.3	5.3	48.3
	Law	26	1.6	1.6	49.9
	Manufacturing	29	1.7	1.7	51.6
	Marketing	107	6.4	6.4	58.0
	Materials Management/Purchasing	44	2.6	2.6	60.7
	Medicine	1	0.1	0.1	60.7
	Operations	108	6.5	6.5	67.2
	Product Development	23	1.4	1.4	68.6
	Quality Control	23	1.4	1.4	70.0
	Research/Analysis	43	2.6	2.6	72.6
	Research and Development	48	2.9	2.9	75.5
	Sales	204	12.2	12.2	87.7
	Secretarial Support	4	0.2	0.2	87.9
	Security	5	0.3	0.3	88.2
	Social Service	6	0.4	0.4	88.6
	Systems Analysis	7	0.4	0.4	89.0
	Top Management	183	11.0	11.0	100.0
	Total	**1666**	**100.0**	**100.0**	

Source: Author based on CCL survey's data, 2006.

The database under analysis included mostly European countries and gathered 1666 respondents. Please, find in Table 20 the distribution of respondents per country. As it can be seen, more than 20 countries are represented, being Ireland and Spain the countries with the largest number of participants.

Table 20

Composition of participants according to their countries of residence

	Frequency	**Percent**
Valid		
Austria	60	3.6
Belgium	23	1.4
Bulgaria	79	4.7
Czech Republic	60	3.6
Finland	20	1.2
France	27	1.6
Germany	25	1.5
Hungary	73	4.4
Ireland	351	21.1
Italy	51	3.1
Latvia	45	2.7
Netherlands	34	2.0
Poland	99	5.9
Romania	35	2.1
Russia	48	2.9
Slovakia	26	1.6
Slovenia	36	2.2
Spain	327	19.6
Ukraine	21	1.3
United Kingdom	130	7.8
Others	96	5.7
Total	**1666**	**100.0**

Source: Author based on CCL survey's data, 2006.

III.c.3 Career paths and job satisfaction

Before proceeding with the comparison of essential data connected with our research, as a matter of interest, the author inserts some important results from the survey related to career paths:

- Most of the participants like their work (86%) and non-substantial differences were found across Europe.
- A large part of respondents recognize that they are satisfied and feel happy with their work (72%) and non-substantial differences were found across Europe.
- Most of the respondents consider their own contribution and their teammates as the most rewarding aspects of their work (74%).
- Less than half of the respondents (47%) admit that financial compensation is the most rewarding part of their work and non-substantial differences were found across Europe.
- 60% of respondents consider that they feel more rewarded with accomplishments in private life rather than in career. A slight difference was found between Eastern (54%) and Western participants (65%).
- Most of participants feel that they are contributing to society through their jobs (75%) and non-substantial differences were found across Europe.
- 64% of respondents rely on their organizations in fulfilling commitments. However, respondents expressed more trust towards their bosses (73% agree or strongly agree that they trust their current boss).
- Managers perceive they don't focus their jobs neither in projects nor in people, they serve both – 62% reported managing both people and projects and non-substantial differences were found across Europe.
- Respondents didn't express long term commitments towards their bosses. Only 40% said they would stay as long as they could.
- Slightly more than half of the participants (56%) found their upper management to have the ability to articulate its goals and priorities.

III.c.4 The influence of role models and values on EU managers' development

As with the Latvian sample, first the author proceeds to describe the results regarding the skills the managers consider they lack and those that they need to develop. The author analyzed the data with central tendency measures and frequencies. The respondents did not make a ranking of skills themselves; they rated the likelihood to seek development in each skill. From the mean ratings and the frequency of the ratings the author made the rankings[15].

In Table 21 we could observe the rankings of the skills comparing Western Europe, Eastern Europe and Latvia. *Leadership*[16] stands at the top of the three rankings. *Vision* and *Team Building* also account for similar results in the three regions.

In order to further proceed with understanding of their leadership training needs, the author decided to run a two-cluster method analysis in order to confirm trends among the participants on those factors which, according to the theoretical background of this dissertation, positively or negatively affect their leadership capital and leadership processes: values and role models. The author identified the following variables as the ones, which explains the presence of values and role models in the database: *I am happy in my job / I believe that my organization will develop me as an employee / Upper management of my company clearly articulates its goals and priorities / I like my work / In my company, people get ahead because of how they perform / I trust my current boss / I trust my organization to keep its promises / I could happily stay with the organization for the rest of my working life / I would like to stay with my current boss for as long as I can / On the job, I am developing the skills I need for the future.*

---

[15] As it can be seen in the questionnaire (Appendix I) the statement of the question was: *Please, rate the likelihood that you would seek development in each of the following areas in the next year*. The scale went from 1 to 5 (very likely to very unlikely). From the interviews the author observed that the respondents interpreted *next year* as short term.

[16] It is time to remember that *leadership* in this ranking is defined as the characteristics that makes a manager foster trust, keep the people motivated and energize the companies.

Table 21

Leadership training comparison in Western Europe, Eastern Europe and Latvia

Question	Western Europe (63.4% of responses)	Eastern Europe (36.6% of responses)	Latvia (2.7% of responses)
Areas chosen for training	• Leadership • Vision • Performance appraisal • Team building • Problem solving/decision making • Managing change • Strategic planning • Management skills • Communication skills • Skills training in their area of interest	• Leadership • International business • Vision • Performance appraisal • Team building • Problem solving/decision making • Public speaking • Time management • Quality/process improvement • Managing change	• Leadership • Managing change • Vision • Team building • Skills training in my field • Problem solving/decision making • Strategic planning • International business knowledge

Source: Author based on CCL survey's report (2006) and author's survey (2005-2006).

Please, find in Figure 12 the summary output's SPSS screenshots of the cluster analysis.

Two clusters of respondents have been identified with 512 and 1056 individuals each. 98 respondents have been missing from the analysis. According to SPSS quality check, the cluster classification has been at normal standards of acceptance (please, see *silhouette measure of cohesion and separation* in Figure 12).

Model Summary

Algorithm	TwoStep
Input Features	10
Clusters	2

Cluster Quality

Poor   Fair   Good

-1.0   -0.5   0.0   0.5   1.0

Silhouette measure of cohesion and separation

Cluster Sizes

Cluster
☐ 1
☐ 2

32.7%   67.3%

Size of Smallest Cluster	512 (32.7%)
Size of Largest Cluster	1056 (67.3%)
Ratio of Sizes: Largest Cluster to Smallest Cluster	2.06
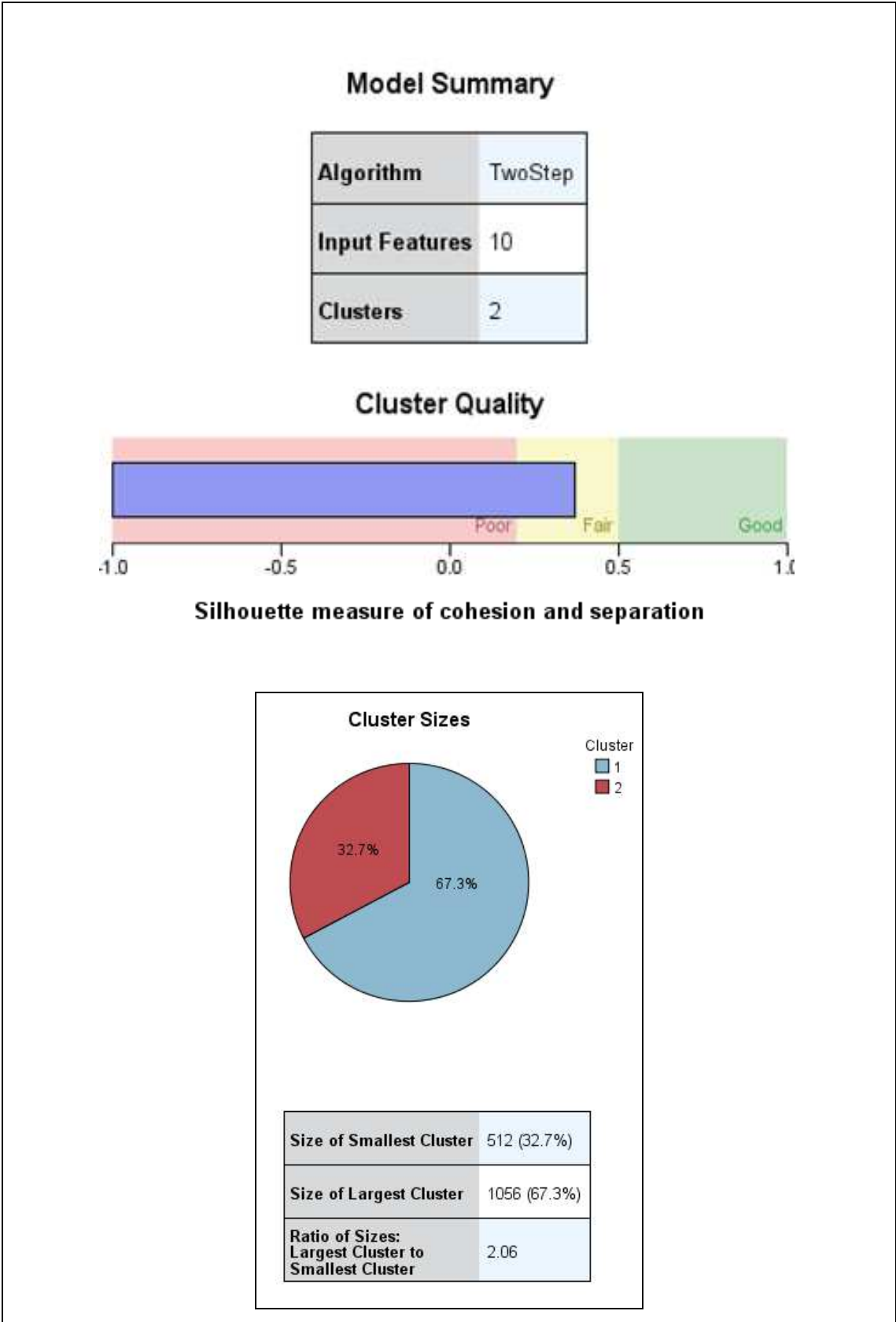
Figure 12. Cluster Analysis' model summary

Source: Author based on CCL survey's data, 2006.

Clusters

Feature Importance

▦ 1.0 ▦ 0.9 ▦ 0.8 ▦ 0.7 ▦ 0.6 ▦ 0.5

Cluster	1	2
Label		
Description		
Size	67.3% (1056)	32.7% (512)
Features	I am happy in my job. 1.74	I am happy in my job. 2.84
	I believe that my organization will develop me as an employee. 1.93	I believe that my organization will develop me as an employee. 2.95
	Upper management of my company clearly articulates its goals and priorities. 2.20	Upper management of my company clearly articulates its goals and priorities. 3.34
	I like my work. 1.50	I like my work. 2.38
	In my company, people get ahead because of how they perform. 2.19	In my company, people get ahead because of how they perform. 3.18
	I trust my current boss. 1.78	I trust my current boss. 2.82
	I trust my organization to keep its promises. 2.04	I trust my organization to keep its promises. 3.03
	I could happily stay with the organization for the rest of my working life. 2.28	I could happily stay with the organization for the rest of my working life. 3.40
	I would like to stay with my current boss for as long as I can. 2.43	I would like to stay with my current boss for as long as I can. 3.41
	On the job, I am developing the skills I need for the future. 1.72	On the job, I am developing the skills I need for the future. 2.41

Figure 13. Happiness, values and role models among EU managers

Source: Author based on CCL survey's data, 2006.

In Figure 13 we could observe how both clusters differentiate one of the other taking into account the *means* of the responses for each variable. The largest cluster, no. 1, differentiates from cluster no. 2 in the following respects: participants feel in average

happier in their jobs, trust more that the organization is going to develop them as employees, upper-management articulates better operations with organization's objectives, like more their work, politics intervenes less in promotion, trust more in their boss and their organizations, feel more comfortable at their current organizations and their bosses, and finally they feel they are developing the skills they need for the future.

Once the author held these findings, he decided to search whether in these managers happiness at the workplace (measured by *I am happy in my job*) and personal development at the workplace (measured by *I believe that my organization will develop me as an employee*) are influenced by the other variables used for the cluster analysis and in which extent. Therefore, he decided to run regression analyses using as dependent variables *I am happy in my job* and *I believe that my organization will develop me as an employee*. This analysis is similar to the one marketing research analysts do when trying to get if consumers' perceptions of quality are determined by their perceptions of prices and branding. The author will try to grasp whether managers' perceptions of happiness and development are determined by their perceptions of: alignment between organization and personal goals, likeness of work, political environment at the workplace, trust towards the boss and the organization, corporate culture, and likeness of the boss and organization.

A summary of the outputs of the regression analysis could be seen below from Figure 14 till Figure 17. As it can be observed in the *model summary* and *ANOVA* charts of each regression, the independent variables explain sufficiently the variation of the dependent variables. Please, observe that the *sums of squares* of the residuals are not larger than the regression, except the one in Figure 15, what means that the models explain at least half of the variations. Further, the significance value of the *F* statistic in all the models is less than 0.05, which means that the variations explained by the models are not due to chance.

In Figure 14 we observe that *R* (0.756) indicates a strong relationship between the model and the behavior of the dependent variable. *R Square* (0.572) shows that over half of the variable *I am happy in my job* is explained by the model. The descriptive section of the figure tells us that the most important factor for being happy at job is *I like my job* given its large coefficient (0.652) and it holds the largest

absolute standardized coefficient (0.574). We can also reject the null hypothesis of this variable. We can see that the *t-value* is larger than 2 and sig. is smaller than 0.05, then this variable is statistically significant at 5% level of confidence. We can assess then than the attractiveness of the job will influence the level of satisfaction at work.

Model Summary

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.756	0.572	0.569	0.582

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	706.923	9	78.547	231.672	0.000[a]
	Residual	529.588	1562	0.339		
	Total	1236.511	1571			

a. Predictors: (Constant), In my company, people get ahead because of how they perform, I would like to stay with my current boss for as long as I can, I am learning in my job, I trust my organization to keep its promises, I like my work, Upper management of my company clearly articulates its goals and priorities, On the job, I am developing the skills I need for the future, I believe that my organization will develop me as an employee, I trust my current boss.
b. Dependent Variable: I am happy in my job.

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.007	0.061		0.119	0.905
On the job, I am developing the skills I need for the future.	0.034	0.023	0.032	1.514	0.130
I like my work.	0.652	0.023	0.574	28.446	0.000
I am learning in my job.	0.038	0.025	0.032	1.518	0.129
I trust my organization to keep its promises.	0.034	0.020	0.035	1.683	0.093
I believe that my organization will develop me as an employee.	0.094	0.023	0.089	4.032	0.000
I would like to stay with my current boss for as long as I can.	0.047	0.018	0.055	2.636	0.008
I trust my current boss.	0.057	0.021	0.062	2.752	0.006
Upper management of my company clearly articulates its goals and priorities.	0.059	0.018	0.066	3.317	0.001
In my company, people get ahead because of how they perform.	0.042	0.020	0.043	2.142	0.032

a. Dependent Variable: I am happy in my job.

Figure 14. Factors influencing happiness at the workplace
Source: Author based on CCL survey's data, 2006.

In Figure 15 we observe that *R* (0.675) indicates a strong relationship between the model and the behavior of the dependent variable. *R Square* (0.456) shows that

almost half of the variable *I believe that my organization will develop me as an employee* is explained by the model. The descriptive section of the figure tells us that the most important factor for feeling developed by the organization is *I trust my organization to keep its promises* given its large coefficient (0.316) and it holds the largest absolute standardized coefficient (0.347). We can also reject the null hypothesis of this variable. We can see that the *t-value* is larger than 2 and sig. is smaller than 0.05, then this variable is statistically significant at 5% level of confidence. We can assess then than trust on the organization positively affects the expectations toward development.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.675[a]	0.456	0.453	0.618

ANOVA[b]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	501.305	9	55.701	145.609	0.000[a]
	Residual	597.904	1563	0.383		
	Total	1099.209	1572			

a. Predictors: (Constant), On the job, I am developing the skills I need for the future, I trust my organization to keep its promises, I trust my current boss, My current job is aligned with my interests, Upper management of my company clearly articulates its goals and priorities, In my company, people get ahead because of how they perform, I am learning in my job, I am happy in my job, I like my work.
b. Dependent Variable: I believe that my organization will develop me as an employee.

Coefficients[a]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	0.160	0.062		2.573	0.010
I am learning in my job.	0.061	0.027	0.055	2.278	0.023
I like my work.	0.006	0.031	0.006	0.203	0.839
I am happy in my job.	0.100	0.027	0.106	3.716	0.000
My current job is aligned with my interests.	0.081	0.023	0.084	3.561	0.000
I trust my organization to keep its promises.	0.316	0.020	0.347	15.683	0.000
I trust my current boss.	0.045	0.019	0.052	2.404	0.016
Upper management of my company clearly articulates its goals and priorities.	0.072	0.019	0.086	3.846	0.000
In my company, people get ahead because of how they perform.	0.131	0.021	0.139	6.275	0.000
On the job, I am developing the skills I need for the future.	0.128	0.024	0.129	5.348	0.000

a. Dependent Variable: I believe that my organization will develop me as an employee.

Figure 15. Factors influencing employees' development at the workplace

Source: Author based on CCL survey's data, 2006.

Given the positive results obtained with the model of Figure 14, the author decided to explore whether variations could be found at different levels of the organization. Therefore, he split the database in two groups. The first one (see Figure 16) included those managers whose organizational level is *less or equal than upper middle management*. In the second he explored those whose organizational level is *higher or equal than upper middle management*. The objective was to find whether different factors of the model have different impact according to the level of the organization.

In Figure 16 we observe that *R* (0.776) indicates a strong relationship between the model and the behavior of the dependent variable. *R Square* (0.602) shows that over half of the variable *I am happy in my job* is explained by the model. The descriptive section of the figure tells us that the most important factor for being happy at job for managers whose organizational level is less or equal than upper middle management is *I like my job* given its large coefficient (0.611) and it holds the largest absolute standardized coefficient (0.523). As second important factor, we *see I believe that my organization will develop me as an employee.* We can also reject the null hypothesis for both variables. We can see that the *t-values* are larger than 2 and sig. is smaller than 0.05, then these variables are statistically significant at 5% level of confidence. We can assess then than for managers at less or equal than upper middle management the attractiveness of the job and the expectations towards future development will influence the level of satisfaction at work.

Model Summary

R OrganizationLevel <= upper middle management (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
0.776[a]	0.602	0.597	0.580

ANOVA[b,c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	384.314	9	42.702	126.991	0.000[a]
	Residual	253.874	755	0.336		
	Total	638.188	764			

a. Predictors: (Constant), I believe that my organization will develop me as an employee, I am learning in my job, Upper management of my company clearly articulates its goals and priorities, I trust my current boss, My current job is aligned with my interests, In my company, people get ahead because of how they perform, I trust my organization to keep its promises, I like my work, On the job, I am developing the skills I need for the future.
b. Dependent Variable: I am happy in my job.
c. Selecting only cases for which OrganizationLevel <= upper middle management

Coefficients[a,b]

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-0.101	0.082		-1.230	0.219
I am learning in my job.	0.077	0.035	0.066	2.223	0.027
I like my work.	0.611	0.035	0.523	17.314	0.000
My current job is aligned with my interests.	0.104	0.030	0.103	3.482	0.001
I trust my organization to keep its promises.	0.039	0.030	0.037	1.278	0.202
I trust my current boss.	0.088	0.026	0.092	3.382	0.001
Upper management of my company clearly articulates its goals and priorities.	0.060	0.025	0.065	2.352	0.019
In my company, people get ahead because of how they perform.	0.028	0.030	0.027	0.936	0.350
On the job, I am developing the skills I need for the future.	-0.005	0.033	-0.005	-0.162	0.871
I believe that my organization will develop me as an employee.	0.126	0.033	0.117	3.817	0.000

a. Dependent Variable: I am happy in my job.
b. Selecting only cases for which OrganizationLevel <= upper middle management

Figure 16. Factors influencing happiness at the workplace for managers at organizational level less and equal than upper middle

Source: Author based on CCL survey's data, 2006.

In Figure 17 we observe that *R* (0.742) indicates a strong relationship between the model and the behavior of the dependent variable. *R Square* (0.551) shows that over half of the variable *I am happy in my job* is explained by the model. The descriptive section of the figure tells us that the most important factor for being happy at job for managers whose organizational level is higher or equal than upper middle management is *I like my job* given its large coefficient (0.592) and it holds the largest absolute standardized coefficient (0.521). As second important factor, however, we see *My current job is aligned with my interests*. We can also reject the null hypothesis for both variables. We can see that the *t-values* are larger than 2 and sig. is smaller than 0.05, then these variables are statistically significant at 5% level of confidence. We can assess then than for managers at higher or equal than upper middle management the attractiveness of the job and the alignment between organizational and personal goals will influence the level of satisfaction at work.

Model Summary

Model	R OrganizationLevel >= upper middle management (Selected)	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.742[a]	0.551	0.548	0.590

ANOVA[a,b,c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	516.202	9	57.356	164.602	0.000[a]
	Residual	420.580	1207	0.348		
	Total	936.782	1216			

a. Predictors: (Constant), I believe that my organization will develop me as an employee, I am learning in my job, I trust my current boss, Upper management of my company clearly articulates its goals and priorities, My current job is aligned with my interests, In my company, people get ahead because of how they perform, I trust my organization to keep its promises, I like my work, On the job, I am developing the skills I need for the future.
b. Dependent Variable: I am happy in my job.
c. Selecting only cases for which OrganizationLevel >= upper middle management

Coefficients[a,b]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.014	0.071		0.198	0.843
	I am learning in my job.	0.019	0.029	0.016	0.640	0.523
	I like my work.	0.592	0.028	0.521	20.976	0.000
	My current job is aligned with my interests.	0.124	0.024	0.121	5.103	0.000
	I trust my organization to keep its promises.	0.032	0.023	0.033	1.392	0.164
	I trust my current boss.	0.087	0.020	0.097	4.409	0.000
	Upper management of my company clearly articulates its goals and priorities.	0.052	0.020	0.058	2.565	0.010
	In my company, people get ahead because of how they perform.	0.056	0.023	0.057	2.454	0.014
	On the job, I am developing the skills I need for the future.	0.019	0.026	0.018	0.716	0.474
	I believe that my organization will develop me as an employee.	0.075	0.028	0.070	2.680	0.007

a. Dependent Variable: I am happy in my job.
b. Selecting only cases for which OrganizationLevel >= upper middle management

Figure 17. Factors influencing happiness at the workplace for managers at organizational level equal or higher than upper middle

Source: Author based on CCL survey's data, 2006.

Finally, the author has explored the ranking of skills for being developed by those managers whom perceive that *organization not develop the skills* (see Table 22), *who are less happier at their work* (see Table 23), *who are happier at their work* (see Table 24). The most significant finding is that *leadership* and *skills training in my*

field are the first ones on the scale in all the three categories of managers. The skills *managing change, team building and problem solving/decision making* scored high also in the rankings. There has not been found the same level of homogeneity at the lowest part of the rankings.

Table 22

Ranking of skills for being developed among managers to whom organization not develop the skills

Descriptive Statistics

	N	Mean	Std. Deviation	Median	Mode
Leadership	504	2.16	1.084	2.00	2
Skills training in my field of expertise	503	2.33	1.100	2.00	2
Problem solving/ decision making	503	2.53	1.146	2.00	2
Team-building	502	2.54	1.065	2.00	2
Managing change	500	2.56	1.085	2.00	2
Management/business skills	504	2.58	1.138	2.00	2
Strategic planning	506	2.62	1.144	2.00	2
Communication skills	500	2.68	1.139	3.00	2
Vision	502	2.76	1.099	3.00	2
International business knowledge	504	2.78	1.273	3.00	2
Other	479	2.79	1.139	3.00	2
Performance appraisal	501	2.81	1.067	3.00	2
Foreign language	501	2.82	1.374	3.00	2
Conflict management	502	2.82	1.124	3.00	3
Public speaking/ presentation skills	499	2.85	1.124	3.00	2
Quality/process improvement	501	2.87	1.159	3.00	2
Self-awareness	505	2.87	1.125	3.00	2
Career planning	502	2.91	1.124	3.00	3
Career coaching skills	498	2.93	1.077	3.00	3

Source: Author based on CCL survey's data, 2006.

Table 23

Ranking of skills for being developed among managers who are less happier at their work

Descriptive Statistics

	N	Mean	Std. Deviation	Median	Mode
Leadership	433	2.02	1.043	2.00	2
Skills training in my field of expertise	429	2.30	1.065	2.00	2
Problem solving/decision making	432	2.39	1.137	2.00	2
Managing change	428	2.40	1.057	2.00	2
Management/business skills	428	2.41	1.075	2.00	2
Team-building	429	2.45	1.064	2.00	2
Strategic planning	431	2.49	1.133	2.00	2
Communication skills	427	2.56	1.108	2.00	2
Conflict management	428	2.65	1.079	3.00	2
International business knowledge	432	2.66	1.266	2.00	2
Self-awareness	430	2.68	1.123	3.00	2
Vision	428	2.71	1.069	3.00	2
Other	408	2.73	1.115	3.00	2
Public speaking/presentation skills	428	2.76	1.124	3.00	2
Career planning	429	2.78	1.109	3.00	2
Performance appraisal	428	2.79	1.082	3.00	3
Time management	431	2.82	1.171	3.00	2
Career coaching skills	425	2.83	1.079	3.00	3
Life balance	430	2.88	1.187	3.00	3
Quality/process improvement	428	2.88	1.121	3.00	2

Source: Author based on CCL survey's data, 2006

Table 24

Ranking of skills for being developed among managers who are happier at their work

Descriptive Statistics

	N	Mean	Std. Deviation	Median	Mode
Leadership	1155	1.95	1.020	2.00	1
Skills training in my field of expertise	1144	2.15	1.068	2.00	2
Team-building	1150	2.27	0.977	2.00	2
Problem solving/decision making	1151	2.32	1.066	2.00	2
Strategic planning	1155	2.38	1.059	2.00	2
Management/business skills	1150	2.39	1.030	2.00	2
Managing change	1151	2.40	1.029	2.00	2
Vision	1155	2.51	1.077	2.00	2
Communication skills	1151	2.52	1.093	2.00	2
Performance appraisal	1151	2.54	1.022	2.00	2
Public speaking/presentation skills	1150	2.62	1.150	2.00	2
Other	1100	2.69	1.108	3.00	2
Conflict management	1148	2.69	1.058	3.00	2
Quality/process improvement	1152	2.70	1.112	3.00	2
Career coaching skills	1143	2.70	1.052	3.00	2
International business knowledge	1153	2.70	1.247	2.00	2
Self-awareness	1153	2.72	1.079	3.00	2
Time management	1151	2.76	1.144	3.00	2
Foreign language	1146	2.77	1.334	3.00	2
Creativity	1148	2.83	1.181	3.00	2
Career planning	1149	2.86	1.070	3.00	3

Source: Author based on CCL survey's data, 2006

III.c.5 Summary of the results

The author summarizes the main insights from the research findings on the EU survey. W*hat do EU managers need to develop in order to lead more effectively their organizations?* We could see that non substantial differences have been found between the respondents in Western and Eastern Europe. The skills most mentioned as priority for development have been: Leadership, Vision, and Team Building. We

have also seen that both, people whom organizations develop their skills and people whom organizations do not, perceive that leadership is the first skill to work on.

We have also tested the perceived impact of values and role models on job satisfaction and employee's development. The data analysis collected in Figures 13 to 17 displays a positive relationship between presence of values/role models and indicators of satisfaction, commitment and development. Therefore, these results prove that the presence of values and role models is determinant for succeeding in improving skills and commitment among the organizations' employees, including leadership skills. We have also identified that the level of satisfaction is very much impacted by the attractiveness of the work place at any managerial level, meanwhile the level of development by the trust on the organization.

Besides the data analysis, the validity of this survey and its results is supported by the size and characteristics of the sample in terms of the number and diversity of respondents and countries. Further analysis of this database could be addressed towards the understanding of differences in findings across cultures, countries, and generations. We have introduced this analysis in Figures 16 and 17 where we looked for differences on job satisfaction's causes among managers at different organizational levels. We could see there that alignment between personal and organizational objectives was a more important factor amidst managers at higher layers.

Based on this data, organizations might be interested in:
- promoting training in leadership, vision and team building at all managerial level;
- encouraging expectations of skills' development;
- seeking higher level of alignment between organization's and management's goals and priorities;
- raising higher attractiveness at work;
- promoting more honest behaviour among employees, avoiding the intrusion of politics at work;

- demanding more value-based behaviour from top management, given the positive impact of trust on bosses;
- being more careful in keeping promises with employees.

III.d Role models and values in leadership development: the El Salvador and Peru cases

III.d.1 General outlook

Based on the theoretical background of this dissertation, the author proceeds to apply its concepts to determine the inventory of role models and values on El Salvador and Peru teenagers. The objective is to exemplify how we could test, measure and evaluate the presence of role models and their influence on leadership and values development. This issue is at the core of the dissertation. The analysis of these results will turn out to give us more insights to conclude on the degree of relevance of role models in leadership.

Before proceeding with the methods used in developing the research, it should be reminded what we agree by the term *role models*. We consider *role models* those people who have a commitment to set standards in their lives and business and therefore they become an exemplar for their colleagues, peers and neighbours. It overalls means that any role model should hold in a substantial degree all the previously mentioned (part II) eight competences of the US army's role models: exemplifying sound values and behaviours, vitalizing a positive climate, ensuring a shared understanding, reinforcing growth in others, arming self to lead, guiding successful outcomes, and extending influence.

Now, when we have defined what we mean by the term *role models*, we should proceed with methodology description. This part of the research includes only quantitative analysis.

III.d.2 Description of the surveys and populations

The author is using the empirical findings of two surveys, which have been run in El Salvador – year 2008 – and in Peru – year 2009. The surveys have been run by an Italian consulting company, namely Intermedia Consulting, and by the Departamento de Medicina Preventiva of the Universidad de Navarra (Spain), besides other private and public local institutions.

Regarding the samples, please, find below the most important demographic information for both surveys:

a) El Salvador:

The survey was run in order to get a whole representation of the universe of young people in El Salvador. Some of the social characteristics of this population are the following: poverty reaches 41.4% of the youth, around 21500 children are exposed to work and exploitation, families are composed on between 5 and 6 members and 68.3% of youngsters share their life with their mothers and siblings. For 9 out of 10 inhabitants, mother and father constitute the most important influence in their lives (Joakin De Irala et al, 2009).

- Sample size: 3259 questionnaires (449 have been later excluded);
- Gender: 56.2% male;
- Average age: 15.4 years old (between 13 and 18 years old);
- Other: 74.1% urban and 67.8% middle class

b) Peru:

The survey was run in order to get a whole representation of the universe of young people in Peru. Some of the social characteristics of this population are the following: poverty reaches 54.1% of the youth, occupying position no. 78 in the index of human development (Global Peace Index, 2008), 28.1% of youngsters live in a family with only one parent and 12% doesn't have a nuclear family (PNAI, 2002).

- Sample size: 3379 questionnaires;
- Gender: 56.4% female;

- Average age: 15.2 years old (between 13 and 18 years old);
- Other: 73.5% middle class.

III.d.3 Methodology

In the case of El Salvador, the survey used a questionnaire designed for automatic optical reading and handwriting filling by the youngsters. Researchers run a pilot project before the final survey. Both, the pilot project and the final survey, have been implemented by Unimer Research International. The sample was selected randomly from different educational centres from three of the largest country's departmental divisions: Santa Ana, San Miguel and San Salvador. All these three areas represent 40% of the student population and are considered enough representative of the life style of the whole county. In total, 30 schools have been chosen for running the survey.

In the case of Peru, the survey also used a questionnaire designed for automatic optical reading and handwriting filling by the youngsters. Researchers also run a pilot project implemented by University of Piura. Afterwards, three market research companies carried out the final survey. The sample was selected randomly from different educational centres from the six largest country's departmental divisions. In total, 60 have been chosen for running the survey.

III.d.4. Validity and reliability of the results

Besides the fact that there are few opportunities of using such comprehensive and exhaustive surveys, there are reasons which support the validity and reliability of the findings:

a) The design of the questionnaire respects the interdisciplinary nature of the theme under research.

b) In order to make a throughout exploration we need a good representation of all the potential scenarios with different relationships between

teenagers/parents and teenagers/other potential role models. The samples in this sense are representative with different familiar and socio-economic situations.

c) The parents are the most important role models for teenagers in El Salvador and Peru given the traditional positive perception of the family institution in both countries. The surveys explore in detail the relationship parents/teenagers, therefore allowing us to grasp our research problem in the right contexts.

d) The demographics of the samples assure the representation of the population under study.

For the analysis of the quantitative data, the author used Statistical Package for the Social Sciences (SPSS).

III.d.5. Variables covered in the surveys

Based on categorization used in a previous research[17] we divide all the applicable variables in four kinds – informative, indicators of success, indicators of self-evaluation, and additional information variables. We indicate the categories below and present the most significant examples of each category (please, be advised that the El Salvador's survey has 789 variables and Peru's survey 429)[18]

Informative variables: Background information on the respondent. In total there are two of them: *age* and *sex*.

Indicators of role values inventory: These variables gather the information which displays the presence of *effective role models*. Examples of variables included: *parents* (if the teenagers live with their parents), *c_progre* (if parents follow up teenagers' studies), *op_x* (if teenagers seek opinions from their parents in different issues), *m_x* (if parents transmit values), *supervis* (if parents know what do teenagers do in free time).

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[17] Grinevica un Reinicova, 2006
[18] Please, see the questionnaire of El Salvador's survey in its original language in appendix IX.

Indicators of success. As indicators of success variables that could affect the teenager value in the labour market. Examples of variables included: *c_notas* (performance in studies), *g_opinar* (teenagers' popularity among friends), *terminar* (if teenagers finish the projects that they start)

Indicators of values. As indicators of values we have chosen variables that make up the moral backhaul of any teenager. Examples of these variables are *tl_volun* (if teenagers engage in voluntary work), *hrsestud* (how many hours teenagers devote to studies), *drog* (what do teenagers think of consuming drugs), *borrach* (what do teenagers think of getting drunk), *ahorrar* (if teenagers has the habit of saving money), *cena* (if teenagers has the habit of taking dinner with their parents), *drogarse* (if teenagers use drugs), *beber* (if teenagers use to get drunk), *maras* (if teenagers participate in violent groups), *inmediat* (if teenagers have a short term perspective), *planific* (if teenagers have planning skills), *cortesia* (if teenagers consider courtesy a value), *defender-sin999* (if teenagers have a deep patriotism).

III.d.6. Data analysis

The author has chosen a person-centered analytical approach for data analysis, using *two step cluster analysis* in order to perform this examination.

Other literature with similar characteristics has used already cluster analysis for person-centered analytical approach in behaviourist research. For example, at a research project among homeless children, researchers have classified the individuals, using cluster analysis, based on measures of behaviour problems, adaptative functioning and achievement (Huntington, 2008). A person-centered approach searches to distinguish different types of people from a more holistic perspective, meanwhile the sample is subject to multiple characteristics and risk factors. This method "has grown predominantly in the areas of personality psychology and life course sociology" (Huntington, 2008, 739).

Specifically regarding two step cluster analysis, this tool allows us:

a) the treatment of both nominal and scale variable (both measures are largely present at the samples),

b) to determine a definition of the optimal number of clusters,

c) to get a whole picture of the samples that are particularly large.

d) allows forming similar groups of participants with the goal of minimizing within-group variability and maximizing between-groups variability.

Cluster analysis makes sense in order to discover common groups of participants around key variables, examining an entire set of interdependent relationships. Cluster analysis is a method, which doesn't identify independent and dependent variables, it just searches interdependent relationships between a whole set of variables. The interpretation of cluster analysis outcomes is as follows: objects or cases are inserted/classified with other similar objects or cases into homogeneous groups called *clusters*. Cluster analysis has been traditionally used for market research helping analysts in the following functions: segmenting the market, understanding buyer behaviours, selecting test markets, etc. (Malhotra, 1999).

The author will use cluster analysis for exploring the surveys of El Salvador and Peru. In certain extent he is doing what in marketing research is called "market segmentation" where customers are clustered according to purchasing trends. In a similar way, with cluster analysis, the author is segmenting the sample of El Salvador and Peru between homogeneous clusters of teenagers with common patterns in terms of interrelationships with their parents and development of leadership attitudes.

The author is using **centroid method** as clustering procedure. In a centroid method, the distance between two clusters is the distance between the means of all their variables.

III.d.7. Results and discussion

III.d.7.a El Salvador case

We found two clusters with the following distribution (see Table 25).

Table 25

Cluster Distribution – El Salvador database

		N	% of Combined	% of Total
Cluster	1	1655	70.5%	58.9%
	2	691	29.5%	24.6%
	Combined	2346	100.0%	83.5%
	Excluded Cases	464		16.5%
	Total	**2810**		**100.0%**

Source: Author based on survey's data, 2008.

The cluster distribution table shows the frequency of each cluster. Out of the 2810 total cases, 464 were excluded from the analysis due to missing values on one or more of the variables. Out of the 2346 cases assigned to clusters, 1655 were assigned to the first cluster and 691 to the second.

Further we determined the features of both clusters using the mean and standard deviation of selected continuous variables (please, find the centroids in Table 26). We identify then that the first cluster (70.5% of the sample) is composed by teenagers with the following characteristics:

- have more friends than those in cluster 2;
- talk more than those in cluster 2 to their parents about sensitive issues as participation in violent groups, drugs, prostitution and free time;
- receive more positive messages from their professors on solidarity and respect than those in cluster 2;
- tend to have more habit of saving than those in cluster 2;
- do not participate at all in violent groups (those in cluster 2 has a certain level of involvement);
- parents follow more their progress than those in cluster 2;
- have more supervision of their parents over their free time than those in cluster 2;

- have more patience in life and projects than those in cluster 2;

- receive more material goods than those in cluster 2;

- a larger part of the cluster live with both parents than those in cluster 2;

- receive more positive messages from their parents on solidarity and loyalty than those in cluster 2;

- tend to use their parents as their first source for important questions than those in cluster 2;

Overall we can say that there are two different clusters with different relationships *role models / teenagers* and different outcomes in terms of habits and performance. Regarding the later we expose in the next chart – Figure 18 – the performance of both clusters measured by the average academic marks (**Nota promedio**) of the participants. Both clusters are slightly differentiated being the cluster 1 the one with better performance: 372% of the members of cluster 1 scored higher than 7.9 against 26.4% in cluster 2.
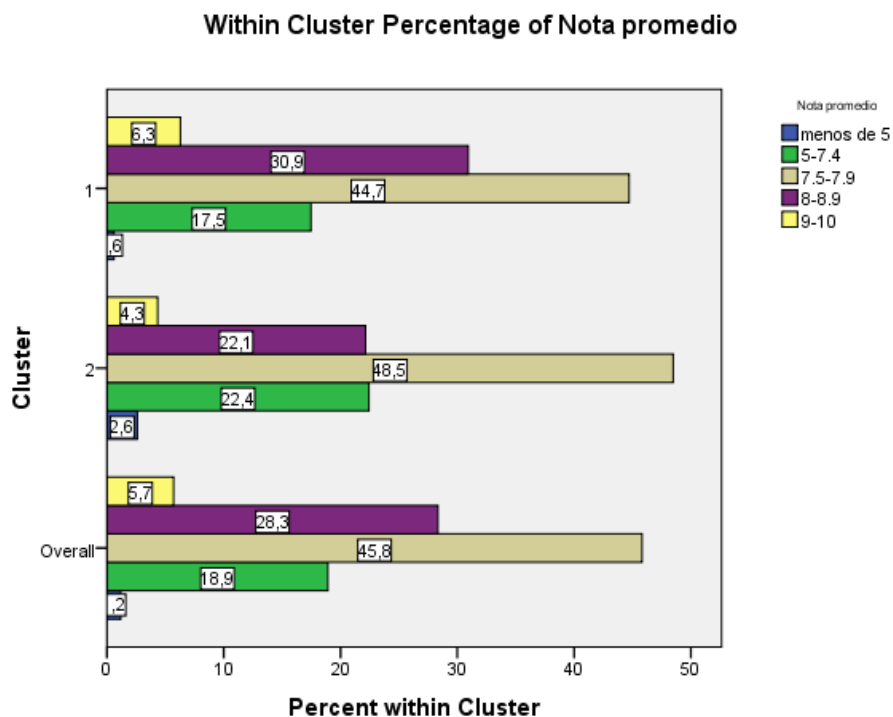

Within Cluster Percentage of Nota promedio

Figure 18. Average mark within clusters

Source: Author based in El Salvador survey's data, 2008.

Table 26

Role models, values and leadership attitudes inventory among El Salvador's teenagers

Centroids

	Mean			Std. Deviation		
	Cluster			Cluster		
	1	**2**	**Combined**	**1**	**2**	**Combined**
Friends (>5=5)	3.58	3.42	3.54	1.581	1.701	1.618
Talk to parents on important issues	1.81	1.29	1.66	1.470	1.341	1.453
Solidarity as part of teachers' message	0.62	0.56	0.60	0.485	0.497	0.489
Loyalty as part of teachers' message	0.49	0.51	0.50	0.500	0.500	0.500
Respect as part of teachers' message	0.63	0.54	0.60	0.484	0.499	0.490
Saving habits	0.36	0.31	0.34	0.479	0.462	0.475
Violent groups participation	0.00	0.12	0.03	0.000	0.322	0.183
Alone with father	0.00	0.12	0.04	0.000	0.329	0.187
Alone with mother	0.27	0.24	0.26	0.446	0.428	0.441
Parents follow-up progress	0.86	0.69	0.81	0.350	0.461	0.393
Parents free time supervision	4.02	3.48	3.86	1.133	1.228	1.187
Patience	1.13	0.98	1.09	0.621	0.674	0.640
Parents give all	0.28	0.25	0.27	0.448	0.435	0.444
Alone with father and mother	0.69	0.55	0.65	0.463	0.498	0.478
Solidarity as part of parents' message	0.95	0.64	0.86	0.222	0.480	0.349
Loyalty as part of teachers' message	0.96	0.55	0.84	0.201	0.498	0.369
Loyalty as part of media' message	0.00	0.25	0.07	0.000	0.431	0.259
Solidarity as part of media' message	0.02	0.36	0.12	0.129	0.481	0.323
Parents primary source	0.17	0.05	0.13	0.374	0.219	0.341

Source: Author based on El Salvador survey's data, 2008.

III.d.7.b El Peru case

We found two clusters with a distribution of 47.7% of individuals in cluster 1 and 52.3% in cluster 2. According to SPSS quality check, the cluster classification has been at normal standards for acceptance. See Figure 19.
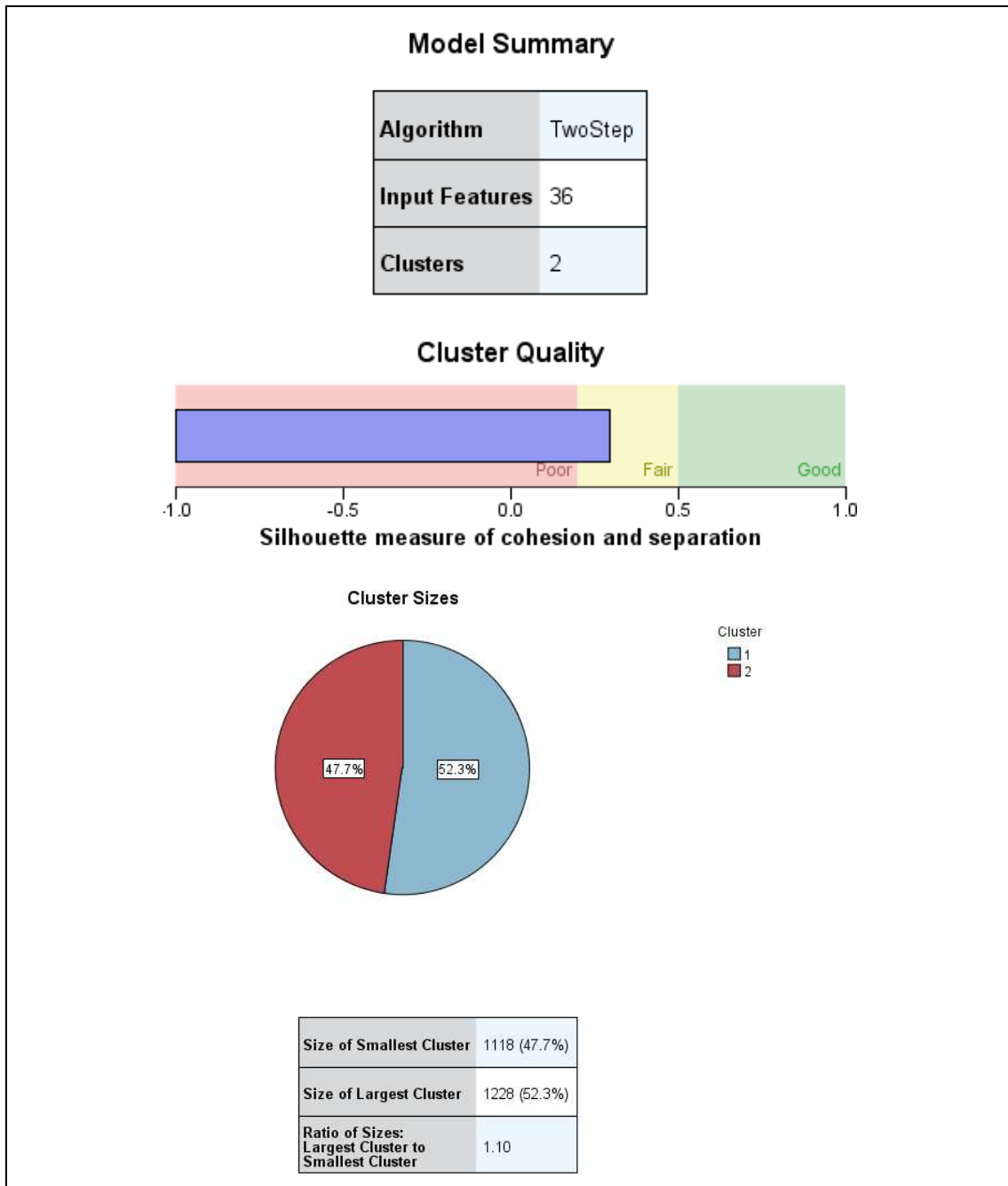

Figure 19. Cluster distribution and quality measure – Peru database

Source: Author based on Peru survey's data, 2009

The cluster distribution table shows the frequency of each cluster. Out of the 3379 total cases, 1033 were excluded from the analysis due to missing values on one or more of the variables. Out of the 2346 cases assigned to clusters, 1118 were assigned to the first cluster and 1228 to the second.

Further we determined the features of both clusters using the mean of selected continuous variables (please, find the centroids in Table 27). We identify then that the second cluster (47.7% of the sample) is composed by teenagers with the following characteristics:

- feel happier than those in cluster 1;

- perform better on the following issues: finishing well their tasks, making plan for future, participation in volunteer activities, patience and academic performance;

- talk more than those in cluster 1 to their parents about sensitive issues as: HIV, sex, love, pregnancy and life, alcohol, changing girlfriends, changing boyfriends, drugs, alcohol, entertainment;

- receive more advise/control from parents than those in cluster 1 on important topics as: TV, gaming, Internet, weekend, free time;

- parents help them more in character building, advising them how to manage better their feelings, how to say no, how to manage passion;

- approach substantially more mother and father for requesting information;

- cluster 2 has more female respondents than cluster 1.

Table 27

Role models, values and leadership attitudes inventory among Peru's teenagers

	Cluster 1	Cluster 2
Talk to parents on HIV	0.24	0.84
Talk to parents on sex	0.13	0.71
Talk to parents on love	0.16	0.74
Talk to parents on pregnancy and life	0.28	0.84
Talk to parents on managing feelings	0.18	0.73
Talk to parents on how to say no	0.05	0.56
Talk to parents on alcohol	0.16	0.70
Talk to parents on managing passion	0.06	0.53
Talk to mother always or almost always requesting information	0.17	0.66
Talk to parents on changing girlfriends	0.19	0.67
Talk to parents on changing boyfriends	0.10	0.55
Degree of parental supervision	2.51	3.86
Talk to parents on drugs and alcohol	0.38	0.83
Parents advise on gaming and Internet	3.18	4.33
Talk to parents on entertainment	0.32	0.67
Talk to father always or almost always requesting information	0.06	0.31
Parents control TV, gaming, Internet usage	2.77	3.56
Parents control weekend	3.79	4.44
Parents control free time	0.57	0.83
Often finish well their tasks	37.2%	39.1%
Often think and make plans for the future	32.7%	40.5%
Feel happy with life	**62.1%**	**80.0%**
Have never participated in volunteer work	56.6%	40.8%
Male	52.1%	38.9%
Often perform well academically	73.1%	82.6%
Try to get everything immediately (often)	39.8%	34.6%

Source: Author based on Peru survey's data, 2009.

III.d.7.c Discussion of results from the El Salvador and Peru surveys

The findings from both surveys allow us to come out with some initial conclusions on the relationship role models / leadership development. The size of both samples, the interdisciplinary approach of the methodology and the number of items with which the author has checked both themes (intensity of role models intervention and leadership attitudes development) support the reliability of the findings. The analysis should be expanded and carried out further based on the first indicators particularly from the cluster data analysis.

From the data analysis we observe the existence of two distinguish groups among the participants both in El Salvador and Peru regarding performance in leadership attitudes. In the case of El Salvador the best performing group (cluster no. 1) is the largest and is characterized by better academic, social and personality building performance. In the case of Peru the best performing group (cluster no. 2) is the smallest and also holds better indicators in academic, social and personality aspects. The author wants to call attention particularly to the difference in happiness level in favor of cluster no. 2 (80% against 62.1% for cluster 1).

The most relevant finding of this study is that those participants who are part of the best performing clusters (no. 1 in El Salvador and no. 2 in Peru) have more intense involvement of their parents and other tutors in their life and work. Therefore, we safety assume, based on this research, that there is a positive correlation between intensity of role models intervention and leadership attitudes development.

These results are a call of attention towards educational institutions, which should be able to encourage parents to be more attentive towards their children. Intensity of interaction between parents and children (role models and followers) seems to have a positive relationship with performance. In the case of El Salvador, this intensity of the interaction has been measured by level of discussion on important issues, quality of message, follow-up, supervision of free time and parents as primary source of information. In the case of Peru, this intensity of interaction has been measured by level of discussion on important issues, parental supervision, and parental advise.

The previous surveys among managers in Latvia and Europe allowed us to determine the impact of role models (bosses) for leadership development, performance, job satisfaction and performance in adults. These two surveys in El Salvador and Peru tell us that role models have a certain impact on leadership development, performance and life satisfaction for teenagers.

III.e Developing leadership: training

The author will explore empirically in this section the offer of leadership training in Europe and particularly in Latvia. This study supplements from the "offer side" the analysis from the "demand side" which the author carried out with the surveys in Latvia, Europe, Peru and El Salvador.

From the previous empirical findings of this part and the theoretical exploration of part II we got to know:

a) the priorities in terms of skills development with Leadership at the top, followed by *vision*, *team building* and *skills specific of the field*;

b) the relevance of role models for leadership attitudes development;

c) the influence of a clear and defined set of values for leadership behaviour;

d) the interrelationship between leadership and change;

e) the impact on job satisfaction of alignment between corporate and personal interest, attractiveness of job, development of skills;

f) the current learning challenges, which could summarize in two essential questions: understanding reality and making sense of this reality.

The question right now is how management education for private and public organizations is approaching the above leadership training aspects. More specifically, the author wants to identify which methods, conceptions and experiences could be indicated as appropriate for approaching those needs.

In order to have a first glance on the answers, the author explores the results from the already analyzed surveys in Latvia and EU (sections III.b and III.c) together

with a survey carried out among business schools and a case study. In section III.e.1, based on responses from managers of Latvia and other countries of EU, the author gets findings on training techniques and content. In section III.e.2, based on business schools responses, the author gets findings on training fundamentals.

III.e.1 Business schools offer in Latvia, EU and worldwide

III.e.1.a Some insights about the business education sector in Latvia, EU and the learning experiences that managers appreciate[19].

The Latvian respondents had to choose up to 5 methods from a list of 15 they would prefer to use to learn soft leadership skills and hard managerial skills. In Table 28 we can see the most elected methods with the number of times and percentage of managers that have elected them. Clearly *on the job* learning was considered the most relevant at this level of the organization, "overwhelmingly people say that they want to learn on the job" (Deal, Email to author). Also the managers were very cautious when it came to more "sophisticated" methods, such as e-learning, simulations by software and other computer based ones. They clearly prioritized those where they can interact, such as discussion groups, case studies and classroom instructions. Additionally, coaching, which is one of the most relevant widespread tools in leadership[20], was elected as a preferable method in both, soft and hard skills.

Table 28

The most elected learning methods in Latvia

Method	Soft Skills		Hard Skills	
	Number	**Percentage**	**Number**	**Percentage**
On the job	25	56.8	25	56.8
Discussion in groups	29	65.9	21	47.7
Case studies	24	54.5	22	50
One-on-one-coaching	23	52.3	22	50

Source: Author based on his survey's data, 2005-2006.

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[19] Please, for description and methodological issues of these surveys, see sections III.b and III.c.

[20] "Executive coaching is a major growth industry. At least 10,000 coaches work for business today, up from 2000 in 1996. And that figure is expected to exceed 50,000 in the next five years." (Berglas, 2002, 70) These estimations refer to US market (Note of Author)

During the interviews the author asked the interviewees to describe briefly their experience with executive education. All the respondents have invested in business training for themselves and for their employees, however none of them could point to an outstanding local learning experience or a business training consultant/institution as being unique and different.

After being specifically asked, 20 out of 21 interviewees expressed an interest in leadership training. Furthermore, all of them demonstrated that leadership topics were an important concern for them, as shown by the time dedicated to the interviews, the speed with which they answered the author's request for participation, and the motivation during the interviews.

The quantitative data from the survey shows a high level of interest among the respondents in coaching: 77.3% of the respondents believed that coaching is useful for career development, 9.1% that is useless, and 13.6% that were not sure about the relevance of coaching. According to the author's interpretation of the results and the discussions in the interviews, despite the fact that the number of respondents answering *useful* was certainly high, the launching of coaching in the local market could be a long-term and painful process mainly due to the two challenges it must face. Firstly, there is a need for a higher recognition and understanding in the business environment to make the investment worthwhile. This is because as we saw before, the respondents still trust traditional learning methods, such as case studies, classroom instructions, or simply reading. The second challenge is the need to procure a staff of coaches with the required knowledge and experience. According to the quantitative data of the survey, most of the respondents (66%) wanted as a mentor/coach an expert in their field, a senior colleague or a knowledgeable practitioner. The author understands, based on what he heard in the interviews, that the managers want superior people in terms of age, years of experience, internationality and prestige.

In Table 29 we could observe the full ranking of preferred learning methods of Latvian respondents.

Table 29

Preferred learning methods in Latvia. Ranking in full

(*number* of times mentioned and *percentage* of managers

that have chosen the method)

Method	Soft Skills		Hard Skills	
	Number	Percentage	Number	Percentage
Web-based training	1	2.3	4	9.1
Distance Learning Programs	0	0	0	0
Computer based training	1	2.3	6	13.6
Computer-based games or simulations	3	6.8	9	20.5
Average computer related methods	*1.25*		*4.75*	
Workbooks / Manuals	9	20.5	18	40.9
Case studies	**24**	**54.5**	**22**	**50**
Books/readings	14	31.8	14	31.8
Classroom instruction/live	13	29.5	**23**	**52.3**
Discussion in groups	**29**	**65.9**	21	47.7
Average traditional methods	*17.8*		**19.6**	
Outdoor experiential	15	34.1	8	18.2
Games or simulations (non-computer based)	14	31.8	8	18.2
One-on-one-coaching	**23**	**52.3**	22	50
Average modern methods	*17.3*		*12.6*	
Peer interaction/feedback	20	45.5	12	27.3
On the job	**25**	**56.8**	**25**	**56.8**
Assessment and feedback	19	43.2	9	20.5
Average working-place methods	**21.3**		*15.3*	

Source: Author based on his survey's data, 2005-2006.

Table 30 adds a piece of information about the availability of leadership training in Latvia. We can observe what programs related to leadership skills are offered by the local business education institutions. The table reports how many providers from

the 12 top local companies (excluding SSE Riga) offer courses in each leadership skill. This table was made by the author following a report of the Stockholm School of Economics in Riga (Executive Education, 2005) and verified personally by the author through the websites of the training providers. The author used the list of leadership soft skills from the questionnaire administrated between the managers to make the categorization of the programs. Although the study has been done in 2005-2006, the author has been checking this information among colleagues and practitioners, and certainly not much progress has been done since then in the introduction of leadership training in Latvia. The figures of the table should be taken as an estimation of the size of the market offer on leadership among top providers.

Table 30

Programs related to leadership offered by business education institutions

Leadership Skill	No. of providers
Leadership	2
Entrepreneurialism	1
Diplomacy	0
Vision	2
Team Building	8
Communication	8
Managing change	2
Self-awareness	0
Life Balance	2
Ethics	0
Diversity	1
Conflict Management	2
Creativity	2
Coaching Skills	2

Source: Author based on his survey's data, 2005-2006.

Most of the programs are short (8-24 hs.), open enrollment, and extremely focused on the particular skills. From the information of the table and the opinions that the author obtained from his discussions with managers and experts, he doubts if there are suitable alternatives for leadership training for senior executives in the local market. Please, find a summary chart (see Figure 20) with the main findings on leadership development and training in Latvia.

The kit of a leader	The leadership skills the managers consider should develop	Career experiences that have impacted in their leadership development	The best learning experiences
Ethics	Vision	Lack of role models	Discussion groups
Team building	Team Building	Rapid climb in their careers	On the job
Communication skills	Managing Change	High rotation of companies and positions	Case studies
Initiative	Conflict Management	Important challenges early in life	Coaching

Figure 20. Leadership development of executives in Latvia at a glance

Source: Author based on his survey's data, 2005-2006.

As a summary the Latvian managers prefer to learn *by doing*, *on the job*, and they still feel comfortable with the traditional methods of learning, such as classroom instruction, group discussions, and case studies. According to the data the managers look as if they are enthusiastic towards coaching. However, from the insights of the interviews it seems that they request a type of coaching service that perhaps the business education institutions in Latvia are not ready to provide within the next few years. From the interviews, the author gained the impression that the managers do not work with training plans: they are open to proposals, but they don't seem very proactive in identifying their needs and looking for the best ways. As for the

beginning of 2010, few companies have started initiatives in the area of coaching, like Elevator International and Baltic Coaching Center. However, these undertakings are still recent and in shaping process.

Finally, we explore a comparison on these issues between Western Europe, Eastern Europe and Latvia. Please, see the findings in Table 31. As it can be seen, there are not significant differences between western and eastern Europe. *Coaching* and *On the Job* training are more elected than classroom or new technologies' based education.

Table 31

Leadership training comparison in Western Europe, Eastern Europe and Latvia

Question	Western Europe	Eastern Europe	Latvia
They are learning on their job.	91% agree or strongly agree	No significant differences with Western Europe	95.3% agree or strongly agree
It is important to learn on the job.	98% agree or strongly agree	No significant differences with Western Europe	No significant differences with Western Europe
On the job, I am developing the skills I need for the future	74% likely to agree	88% likely to agree	n/a
Methods for learning "soft skills"	• On the job interaction • One-on-one coaching • Assessment and feedback • Peer interaction/feedback • Discussion groups		• Discussions in groups • On the job interaction • Case studies • One-on-one coaching
Having a mentor/coach is useful for career development.	• 85% agree or strongly agree		• 77.3% agree or strongly agree

Source: Author based on CCL survey's report (2006) and author's survey (2005-2006).

III.e.1.b Business schools education and crisis

III.e.1.b.1 The survey

The financial crisis which started in 2007/2008 was a call of attention on fundamentals for many economic and business agents, including business schools. The crisis was an opportunity for these institutions to reflect on their performance and assumptions. Their primary role is without doubts to train the current and future leaders of private and public organizations. Therefore, the size of the crisis, together with the frequency of previous crises, shed a shadow of doubt on how these schools are really operating. At the end of the day, most of the decision makers who went wrong during so long time have been directly or indirectly influenced by the theories, models and approaches grown and discussed at business schools.

CEEMAN has run a survey among business schools worldwide where they had the opportunity to reflect on their fundamentals for training management, among other issues not addressed in this dissertation. The author has analyzed this data considering that this crisis offers an unique chance of taking an integral and long term view on these issues.

Table 32

Composition of the sample by region

		Percent	**Valid Percent**	**Cumulative Percent**
Valid	Central & Eastern Europe	14.3	27.1	27.1
	Western Europe	20.3	38.5	65.6
	The Americas	2.2	4.2	69.8
	Russia & Neighbors	4.9	9.4	79.2
	Eastern Mediterrean	1.6	3.1	82.3
	Asia	5.5	10.4	92.7
	Other Parts of the World	3.8	7.3	100.0
	Total	**52.7**	**100.0**	

Source: Author based on CEEMAN database, 2009

In Table 32 we observe the composition of the sample by region. 65.6% of the business schools, which participated in the survey have their central headquarters in Europe. In Table 33 we see the composition of part of the respondents by their positions at the schools. We could observe that the largest part hold administration/direction posts (78%).

Composition of the sample by respondents' profile

Respondent	Frequency	Percent
Faculty with some administrative duties	53	50.4
Faculty with no administrative duties	23	21.9
Administrator with some teaching duties	18	17.1
Administrator with no teaching duties	11	10.6
	105	**100**

Source: Author based on CEEMAN database, 2009.

III.e.1.b.2 Data analysis

The author proceeded to run a two step cluster analysis in order to classify the schools on their general understanding of the nature of the crisis and the fundamentals of management training. Eight factors were chosen for the classification: perception on the extent of the crisis (measured by the item *I think this is a long-term global crisis*), perception on the extent professors rely on simple assumptions for teaching and research (measured by the item *Professors rely too much on simplifying assumptions to drive their research and teaching*), perception on the role of business schools on the crisis (measured by *Business schools share a large part of the blame for the current crisis*), perception on the delimitation of business courses towards financial concerns (measured by *Business courses are too biased toward the impact on the bottom line*), perception on the relevance of corporate leadership on the global crisis (measured by *Issues related to corporate leadership are at the core of the global crisis*), perception on the relevance of ethics on the global crisis (measured by

Issues related to ethics and ethical decision making are at the core of the global crisis), and financial / enrolment performance (measured by *forecast of student tuition fees* and *forecast of sponsor's donations*).

      The author found two clusters with a distribution of 48.9% of individuals in cluster 1 and 51.1% in cluster 2. According to SPSS quality check, the cluster classification has been at normal standards for acceptance. Please find below in Figure 21 the cluster distribution and quality, and in Table 34 the centroids with the characteristics of each cluster.
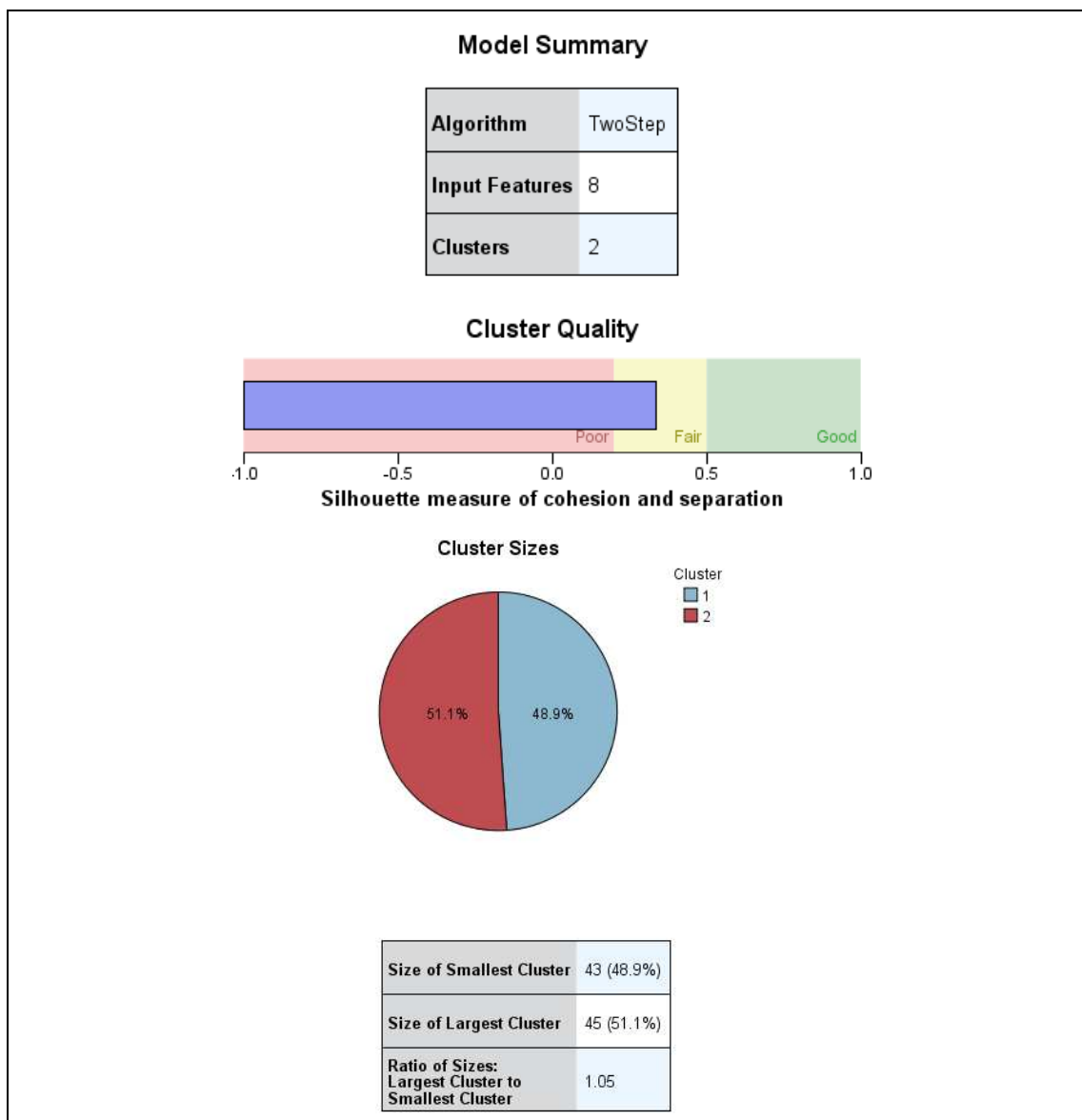
Figure 21. Cluster distribution and quality measure – CEEMAN database

Source: Author based on CEEMAN database, 2009.

Table 34

Opinions on relationship crisis/business education – Cluster analysis

Variable	Cluster 1	Cluster 2
I think this is a long-term global crisis	4.31	2.74
Professors rely too much on simplifying assumptions to drive their research and teaching	4.07	2.70
Business schools share a large part of the blame for the current crisis	3.53	2.19
Business courses are too biased toward the impact on the bottom line	4.00	2.91
Issues related to corporate leadership are at the core of the global crisis	4.36	3.60
Issues related to ethics and ethical decision making are at the core of the global crisis	4.53	3.72
Forecast of student tuition fees	3.56	3.37
Forecast of sponsors' donations	2.80	2.58

Source: Author based on CEEMAN database, 2009.

The scale went from 1 to 5 (strongly disagree to strongly agree). We can recognize from the clusters' analysis the existence of two groups with different perception on crisis and management training fundamentals. Both clusters are almost similar in size and the centroids tells us that individuals of the cluster no. 1 are more convinced that the crisis is a long-term one, meanwhile they are more critical than their peers of cluster 2 on management training fundamentals: simple assumptions on models, responsibility of the business schools on the crisis, focus on the bottom line, relevance of corporate leadership and ethical issues on the global crisis. In total 84.97% of respondents agree or strongly agree that "financial issues have been at the core of the crisis", 76.17% agree or strongly agree that "corporate leadership has been at the core of the crisis", and 77.32% agree or strongly agree that "ethics is at the core of the crisis". Further, 57.57% agree or strongly agree that "professors rely too much on simplifying assumptions to drive their research and teaching" and 51.88% agree or

strongly agree that "business courses are too biased toward the impact on the bottom line".

In Table 35 we could see the factual reaction of the schools to the crisis, measured by the number of schools which have implemented changes in curricula and the percentage of those who made substantial change (respondents have been asked to indicate whether their schools have implemented *none, little, some,* or *substantial* change).

Table 35

Changes in curricula as response to the crisis

Level	Change (% over total respondents)	Substantial change (% over total respondents)
Undergraduate	73.01	6.3
MBA	69.91	6.4
EMBA	75.34	5.4
Corporate education	76.82	15.8

Source: Author based on CEEMAN database, 2009.

We could observe that a large number of the schools have implemented changes in curricula at all levels of education, although substantially only in corporate education (15.8% of the schools).

III.e.1.b.3 Summary of results

The industry of management education holds a very important role in the shaping of the management environment. Private and public organizations' leaders attain a relevant part of their education and models at these institutions. Academicians and practitioners are increasing calling for attention in the need of reviewing the

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assumptions, which rely on the basis of the models used at the business schools and their training methods. Besides, the crisis has triggered the opportunity of moving this discussion forward.

The results of the survey presented in this section constitute a good basis for further discussion on management education reform. Serious conclusions could be drawn given the size of the samples and the diversity and number of countries involved.

From these results we could conclude that there is a tendency to think among business schools personnel that the crisis, which started in 2007-2008 will not be over in the short term and that the business schools and their faculty have a share of the blame. Also we see that schools are intended to react given the large number of positive responses regarding changes in curricula. Only at a level of intuition, the author guess that the difference in changes between *corporate education* and other types of education is due to the fact that schools are more subject to pressure from the side of companies in regards of adaptation and innovation.

Finally, based on these results, we could conclude that the need for improvement in management education is not present only in academia but also among practitioners.

III.e.2 A training case for leadership development in times of change: the Leader100 program

III.e.2.a. General outlook

The author concludes the empirical part of the dissertation with a case study: the Leader100 Program. It is not an easy task to pick a single leadership program as example and benchmarking. The offer is broad and there are good products all around the world. However, the author understood that one of them should be chosen to act as a point of reference. The Leader100 Program case could clarify and exemplify

concepts, and also display a training model, which is aligned with the model built in this research. All the research has been developed independently of this program and non-communication has been established between its creators and the author of this thesis in regards of this program.

The Leader100 Program is a training initiative which seeks to foster the development of 100 Leadership skills in a time span of several years in young people. It has been developed by a team of experts in Spain under the direction of Prof. Pablo Cardona, leadership expert from IESE (one of the top 10 business schools of the world according to Financial Times).

The Leader100Program looks after a more active attitude of the participants towards their own improvement, and the development of other people and the environment. In order to accomplish these objectives the program implies the development of effective action-oriented habits, based on reflection and formation. The participants would eventually grow year after year in the development of the 100 leadership skills, which are split in 25 competences. These 100 leadership skills are those considered necessary for approaching the demands of the labor and social world.

The Leader100 Program takes into account, as it has been described in section II.c.4, the particular time of the life of the participants (between 10 and 18 years old), a time of transition and change. The process of developing each leadership attitude departing from this crisis or transition was modeled in this way:

a) Unfreeze – Self-awareness
b) Mobilize – Commitment
c) Refreeze – Habit / Virtue

The program uses an extensive number of activities and the traditional classroom method stays substantially aside. Coaching holds a remarkable place among those activities. Therefore the formation of the coaches becomes the core process of the whole program.

Currently the program is implemented in many institutions for young people all over Spain like Clubs Senra, Raier, Olalde and Albeiro. These institutions carry out

several activities of non-formal education for teenagers and young people. A detailed description of the program is included in the appendix.

III.e.2.b. System of values inside the Leader100 program

The Leader100 Program heavily includes formation of values inside its curricula and its portfolio of activities. Out of the 25 competences of the program, 11 include the development of values. Out of the 100 skills that the program offers, 36 are value-based. These are the competences and specific skills, which are value-based:

Table 36

Value-based competences at the Leader100 Program

Area of competence	Competence	Skills
Leading the environment	*Solidarity*	Participation in solidarity activities / Undertake actively humanitarian initiatives
	Temperance	Take care of own and others' material resources / Temperance in the use of electronic appliances / Accountability of personal expenses and detachment of superfluous goods / Responsibility in the family's financial health.
	Courage	Talk openly about weaknesses / Defend minorities
	Citizenship	Elegance / Knowledge about Human Rights / Pluralism / Citizenship responsibility
Leading interpersonal relationships	*Friendship*	Openness and share / Increase number of friends / Moderate personality / Deepen in friendship
	Transparency	Recognize mistakes and avoid excuses / Self-awareness / Be truth-worthy / Seek and defend always the truth
	Generosity	Acts of service / Devote time to others / Help to disadvantaged people / Get involved in ambitious projects

Area of competence	Competence	Skills
Leading ourselves	*Ideals*	Middle and long-term goals / Share others' problems / Get involved in peace making processes' issues.
	Responsibility	Fulfil commitments
	Criteria	Learn how to distinguish good and bad / Learn how to ask advise / Forming a proper opinion on fundamental ideas
	Integrity	Accept and fulfil rules / respect and obedience / Learn how to forgive and ask for forgiveness / Recollect on personal deeds' motives
	Transcendental sense	Ethical and anthropological formation plan

Source: Author from own content analysis of Leader100 curricula

III.e.2.c. Role models inside the Leader100 program

Inside the drawing of the Leader100 Program, the role models of the participants play the key role of the formation. The role models of the participants are naturally the parents and the coaches who have been specifically appointed.

The role of the coaches

The participants meet the coaches once or twice a month and together they draw their objectives and formation plan. Trust is the most important factor in the relationship coach-participant. The coach tries to carry out his task fostering motivation and freedom. Understanding the temperament of the tutee, the coach seeks to help the participant to understand himself and develop habits. The coach certainly should try to find the "blind zone" of the tutee: the area of behaviour that the participant is not aware of. Once he identifies it, he should help the participant to recognize it and seeks its improvement.

The role of the parents

Parents and coaches team up all along the process. Specifically they meet at least four times a year. These meetings have the objective of understanding and agreeing on the main direction of the formation of the participant. Certainly parents have more influence than coaches and this is the reason why coaches should look after support from parents if they want to have a certain amount of success.

Coaches and parents receive specific instruction in order to become effective "trainers" of the participants.
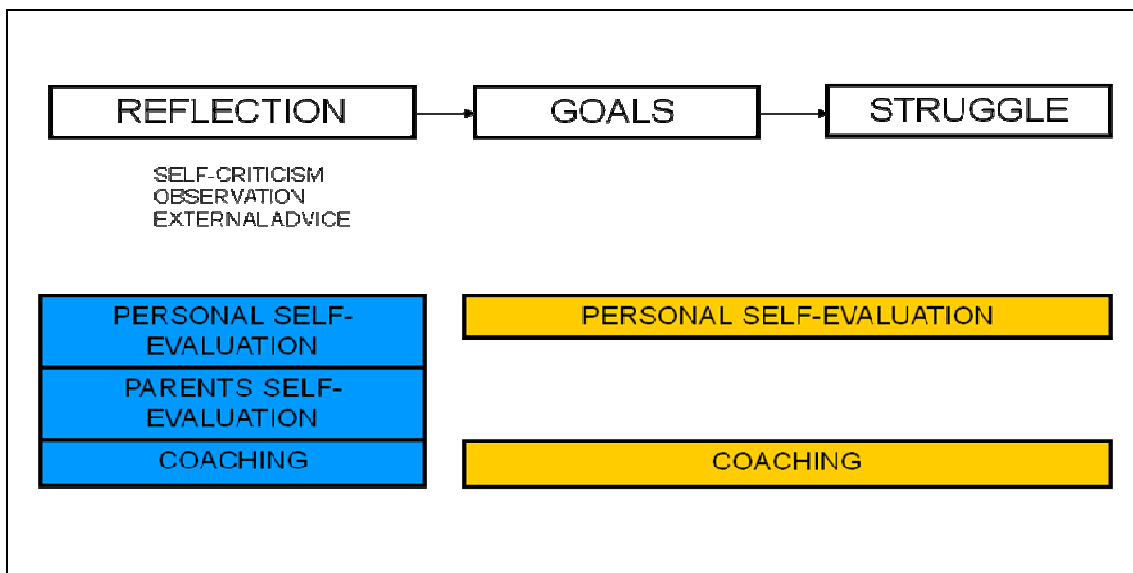
Figure 22. Position of Role Models in Leader100 Program

Source: Leader100 Program presentation

In the chart above we can see how the role models operate in the Leader100 Program. Both, parents and coaches are intensively engaged in the key learning processes of the participants: reflection, goals definition and goal achievement. The message is rather obvious: participant cannot work on their own, they need to interplay with their models. Further explanations on the role models tasks inside the Leader100 Program could be found in the appendix.

III.e.2.d. Applications of the program

The author is going to exemplify in section IV.6 how the model of this dissertation might be implemented using the Leader100 Program as basis. The author recognizes Leader100 program as an excellent example for taking advantage of crisis and change for training leadership attitudes. There are two reasons:

1) Leader100 program holds a comprehensive model that follows the four dimensions described by Gill (2003): intellectual, emotional, spiritual and behavioral. These dimensions have been described by other authors in different ways;

2) Leader100 program is consistent with the most common architecture of change process: change is at the same time lineal and complex as it has been seen in section II.c.

Finally, the remarkable position of coaching in the education process of the Leader100 Program is probably its most important strength. Leadership is an individual task, which demands individualized education. Coaching is one the most successful methods for this, given that the coach could help the trainee:

- in keeping focus in the desirable outcome;
- in progressing in small steps, although steadily;
- in developing a support system like the one provided by parents and coaches at the Leader100 Program.

IV Key constituents for a model on leadership development for times of change

IV.1 Outlook of the chapter

This chapter aims to wrap up the theoretical framework and the empirical results and to present the final model of this thesis. Besides we will briefly go through the main learning points and contributions of this dissertation.

The author departs with what he considers the most complete and updated definition of *Leadership*. According to James McGregor Burns leadership is *"an influence process, both visible and invisible, in a society inherited, constructed, and perceived as the interaction of persons in human (and inhuman) conditions of inequality – an interaction measured by ethical and moral values and by the degree of realization of intended, comprehensive and durable change."* (Goethals and Sorenson ed., 2006, 239).

This definition tells us that the key constituents in leadership are:
- leadership is an influence process,
- leadership takes place within interaction and conditions of inequality
- leadership is graded by values and the realization of intended change

According to the group of scholars led by Burns to undertake a General Theory of Leadership these are the essential elements in leadership which should be considered in order to elaborate any theoretical framework: power, motivation, leader-follower relations, context, and values.

During this chapter the author is going to present what he considers the essential elements of a model for leadership development based on the second and third parts of this dissertation. He considers that in certain extent, it will agree with the above mentioned definition and has continuity and influence from a certain range of theories. Of course, overall crisis or change leadership theories and transformational

leadership account for the most important part on the intellectual maturation of this chapter.

This chapter is outlined as follows. In section 2 the author will briefly expose the main theoretical and empirical findings of this research. In section 3 will outline essential methodological issues on building a model on leadership. In section 4 will display a first version of the constituents of a model of leadership development. In section 5 will expose the modified version of the constituents of a model of leadership development which is one of the key outputs of this dissertation. In section 6 will present a comparison between the model and the Leader100 Program. In addition the author inserts the conclusions and the proposals with three sections: *areas for further study* where he outlines some potential avenues for further research which might be relevant to complementing this thesis, *implications for management practice and for management training* where he points out suggestions for practitioners and executive education institutions.

IV.2 Key findings of the research

The main hypothesis of this thesis was that ***role models and system of values are two factors which could hinder or encourage significantly the possibilities of leadership development during times of change***.

This hypothesis has been proven true with the theoretical and empirical research of parts II and III. The author summarizes below specifically some of the findings from the empirical and theoretical research:

1) Role models and system of values integrate the constituents for a model of leadership development in times of change. They allow the leaders to keep or improve the sources, attitudes and values of leadership during times of change;

2) Leadership behaviour is considered right only if leaders act according to a permanent core of values;

3) Leaders should be *role models* as such and in that way they become *effective leaders*;

4) Academia asserts the significant role of values in leadership almost by unanimity;

5) More active presence of effective *role models* has a positive impact, although not necessarily significant, on performance and social skills;

6) People with presence of effective role models tend to hold a more clear definition of a scale of values;

7) People with presence of effective role models tend to perform slightly better and to hold better social and ethical skills than those with lack of;

8) Managers want mainly learn on the job with role models, although good role models are not always present at companies and organizations;

9) *Leadership*, *Team Building* and *Vision* are the priorities in training for EU managers;

10) Managers at organizations are happier if they like their jobs, if organizational interests are aligned with their personal interests, if organizations take care of their development and if they trust their bosses;

11) Coaching is becoming one of the most wanted methods for leadership training;

12) Business schools' professors ought to review their teaching and research assumptions, swift their focus from the bottom line, and concentrate attention in ethical and corporate leadership issues;

13) A big deal of the competences developed at leadership training programs should be value-based according to the Leader100 case.

IV.3 The building of a model on leadership

Besides the findings of section IV.2, in order to find the key elements of a model for leadership development we should take into consideration four important parameters which come from the literature. The substantial analysis of these issues has been covered along the dissertation.

1) *Relevant models of leadership*: Academia has still a long way ahead for building an integrated and complete model of leadership. Even there have been many trials. For us transformational leadership has a particular place. It has its roots in Burns (1978), and previously it was already Hollander at

the end of 60's, who started to develop what would be the very first model combining leader-follower relationships and context management. Hollander introduced the social exchange component that is the essential element of transactional leadership. According to Rejar and Phillips (1997, 3) the characteristics of the transformational leadership model are the following:

a) Leadership is rooted in conflict and power.

b) Leadership involves leader-follower interaction.

c) Leadership is purposeful and causative.

d) Leadership takes two forms according to its objectives. *Transactional* leadership implies simply an exchange of needs and *transformational* leadership implies the seeking of higher values as justice, liberty and equality. Therefore these values justify sacrifice from the side of followers and leaders.

Reņģe (2007) confirms that transformational leadership has become fundamental in organizational research in the last decades; although only with time we will know how much this model will expand in practice.

2) *Leadership as dynamic process:* one of the most important conclusions of the General Theory of Leadership group was: *"as the search for a general theory of leadership continues, that theory will require a definition of leadership in action"* (Goethals and Sorenson ed., 2006, 239) This dynamic aspect is essential and indispensable on one hand, and obviously makes harder any attempt of framing.

3) *Leadership is an interactional process:* We might find the first precedent on the model of Gibb who developed in 60's "an interactional theory stressing the interplay of the leader, the followers, the situation and the goal". (Rejar and Phillips, 1997, 2) It isn't possible to analyze leadership without understanding the interaction between leaders and context. As it has been explained earlier, contextual leadership started in 19th century. Since then "virtually all studies of leadership recognize the interaction of traits and situations". (Rejar and Phillips, 1997, 2) Nevertheless, if in one hand leadership and change has been analyzed, it always has been seen as a sporadic or punctual phenomenon with more or less level of occurrence.

4) *Leadership is an interdisciplinary* field. As it has been said in this dissertation, one of the serious and also enriching challenges leadership faces for the development of theory is its interdisciplinary nature with all its benefits and drawbacks. Therefore any model of leadership should be able to reveal this facet.

IV.4 Model of leadership development

Below in Figure 23 the author outlines and comments the first version of constituents of the model (Rivera, 2006) where it shows the interrelation between learning, leadership and business performance as is stated in the literature mentioned during his research[21]. The author has drawn together relationships based on the literature in order to give complete sense to the first stage of the author's theoretical discussion and the research orientation. In the next section, IV.5, we will expose the new version, consequence of the last 3 years of research.

Business Education Role (IESE)	Leadership Origins (John Kotter)	Leadership Capital (Larry Stout)	Leadership Processes (John Kotter)	Outcomes – Business performance (KPMG)
• Creating a learning context for long-term success. • Developing people. • Contributing to the new challenges of the society.	Heredity and childhood.	Vision	Establishing direction.	**Examples:** • Implementation of long-term strategies. • Product innovation. • Implementation of leading practices. • Low employee absenteeism and turnover.
		Wisdom		
	Career experiences.	Courage		
		Trust	Aligning people.	
		Voice	Motivating and inspiring.	
	Corporative and social culture.	Values		
Technical Knowledge	Managerial skills		Managerial processes	

Figure 23. Model of leadership skills development – Version 2006

Source: Author.

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[21] The names mentioned in brackets are the names of the authors from the literature.

Briefly some explanations about the relations showed in this chart:

1) The performance of organizations in certain indicators (see Outcomes) is largely related to the leadership processes that the management develops. As an example, long-term strategies and internal assimilation of these strategies could only be developed in organizations with a shared, reliable, and consistent vision, and depends on the leadership attitudes mainly of the top management.

2) The leadership processes that are carried out in each organization will depend on the leadership capital or leadership skills that the organization management has.

3) Leaders are born and made. The origins of the leadership skills are strongly related to genes and the early life years as well as to career experiences. Additionally, the social and corporative culture could encourage or hinder the development and exercise of these leadership skills.

4) The role of business education institutions could essentially influence career experiences and corporate/social culture in terms of the learning context they can create, of development processes in which the managers could be involved, the broadening of experiences, etc.

5) Leadership skills are essential but not sufficient. Managerial skills are also determinant of business performance.

Essentially this conception of the elements of the model doesn't take into consideration all the research of the author between 2007-2010 on role models, crisis and values. These new findings are collected in the final version – next section – and they have modified substantially its structure.

IV.5 Elements for a model of leadership development for times of change

It is important to note that in this model the author assumes a substantial difference between managers and leaders, or in other words between leadership and formal power, what has serious implications in the approach and relevance of the issue. Actually, this should be the first step at the time of working on leadership (Reņģe, 2007). Nobody can expect to lead a company or a society without a minimum of managerial skills or knowledge in order to keep the organization on track, considering the three particular managerial processes identified by Kotter: planning and budgeting, organizing and staffing, and controlling and solving. However the long-term perspective and the passion for the future dreamed are leaders´ properties. And only these assets could make the change and the adaptation to change happen. "One centrally important aspect of leadership is direction setting, which people frequently confuse with planning or long-range planning…the direction-setting aspect of leadership, a process that produces vision and strategies, not plans" (Kotter, 1990, ix).

Kotter (1990) explains that the required balance between leadership and management is related to the complexity of the organization and the amount of environmental change involved. Complexity is the single most important feature of our business day environment today. Given that, a high dose of leadership and management **in all the organizations** is needed, meaning in simple terms an adequate balance between effective innovation (leadership) and ordering of the processes (management). As Argyris well describes "people at all levels of the organization must combine the mastery of some highly specialized technical expertise with the ability to work effectively in teams, form productive relationships with clients and customers, and critically reflect on and then change their own organizational practices" (1975, 149).

Briefly the author describes the model presented below.

1) In the center we find the *leadership attitudes* (establishing direction, aligning people, motivating and inspiring) as descriptive of the features of the leaders' behaviour. It doesn't change from the first version.

2) Leadership attitudes are the right ones only if they behave according to a permanent core of values, as it has been deeply analyzed in this research. For expositive reasons and following Tim Morris (1997) we split all possible values in the four transcendental verities: _truth, goodness, unity and beauty_.

3) The origins and development of leadership attitudes and core of values depend on the four sources of leadership already inserted in the first version: _social culture, corporate culture, childhood and heredity, and career experiences/training_.

4) Crisis presents threats and opportunities of change to these sources, and to the attitudes and values of leadership alike.

5) _Role models and system of values_: allow the leaders to keep or improve these sources, attitudes and values of leadership during indivi-dual/organizational crises and changes.

6) The shape of the model tries to displays the dynamic and interrelational aspects of the leadership processes as they have been depicted during the dissertation.

Crisis

Corporate Culture

TRUTH

Career experiences and training

BEAUTY

Leadership Attitudes

Establishing direction

Aligning people

Motivating and inspiring

UNITY

Social Culture

GOODNESS

Heredity and Childhood

Role Models

& System of Values
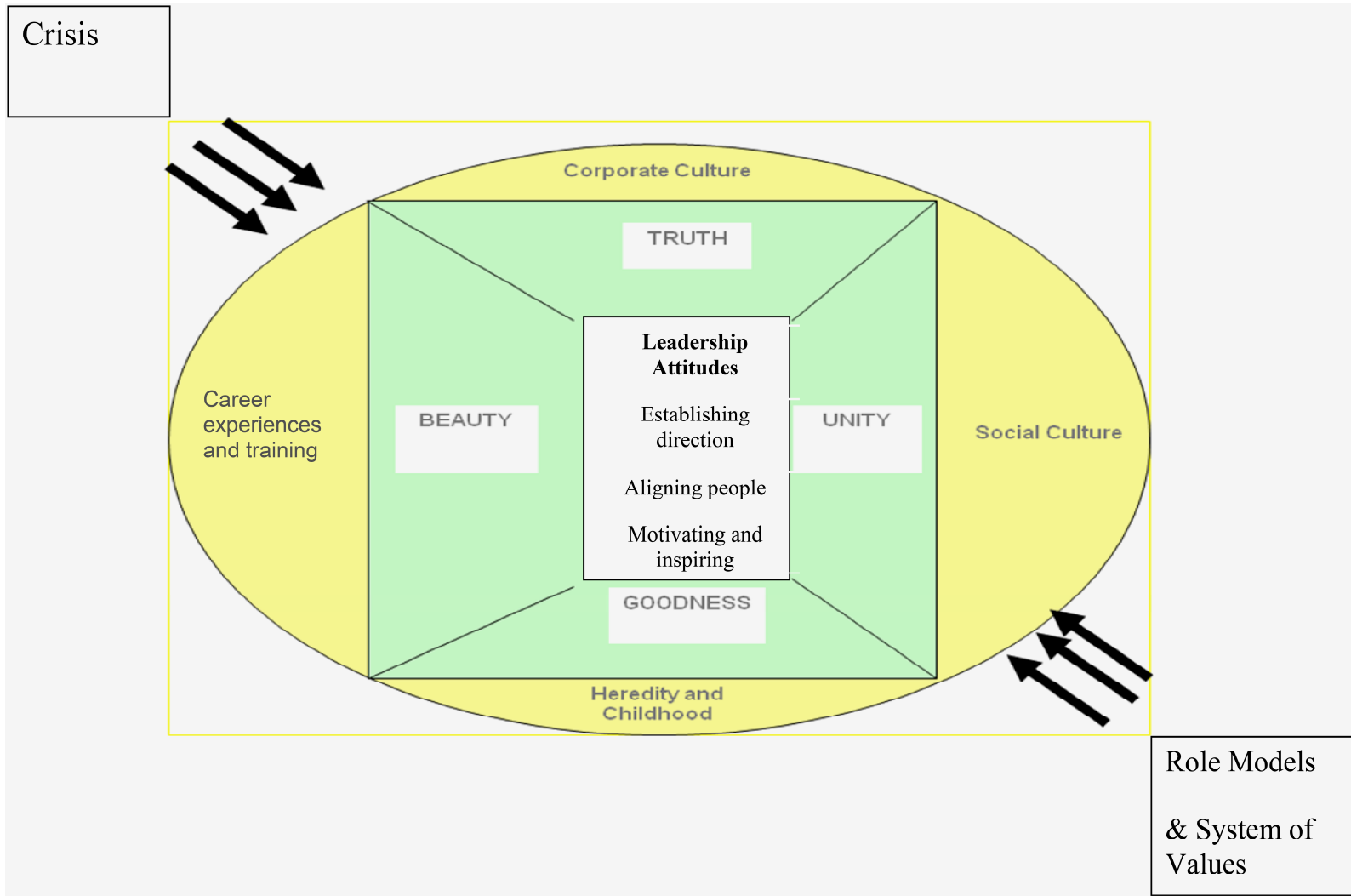
Figure 24. Model of leadership skills development for times of change

Source: Author.

IV.6 Exemplifying the model of leadership development – Leader100 case

Leader100 Program is a good example of a leadership training initiative where all the elements of the model developed in the previous sections are applied in full extent in order to develop the leadership capabilities of the participants (establishing direction, aligning people, motivating and inspiring). In this section we will briefly underpin how this implementation is done.

1) **Core values:** all the competencies developed during the Leader100 Program are addressed to one or more specific transcendental verities (truth/unity/beauty/goodness) Only for the sake of exposition, and without pretention of exhaustive analysis, we intuitively split the 25 competencies on the four verities according to their content:

   a) Truth: open minded, communication, transparency, criteria, study;

   b) Unity: courage, influence, fortitude, openness, integrity, transcendental sense, temperance;

   c) Beauty: friendship, team building, creativity, optimism, ideals;

   d) Goodness: solidarity, citizenship, excellence, generosity, order, responsibility, personal improvement, emotional intelligence.

2) **Sources of leadership:** all the competencies tackled at the Leader100 Program seek to address three areas which all together comprise the defined sources of leadership. Please, find in the Table 37 below a comparison of the sources of leadership and their corresponding Leader100 Program's areas.

Table 37

Sources of leadership in the Leader100 Program

Source of Leadership	Corresponding area for development (Leader100 Program)
Corporate culture	Leading the environment / Leading interpersonal relationships
Career experiences and training	Leading the environment / Leading interpersonal relationships / Leading ourselves
Social Culture	Leading the environment / Leading interpersonal relationships
Heredity and childhood	Leading ourselves

Source: Author

3) **Crisis**, **role models and system of values**

Regarding crisis Leader100 Program utilizes the growing-up years to adulthood in order to encourage the development of leadership attitudes.

Role models: it is noticeable the involvement of role models in teenagers' formation both from the side of their parents and their coaches. Further explanations could be found in III.e.2.c.

System of values: as it is described in section III.e.2.b several of the competencies listed for development in the Leader100 Program – 36 out of 100 – are identified by the author as value-based.

4) **Interrelational and dynamic aspects of the Leader100 Program**

If we take a close look to the activities foreseen in the Leader100 Program we immediately realize its interactional and dynamic features. In appendix there is a detailed outline of the Leader100 Program. It is interrelational because the achievement of development is sought in the deployment of a portfolio of educational initiatives: coaching, camps, sports, study, etc. It is dynamic because the plan is continuously adjusted to the needs and progress of every participant, who takes an active role in the further definition of his next steps.

IV.7 Novelty of the model

The author understands that the findings and ideas exposed in this chapter are innovative and should be considered as a starting point for further and long-term research.

The author summarizes in three points the novelty of the concepts and findings introduced by the model exposed in Figure 24:

a) We have developed our argumentation on the assumption that leadership occurs during change processes. There is a lack of empirical and speculative analyses where **change** is rather seen as a *constant factor* in the context where leaders operate. This change in the approach is further more important than a mere theoretical disagreement. In plain English, it is not the same to be a leader in a context or organization existing in total uncertainty or to be a leader in a context or organization enjoying stability. Rejar and Phillips say that "a pivotal dimension of leadership remains unaddressed… while students of leadership have uniformly stressed the centrality of leader-follower interaction, very little of substance has been said about the nature or dynamics of that interaction." (1997, 8)

b) **Power**, a common element in most of the leadership models has been excluded as a determinant factor for leading. Although, inequality is a necessary aspect of the relationship between leaders and followers, power doesn't constitute "the ability to influence the behavior of others" (Rejar and Phillips, 2007, 4), rather it might just support the relationship or being one of its characteristics. The IDEAL model of Larry Stout (2001) is a precedent in this viewpoint. Here, power is understood as formal authority. Following the distinction made by Reņģe (2007) between power-authority-influence, we should say that of course, a leader might or might not have formal authority, but he will always have real power or influence.

c) As we see, **values** play a fundamental role on this model, could we skip them? There is almost not contemporary leadership scholar who doesn't accept the primordial role of values in leadership development. Tucker (1981) said we need to be neutral regarding values otherwise we could end up displacing from our study anti-values great leaders as Hitler and Stalin. Our understanding is that values are necessary instead, although non-sufficient, for the success of leading.

Conclusions

During the process of research, the author has been able to test the hypotheses and now he outlines his main conclusions:

1. <u>The place of values, role models and self-awareness in leadership development in times of change</u>. Values, self-awareness and role models occupy a central position in leadership development particularly in times of change. Therefore, leadership training is very much an individual undertaking, although not individualistic, in the sense that being aware of oneself and generating core values is very much a personal task. Coaching as a training method is one of the most suitable for helping managers in this assignment, and managers recognize it.

2. <u>The inside-out focus</u>. In leadership development it is crucial to understand that the most important focus is *inside-out* rather than *outside-in* (Polsfuss, 2008) *Inside-out focus* means that if we want stable leadership behaviour, we need to concentrate on *softer and less visible* issues like internal motivation, empathy, self-awareness and values rather than perks, rhetoric, expertise and self-interest.

3. <u>The unknown field of leadership</u>. Although leadership is highly demanded and studied, the author is convinced that leadership is still largely misunderstood. Many still identify leadership with a formal position of power and this misconception undermines the generation of initiatives for supporting the improvement of leadership skills at all levels.

4. <u>Need of more leadership academia</u>. Leadership is a demanding field; however it is also a stirring one. This conclusion comes from the interest generated in the research process, the findings and the discussions with experts and interviewees. Our society needs leaders who know how to make their organizations and teams survive in the present times with agility and solvency. The author meets executives from profit and non-profit organizations on a daily basis and has the evidence that leadership is still very much alive at theoretical debates. There are countless organizational tragedies which spring up from the lack of leadership in all its possible manifestations: ethical misbehaviours, lack of team building, short vision, narrow-minded management, deficiencies in authenticity, shortage of courage and other

weaknesses of the sort. When lack of leadership in practice is apparent, there is no reason for considering that leadership academia is in excess. It rather means that we need a reorientation in leadership research and teaching, and deeper consideration of its key issues.

5. **An interdisciplinary approach.** A whole part of this dissertation is completely interdisciplinary and the reader might find himself encouraged many times to go to the very roots of leadership, of human nature after all. The author understands that the deeper we go, the simpler things will become, and the implications will get more practical and lasting. And an interdisciplinary approach should be used both in leadership research and training. Business schools and management education institutions should think about the extent to which they are also *universities* where the students could attain a broader range of knowledge experiences, i.e., literature, philosophy, and social sciences. We need business and government executives who are prepared to serve our nations, but we need them with solid and deep intellectual foundations, otherwise we limit their possibilities as creators of sustainable wealth. Sustainable wealth requires wisdom. Wisdom is an asset we can get only with a broad wealth of knowledge.

6. **Lack of vision among leaders in Latvia.** When the author talked to managers in Latvia, they affirmed their concern about the lack of leadership, vision, team building capabilities and managing change aptitudes. Of all of them the author is particularly worried about the lack of vision. Vision implies motivation, imagination and low risk aversion. And these are consequences of learning and leadership capital attributes.

7. **A call for role models.** There are common elements that always appear in the lives and career paths of leaders, two of them are: role models and vision. The author hopes that, along with the aging of Latvia's first management generation after restoration of independence, more role model opportunities will appear for the young managers. In any event, the management education institutions could contribute somehow by promoting more personalized education.

8. **Challenges for the management education institutions.** If the author were asked now, "do you think the business education system can do something to improve the leadership behaviour of local managers?" his answer would undoubtedly be "yes".

First of all, public servants and executives should realize the relevance of this issue, and as this dissertation has pointed out, it is worthwhile emphasizing how the operational and financial performances are affected by the lack of leadership.

The author has heard about so many problems from managers during his research and contacts. Undoubtedly most of them are linked to a very essential question: how could the career and the company proceed along the correct track in a constantly changing and uncertain environment. The high interest in training, as is stated in the findings section, tells us that the managers see an appropriate tool in learning, or at least the best possible tool in this confused context. Management education institutions should meet this demand.

Proposals

1. <u>Implications for management education institutions</u>

The author has no doubt that leadership is one of the fields with more practical impact. He sees that even though most of public servants and business people are acquainted with leadership topics, there is still a gap and it comes from a sort of superficial view on the concepts involved. The author understands that business schools and Universities have a great deal of the responsibility for this matter. The author summarizes below some concrete proposals for management education institutions:

1.a The author has prepared an academic program for the course "Human Resources Management" at a Master in Public Administration making full use of this thesis' contents, findings and conclusions. Please, find the program in Appendix VII.

1.b Business schools and other institutions connected with leadership training should start analysing to what extent anthropology constitutes an essential part of their agenda, and also how far their leadership training is holistic and comprehensive. The author has experience in successful impact of training events where managers face knowledge, which goes beyond business subjects.

1.c Self-knowledge and coaching as training tools should be spread in Eastern Europe.

1.d Programs like Leader100 might be of great use in youth education. Social projects are important because they encourage leadership among young people. They might complement abundantly what formal instruction cannot deliver (Rivera and al., conference Rome, 2009).

2. Implications for management training

The proposals of implementation are addressed to the institutions and people involved in business education regarding alternatives of innovation (*tackling the milestones of the career*) and to the managers regarding the main issues discovered in relation to their training and development (*understanding the main responsibility over training development*). Finally, at the end of this section we offer a new suggestion for training leadership in transition contexts: *project-based leadership*.

2.a Tackling the Milestones of the Career

Having understood the essence of leadership presented in this dissertation, the opinion of the author is that a leadership seminar is not the panacea of leadership training. To develop leadership means to develop managers as people, as human beings, and it takes more than a couple of days. In any event, serious programs could help greatly. The author suggests that special attention should be paid to two particular "niches", which conform to important stages in life when people generally have a stronger willingness to change, or when they have the desire to review their fundamental traits:

- Young professionals who have received their bachelor/master degree and should start a corporate career. They need help to adjust their knowledge to the reality of environments into which they are introduced. But foremost, they need special support to plan their careers, harmonize their professional and personal goals, and set a long-term vision. As a human resources manager stated during the interviews, young professionals lack maturity when they start their corporative life.

- Senior executives. There comes a stage in the career and life development when the managers need to recreate either themselves or their companies. In order to know themselves and to understand where they and their companies are, an essential insight is needed to set a vision for their future if they lack it or to alter the old one.

In these two stages of career/life it is particularly important to help people discover-invent-reinvent themselves. In this sense, the goal would be to try to make

them discover which issues could trigger their motivation and their best efforts. From this point on, they can evaluate or redesign their professional and personal plans.

We could argue that career planning is part of the past. There exists no method which could guarantee building of a certain running-up in positions in post-industrial economy. We see that we need to focus on *competences planning* rather than career planning. These competences could allow the executives to move along their careers and be always ready for a change.

2.b Undertaking the Main Responsibility for the Development of Training

To improve their leadership attitudes and the leadership attitudes of the subordinates, the managers should be proactive and pursue learning services that not only offer practices and techniques, but also learning services which can *help them think* better how to solve problems.

Quite often executives do not know where they should look and what they should look for as learning solutions. Additionally, at least in Latvia, there is a lack of strong and long-lasting cooperative relationship with consultants and business schools that could help them to clarify and develop a long-term and consistent plan. As the author understands, the answer has two sides: many companies do not realize that the learning dilemma exists, and there are no local management education institutions which appear as integral learning providers and partners.

2.c Project-based learning

During 2009 the author participated in a project, namely ***Learning from Peers***, sponsored by the European Commission on the dissemination of best practices in the management of e-Business in SME in all of Europe. The success of this project, it has been a great learning experience for the author. Basically it was a way of getting acquainted with what it could turn out to become a key method for learning in times of change: project-based learning.

Project-based learning goes beyond the traditional management education method of case studies and its introduction in the development of leadership capabilities might be worth trying. Finalized projects offer an adequate ground for reflection on our behaviour in relationship with the different elements of the model for leadership development.

The moral of this discussion is straight forward: if we want leaders who comfortably manage themselves and their context in chaotic times, we have to equip them with the ability of reflection and improvement even in times of ambiguity. Project-based learning offers a suitable space for learning experiences because projects are available continuously to leaders and they offer the ingredients of any changing context.

3. Proposals for further study

The author understands that this study is a continuation of many others and should be seen as a starting point for further research in leadership. The author wants to suggest some potential fields and issues:

3.a Methodology for leadership research: for example, relationship between quantitative and qualitative techniques; application of interdisciplinary approaches; use of empirical data.

3.b Development of adequate measures for quantifying soft skills and other human resource topics.

3.c Improvement in the way leadership issues are systematized and diffused among practitioners and managers. It is clear that there is abundance of materials but still misunderstanding on its fundamentals exists.

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List of Abbreviations

CCL   Center of Creative Leadership

CEEMAN   Central and East European Management Development Association

EU   European Union

IAE   Instituto de Altos Estudios (Argentina)

SPSS   Statistical Package for the Social Sciences

ROI   Return on Investments

IESE   Instituto de Altos Estudios Empresariales (Barcelona)

Appendices

Appendix I. Questionnaire of the Center of Creative Leadership

Name:

Year of birth:

Sex: ☐ Male ☐ Female

Nationality:

Highest level of education:
Make a selection

Are you currently enrolled in further or higher education?
Yes / No

Do you engage in any of the following activities for learning? Please select the activities you participate in to learn.
Reading/Professional organizations and Networks/Tutorials/On-the-job workshops/Professional conferences/Public workshops

Business unit/Division/Department in organisation

What is your level in the organization?
Make a selection

What is your function in the organization?
Make a selection

How many total years have you worked in a position where you received taxable income?
Make a selection

In your whole career, how many years have you been in a management position?
Make a selection

At work do you manage…
Make a selection

How many languages do you speak now?
Make a selection

In how many countries have you lived?
Make a selection

What is the approximate age of the person you report to?
Make a selection

What are the TOP TWO career challenges you are facing?

Think about your employment history. How many times did you CHANGE employers…(Please answer only for those ages which apply to you.) between the ages of…(a scale is provided in periods of 5 years, e.g. of 20-25)
Make a selection

Please list below any periods during which you were not employed, what you were doing during this time.

How long have you been with your current employer?
Make a selection

How long have you been in your current position?

Make a selection

Do you see yourself being with your current organisation in three years?

Yes / No / No sure

What is the minimum amount of time a person should stay at an organisation?

Make a selection

What is the maximum amount of time a person should stay at an organisation?

Make a selection

In order for your organisation to retain you as a committed employee what would/will your organisation have to do?

Do you believe having a mentor/coach is useful for career development and growth?

Yes / No / No sure

Who would you prefer to have as a mentor/coach?

Make a selection

Why would you prefer this person?

What would you like the focus of your mentoring/coaching relationship to be?

Make a selection

Do you have the skills necessary to coach someone in your organization?

Yes / No / No sure

If not, what skills do you need to develop to be successful as a coach?

Please, rate the likelihood that you would seek development in each of the following areas in the next year:
1=very likely, 2=likely, 3=neither unlikely nor likely, 4=unlikely, 5=very unlikely

	1	2	3	4	5
Leadership	☐	☐	☐	☐	☐
International Business Knowledge	☐	☐	☐	☐	☐
International Customs/Cultural Adaptability	☐	☐	☐	☐	☐
Entrepreneurialism	☐	☐	☐	☐	☐
Diplomacy/Politics at work	☐	☐	☐	☐	☐
Vision	☐	☐	☐	☐	☐
Performance Appraisals	☐	☐	☐	☐	☐
Team-Building	☐	☐	☐	☐	☐
Problem Solving/Decision Making	☐	☐	☐	☐	☐
Public Speaking/Presentation Skills	☐	☐	☐	☐	☐
Recruitment/Interviewing	☐	☐	☐	☐	☐
Time Management	☐	☐	☐	☐	☐
Quality/Process Improvement	☐	☐	☐	☐	☐
Managing Change	☐	☐	☐	☐	☐

Strategic Planning	☐	☐	☐	☐	☐
Diversity	☐	☐	☐	☐	☐
Self-Awareness	☐	☐	☐	☐	☐
Conflict Management	☐	☐	☐	☐	☐
Career Coaching Skills	☐	☐	☐	☐	☐
Management/Business Skills	☐	☐	☐	☐	☐
Communication Skills	☐	☐	☐	☐	☐
Career Planning	☐	☐	☐	☐	☐
Sales	☐	☐	☐	☐	☐
Life Balance	☐	☐	☐	☐	☐
Creativity	☐	☐	☐	☐	☐
Ethics	☐	☐	☐	☐	☐
Foreign Language	☐	☐	☐	☐	☐
Computer Training	☐	☐	☐	☐	☐
Project Management	☐	☐	☐	☐	☐
Skills Training in my Field of Expertise	☐	☐	☐	☐	☐

Soft Skills

Different skills are learned best in different ways. Of the 15 displayed, please select the top five methods through which you would better learn "soft" skills (e.g., leadership, decision making, teamwork).

Web-based Training	☐
Software-based Training	☐
Software-based Games Training	☐
Games or simulations	☐
Discussion Groups	☐
Outdoor	☐
On the job	☐
Peer feedback	☐
Coaching	☐
Distance learning programmes	☐
Manuals / Workbooks	☐
Books / Reading	☐
Assessment and feedback	☐
Case Studies	☐
Classroom instruction	☐

Hard Skills

Different skills are learned best in different ways. Of the 15 displayed, please select the top five methods through which you would better learn "soft" skills (e.g., accounting, forecasting, project management).

Web-based Training	☐
Software-based Training	☐
Software-based Games Training	☐
Games or simulations	☐
Discussion Groups	☐
Outdoor	☐
On the job	☐
Peer feedback	☐
Coaching	☐
Distance learning programmes	☐
Manuals / Workbooks	☐
Books / Reading	☐
Assessment and feedback	☐
Case Studies	☐
Classroom instruction	☐

Appendix II. List of Variables Used for the Data Gathering and Analysis Processes of the surveys in part III

Code	Description	Type
im_key	individual identifier	Scale
birthyea	BirthYear	Scale
sex		Nominal
highestd	HighestDegree	Ordinal
inclass	Are you currently enrolled in classes/school?	Nominal
orglevel	OrganizationLevel	Nominal
yourfunc	YourFunction	Nominal
yearsinm	In your whole career, how many years have you been in management?	Ordinal
nativela	NativeLanguage	Nominal
langspk	How many languages do you speak now?	Ordinal
cbirth	In what country were you born?	Nominal
clived	In how many countries have you lived?	Scale
ageofbos	What is the approximate age of the person you report to?	Ordinal
whatchal	WhatChallenges	Nominal
placeswo	In how many organizations have you worked?	Scale
tmprior	On average, how long did you spend in each organization?	Ordinal
tmcurr	How long have you been with your current employer?	Ordinal
tmcpos	How long have you been in your current position?	Ordinal
staying	Do you see yourself being with your organization in three years?	Nominal
coachuse	Do you believe having a mentor/coach is useful for career development?	Nominal
mentorpr	Who would you prefer to have as a mentor?	Nominal
whyprefe	WhyPrefer	Nominal
mentorfo	What would you like the focus of your mentoring/coaching relationship to be?	Nominal
item1a	I am learning in my job.	Scale
item1b	leadership	Scale
item2b	international business knowledge	Scale
item3b	international customs/cultural adaptability	Scale
item4b	entrepreneurialism	Scale
item5b	diplomacy/politics at work	Scale
item6b	vision	Scale
item7b	performance appraisal	Scale
item8b	team-building	Scale
item9b	problem solving/decision making	Scale
item10b	public speaking/presentation skills	Scale
item11b	hiring/interviewing	Scale
item12b	time management	Scale
item13b	quality/process improvement	Scale
item14b	managing change	Scale

item15b	strategic planning	Scale
item16b	diversity	Scale
item17b	self-awareness	Scale
item18b	conflict management	Scale
item19b	career coaching skills	Scale
item20b	management/business skills	Scale
item21b	communication skills	Scale
item22b	career planning	Scale
item23b	sales	Scale
item24b	life balance	Scale
item25b	creativity	Scale
item26b	ethics	Scale
item27b	foreign language	Scale
item28b	computer training	Scale
item29b	skills training in my field of expertise	Scale
item30b	project management	Scale
item1s	web-based training	Nominal
item2s	workbooks/manuals	Nominal
item3s	satellite/broadcast TV/distance learning programs	Nominal
item4s	computer-based training	Nominal
item5s	case studies	Nominal
item6s	outdoor experiential programs	Nominal
item7s	computer-based games or simulations	Nominal
item8s	books/reading	Nominal
item9s	classroom instruction – live	Nominal
item10s	games or simulations (non-computer-based)	Nominal
item11s	discussion groups	Nominal
item12s	peer interaction/feedback	Nominal
item13s	on the job	Nominal
item14s	assessment and feedback	Nominal
item15s	one-on-one coaching	Nominal
item1t	web-based training	Nominal
item2t	workbooks/manuals	Nominal
item3t	satellite/broadcast TV/distance learning programs	Nominal
item4t	computer-based training	Nominal
item5t	case studies	Nominal
item6t	outdoor experiential programs	Nominal
item7t	computer-based games or simulations	Nominal
item8t	books/reading	Nominal
item9t	classroom instruction – live	Nominal
item10t	games or simulations (non-computer-based)	Nominal
item11t	discussion groups	Nominal
item12t	peer interaction/feedback	Nominal
item13t	on the job	Nominal
item14t	assessment and feedback	Nominal
item15t	one-on-one coaching	Nominal

reading	professional reading	Nominal
proforg	professional organizations	Nominal
onlinetu	online tutorials	Nominal
onthejob	on the job workshop	Nominal
prowkshp	professional workshop	Nominal
pubwkshp	public workshop	Nominal
taxable	How many total years have you worked in a position where you recieved taxable income?	Nominal
change20	How many times did you change employers 20-25?	Nominal
change26	How many times did you change employers 26-30?	Nominal
change31	How many times did you change employers 31-35?	Nominal
change36	How many times did you change employers 36-40?	Nominal
change41	How many times did you change employers 41-45?	Nominal
change46	How many times did you change employers 46-50?	Nominal
change51	How many times did you change employers 51-55?	Nominal
change56	How many times did you change employers 56-60?	Nominal
change61	How many times did you change employers 61-65?	Nominal
change66	How many times did you change employers 66-70?	Nominal
change71	How many times did you change employers 71 and up?	Nominal
minimumt	What is the minimum time a person should stay at an organization?	Nominal
maximumt	What is the maximum time a person should stay at an organization?	Scale
coachsk	Do you have the skills necessary to coach someone in your organization?	Nominal
coaching	If not, what skills do you need to develop to be successful as a coach?	Nominal

List of soft leadership skills and hard managerial skills

Item	Description
Item1b	Leadership
Item4b	Entrepreneurialism
Item5b	Diplomacy
Item6b	Vision
Item8b	Team-Building
Item21b	Communication Skills
Item14b	Managing change
Item17b	Self-awareness
Item24b	Life Balance
Item26b	Ethics
Item25b	Creativity
Item18b	Conflict Management
Item19b	Coaching skills

Item	Description
Item 2b	International Business Knowledge
Item3b	Cultural Adaptability
Item7b	Performance appraisals
Item9b	Problem Solving / Decision Making
Item10b	Public Speaking
Item11b	Recruitment
Item12b	Time Management
Item13b	Quality
Item15b	Strategic Planning
Item20b	General Business Skills
Item22b	Career planning
Item23b	Sales
Item30b	Project Management
Item29b	Skills in my Field
Item28b	Computer training
Item27b	Foreign Language

Appendix III. Some of the Additional Questions Developed during the Interviews

- Do you participate in corporate strategic decisions? Please, explain how.
- How do you see your company in the next 5/10 years? Please, explain why.
- Could you speak about any fact (success or failure) you remember in your company where the leadership skills of the person in charge have been determinant? It could be a project, a process or any particular situation.
- Please, could you describe briefly your experience with executive education in Latvia?
- Did you have in your whole career any person who has been too good or too bad and therefore a model you always keep in mind?
- What do you think about the development of coaching as a training option?

Appendix IV. Instructions to Access to the Questionnaire in the Internet

The questionnaire is located at:
http://eleaders.ccl.org/
or https://eleaders.ccl.org/

= You will need to access this site using Microsoft Internet Explorer 4.0 or above.
= When you first visit to this site, please select "Research Area," read the narrative information, and click on the "NEW USER – Register Now" link displayed on the web page.
= You will then register, using the following Organisation Name and Password assigned to you as follows:

Organisation Name:

SSERIGA

(You will select this entry from a "drop down" box)

Organisation Password:

LATVIA

(Please note – the password is case sensitive, so it needs to be typed in exactly as shown.)

= You will then be taken to the Demographics Sheet. You are only required to fill out the fields in red on this survey, but we would appreciate it if you would take the time to complete the whole sheet.
= After you complete the sheet, you may establish your confidential Individual Username and Password. You can use this Username and Password for any subsequent visits to the web site to access the developmental tools that are available.
= Once you receive your Individual Username and Password, you will have access to the developmental tools, including the Values Sort.

If you have any questions, feedback, suggestions, or if you forget your password, please contact us at the following e-mail address:

Claudio@sseriga.edu.lv

Appendix V. Description of the Leader100 program

The author presents now a detailed description of the Leader100program. This is a translation (prepared and adapted by the Author for this thesis) of the guidelines distributed to the staff of the program. As it could be seen, the document is clear, concise and complete. The reader could get after reading this document a clear understanding of the pedagogical and organizational aspects of this project.

LEADER100 PROGRAM

DESCRIPTION

1 | What is the Leader100PROGRAM?

The Leader100Program is basically an educational program which seeks out to foster among their participants (teenagers) a more active attitude towards their own improvement, and the development of other people and the environment. The single more important issue is to preventing them of taking a passive role.

In order to accomplish these objectives the blueprint of the program implies the development of effective action-oriented habits, based on reflection and formation. The participants, putting into exercise the attitudes encouraged by the program, would eventually grow in the personal ground and will acquire the 100 leadership skills, which might be split in 25 competences. These 100 leadership skills are those considered necessary for approaching the demands of the labor and social world. Therefore, the program aims to support the participants in the accomplishment of the proper virtues of any leader: self-control, knowledge and management of the environment, and ability to keep interpersonal relationships and become self-sufficient.

Among the staff of the program, the *coaches* play a key component. Their work is more then determining the planning of the participants, or even assuming the whole responsibility on the organization of the activities. They work basically as guides, as *tutors* who assist the participants in their reflection, motivation and organization.

Initially the program has been designed for teenagers aged between 10 and 17 years old. They are split in four different annual courses according to their ages and they are supposed to seek the accomplishment of 25 out 100 leadership skills in each of the different courses.

Participants are not allowed to assist only to certain activities. This is one of the most challenging conditions of the program. Its objective is to watch over the whole growth of each participant and not only one specific aspect of his personality.

Obviously, every year the participants evaluate themselves on the previous courses' objectives and skills. Each competence should be continuously in exercise in order to keep it in form.

2 | Implementation and follow-up

2.1 Interviews with parents

Parents are key in the success of the program. This is the reason why the coach should include in his working plan several interviews with the parents of the teenagers, at least four every year.

2.2 The follow-up tasks of the *coach*

The Leader100PROGRAM could not at all be effective without the active intervention of the coach. He should have personal interviews with the participants, weekly or quarterly at least.

2.3 Coordination by the Technical Director

There is a person appointed as Technical Director and he should coordinate the work of the coaches. He should be attentive to the whole documentation and also he needs to have a weekly meeting with the coaches in order to analyze the development plan of every participant.

2.4 Working documentation for the participant

Every participant will have a notebook with the following contents:
1) Personal data;
2) School timetable;
3) Personal timetable;
4) Chart for the qualifications of each course;
5) Dietary;
6) Outline of specific competencies and objectives of his course;

7) Notebook with self-evaluation questionnaire;

8) Draft with potential development objectives for next quarter;

9) Study time control sheet;

10) List of friends with contact details;

11) Sheets for writing up personal expenses;

12) Sheets for personal study planning;

13) Sheets for writing remarks during formation talks;

14) Guide for preparing the interviews with the coaches;

15) Sheets for personal daily examination and resolutions;

16) Small jobs at home and premise of the program;

17) Empty sheets.

3 | The role of the coach

3.1 With the parents

3.1.1 Central role of parents

The Leader100PROGRAM is a tool for supporting the parents in their educational role, however they do still have the main responsibility in the education of their children. The coaches should always operate in team with the parents of the participant, what means coordinating the objectives, steps and plan. The argument in the background is that there are habits only when someone exercises them all the time, not only when the teenager is involved in the activities of the leadership program. In this sense, the home is the natural place where the teenager spends a substantial part of his time. In addition to that, the influence of his parents is always more relevant that the one of any other educational agent.

For example, during the first interview, the coach explains to the parents the values, objectives and actions which they are going to implement. At the same time, the coaches ask to the parents their main motivations behind the registration of their son in the leadership program. Definitively, the interrelationship coaches-parents play a central game in the success of this program.

3.1.2 Interviews of the coach with the parents

As we said above, the coach should meet with the parents at least four times a year. The objective of the meeting is to analyze the evolution of the participant, his progress, his working plan, the support needed both, from the parents and from the program's staff. The main idea is to maintain the line up coaches-parents.

3.1.3 Formation meetings

In order to deepen the team work and makes smoother the communication, the program's staff organizes periodically general meeting with the parents. Besides informal communication, during these meetings the staff tries to engage more actively the parents in the role of principal educators of the program's participants. Pedagogically it is advisable to use case studies to facilitate the discussions.

3.1.4 Promotion and support

Further to strengthen the active participation of the parents in the program, the program's staff fosters the support of the parents in the organization and creation of activities. Moreover, the program's staff seeks the active work of the parents in the increase of the enrolment in the program.

3.2 Coaching the students

3.2.1 Fostering optimism and initiative

The coach should exercise his function following three main rules:

Firstly, the coach should have a deep regards towards the freedom of the participants, they are the one who should really act. **The full personal development should be taken by each participant as his 'own challenge'.** Otherwise they will see any part of the program as something coming from the outside without any particular interest.

The key function of the coach is to attain motivation in the participants, and the best way of doing that is by explaining them which values and virtues are at stake in each activity and decision. The attitude of self-refection is very important, it can make the participants to work autonomously and get further that already foreseen or decided from the top.

It is very important that the coach takes care not only of the content of his recommendations but also the way he presents them. It is essential that the coach speaks and listen warmly, with interest and touching those issues that are particularly motivating for the tutee.

Second, **the coach should talk always in a positive way**. The coach needs to avoid focusing only on the mistakes of his tutee, what could produce a passive and hopeless behavior. The coach should support his work from the talents of the tutee, giving him opportunity to show up his abilities, of exercising his freedom and gaining in self-reflection capabilities.

Thirdly, **the coach should play a more "moderator" sort of work**, keeping as much as possible balance and equilibrium at the time of discussing the positive and negative sides of each teenager.

3.2.2   Triple Awareness

Leader100PROGRAM seeks to encourage three sort of awareness: self-awareness, awareness of others, and knowledge of the environment.

A) Self-awareness: In order to accomplish it, the participant should get use to prepare the discussions with the coach. It is fruitless if the participant only listens to the coach or just keeps replying to his queries. In addition, the coach should help the participant to concentrate his efforts on concrete actions.

B) Awareness of others. In order to improve their own knowledge of others, the coach should: foster the participants' interest on others' issues, avoid competitive

comparisons, motivate them to actively help others, impulse them to dealing in equal base with everyone.

C) Awareness of the environment: the coach should help the participants to address their attention towards the environment where they are, to develop a critical look at that and to have a reflective attitude to the current problems of the society.

3.2.3   Potential obstacles

Often the participants use to be restrained by fear, laziness, and resistance to sacrifice. In the origin of these attitudes we could easily find a tendency to focus on difficulties and weaknesses. Regarding sacrifice, the teenagers should be able to start grasping the values and positive outcomes embedded in hard working.

3.3 Self-evaluation and personal working plan

3.3.1   Self-perception

In order to evaluate his performance in the program, each participant should fill an evaluation questionnaire once each four months scoring from 1 to 4. In this way, the participant learns how to recollect about himself on organized fashion. Once the participant has complemented the self-evaluation, he will work together with the coach on other evaluation sheet. In this case, coach and participant discuss together their impression on the self-evaluation. In this way the participant is able to see the objectivity of his answers and get clues from other's views.

The coaches are not judges on this evaluation. The most important valuation is the one of the participant himself. He should understand his own lack of competences, the way to improving them, the recognition of his own competences and the way to fostering them. If the coach realizes that there are mistakes in the self-perception process, he should try to help the participant in catching and understanding them. Objective information on real behaviour always helps for explaining and convincing.

In order to help the participant in his self-evaluation and objectivity, the coach should behave with attentiveness and displaying trust at the time of listening and discussing.

3.3.2   Personal improvement plan

The consequence of the whole evaluation is that each participant should propose a plan for improvement. This plan for improvement will last 3 months and will be reviewed once or twice a month. The plan will include between 3 and 5 concrete actions to execute. These actions will be connected with the basic dimensions of the program, some aspects where the participant shows some weakness and also some areas where he could move toward excellence.

4 | Activities of the Leader100PROGRAM

4.1 Planning

The planning of activities should be done according to the following parameters:
- The planning should be updated at least quarterly.
- The planning should include a wealthy range of experiences, which expose the participants to exercise as much leadership attitudes as possible.
- It's important to encourage flexibility and it might be done avoiding repetition of activities or even making changes in the activities to carry out.

4.2 Participants' involvement in the organization of activities

The participants are encouraged to take active part in the organization of activities and their implementation till the very end.

4.3 Coverage of competences with the activities

Please, find below a exemplificative list of the activities which could serve for the different 25 competences intended to be developed by the program. Between brackets you can see the competence that is connected with the corresponding activity.

Excursions

- Knowledge of the environment *(Openness)*.
- Responsibility in the organization of groups *(Team work, responsibility)*.
- Suggest new ways *(Creativity)*.
- Physical effort *(Fortress)*.

Making movies

- Overcome fear *(Courage)*.
- Foster expressivity *(Communication)*.
- Improvisation *(Creativity, communication)*.

Visit to museums

- Wider cultural knowledge *(Openness)*.
- Seek information in advance to take advantage of the visit *(Openness, study)*.

Concourse of short stories

- Create a new story *(Creaticity)*.
- Learn how to write *(Communication)*.
- Read publicly *(Courage, communication)*.

Help other people to study

- Invest time for other people *(Generosity)*.
- Ability to adapt to others *(Team work)*.
- Use of the correct language. Learn how to listen *(Communication)*.
- Help others and experience the service aspect of our work *(Professionalism)*.

Sport

- Ability to adapt to others *(Team work).*

- Share successes and failures *(Team work).*

- Learn how to win and to loose *(Friendship, integrity).*

Programming of websites and blogs

- Design the content of a website *(Creativity).*

- Willingness to influence and change the environment *(influence, ideals).*

- Knowledge on Internet *(Communication).*

Study

- To shake intellectual curiosity *(Study).*

- Overcome laziness *(Fortress).*

Reading

- Reading regularly based on schedule *(Responsibility).*

- Acquire the habit of reading *(Openness)*

- Get more vocabulary *(Citizenship, communication).*

Appendix VI. Main Features of Leading Leadership and Senior Executive Development Programs

a) Business School: IESE[22]

Country: Spain

Ranking Financial Times: No. 1 – Europe (2005)

Program I: *Developing Leadership Competencies*

Duration: 4 days

Profile of participants: CEOs and senior level managers.

Main aim: to help managers evaluate their own leadership competencies, guide them in designing a practical plan for personal development and achieve the strategic goals of the company through others.

Main topics:

- Development of an individual – Strategic plan
- Leadership competencies in practice
- Self and external competencies assessment
- Leadership in action
- Coaching and conducting people
- Leadership and change

Methodology:

- Case studies and discussion.
- Self-assessment questionnaire.
- Personal coaching sessions.

Program II: *Executive Development Program IESE – Nile University*

Duration: Four-month period with one module of five days per month.

Profile of participants: Managers with experience and perspective to become senior executives.

Main aim: to learn the skills that allow them to manage their organizations in a technology-driven, extremely competitive global marketplace.

Main topics:

- Key business essentials: tools, concepts and risks.

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[22] Synthesis extracted from the website of IESE.

- Global perspective and strategy.
- Development of competitive advantage.
- Leadership and IT Management.

Methodology:

- Case studies, discussions, team-work.

b) Business School: Center of Creative Leadership[23]

Country: United States

Ranking Financial Times: No. 10 – Worldwide. No. 1 in Leadership

Program: *Awareness Program for Executive Excellence*

Participants: Executives who — by virtue of their positions — have preeminent influence and responsibility for the success of their organizations.

Main aim: is to make the executive a better leader examining himself or herself from every available perspective. By combining the insights gained from family and friends, as well as business colleagues, the executive acquires clarity of self-understanding and an opportunity for personal and professional excellence that rarely presents itself.

Format:

- A coaching team, typically composed of a male and female coach.
- A custom assessment package that includes personality and style surveys, and 360-degree feedback.
- Comprehensive in-person interviews with the executive's business associates, family members and friends.
- Multiple feedback/insight and goal-setting sessions.
- A combination of in-person and telephone coaching sessions, typically monthly or bi-monthly.
- Customized reassessment of progress towards goals.
- Team assessment and organizational surveys are options.

Length The program typically lasts 12 to 24 months.

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[23] Synthesis extracted from the website of CCL.

Appendix VII.

PERSONĀLVADĪBA
Programma „Publiskā pārvalde"
Izstrādāja lektors Ph. D. kandidāts Claudio Rivera

Nepieciešamās priekšzināšanas – Menedžmenta pamati

Kursa anotācija

Veiksmīgie vadītāji publiskā pārvaldē atzīst, ka ir svarīgi pārvaldīt un motivēt saviem darbaspēkiem. Viņi zina, ka cilvēkresursu attīstības ir būtiski, lai veicinātu organizatorisko efektivitāti.

Šī kursa mērķis ir palīdzēt dalībniekiem saprast cilvēkresursu stratēģisko lomu un svarīgākos jautājumus, kas attiecas uz cilvēku personāla valdību un līderību.

Obligātās prasības
Viena kontroldarba nokārtošana; viena referāta sagatavošana un nolasīšana. Par referāta tēmu jāvienojas savlaicīgi ar pasniedzēju.

Apjoms
Atbilst 2 kredītpunktiem (KP) jeb 80 akadēmiskām stundām

Lekciju skaits:

Studiju kursa saturs

Personāla vadības pamati

Šī ievada modulis ievieš cilvēkresursu funkciju stratēģisko vadību dažādu veidu organizācijās. Ņemot vērā nesenās izmaiņas attiecībā uz ekonomiku, sociālo un tiesisko vidi, modulis iekļauts personāla vadības būtiskās funkcijas aprakstu: atlase, apmācības un attīstības, veselības un drošības, *mentoring,* arodbiedrības, atalgojums un citas.

Atlase un atalgojums

Šis modulis attiecas uz teoriju un praksi par darbu projektēšanu, atalgojumu un atdevi. Atlase ietver dažādus aspektus, piemēram, kā lomas organizējama un dizaina, darba analīze, darba vietu izveide un darba novērtējumu. Tā arī attiecas uz darbā pieņemšanu un atlases jautājumiem. Jautājumi par pārtraukšanu un atlaišanu arī būs apspriesti.

Līderība un komanda darbs

Šis modulis ir izveidots tā, lai būtu novatorisku, elastīgu, praktisku un studentu centrā. Dalībnieki iegūs izpratni par dažādiem teorētiskiem modeļiem, kas attiecas uz komandas lomu un grupu attīstību, kā arī par jauniem modeļiem saistīti ar emocionālo vadību, konfliktu risināšanu un grupas lēmumu pieņemšanu. Turklāt viņi iegūs pieredzi ar praktiskiem paņēmieniem, lai uzlabotu efektivitāti komanda darbā.

Apmācības un attīstības

Šis modulis ir saistīts ar cilvēku procesu apmācību un attīstīšanu organizācijās. Tā ietver dažādas teorētiskas un prakses pieejas. Tā arī ietver cilvēkresursu attīstības pamatfunkcijas aprakstu un izpratni par darba kompetences standartiem.

Pārmaiņas vadīšana

Šis modulis paredz integrētu diskusiju par organizācijas pārmaiņām un attīstību un to vadība. Modulī būs izpētīti daudzveidos organizācijās pārmaiņas un intervences pasākumus.

Talantu vadība lai saglabātu darbības standartus

Šajā modulī, mēs izpētīsim dažādas cilvēkresursu stratēģijas, kas tiek izstrādātas, lai piesaistītu, izvēloties un saglabātu galvenos talantus.

Efektivitātes novērtēšana

Cilvēkresursu efektivitātes novērtēšana ir svarīgā funkcija lai objektīvi noteiktu uzņēmuma visu līmeņu darbinieku spējas un kvalitāti. Turklāt personāla vadītāji var spēt izmērīt efektivitāti lai saglabātu galvenos cilvēku resursus, kas pastāvīgi atbilst organizācijas vajadzībām un standartiem.

Noslēguma modulis pieprasītām tēmām

Metodoloģija

Kursa dalībniekiem ļoti aktīvi jāpiedalās mācību procesā sekojošā veidā:

1-Viņiem jāsagatavo prezentācija par specifisku cilvēkresursu jautājumu.

2-Viņiem jāizanalizē sava darbavietu un jāraksta attiecīgo kāzusu.

Appendix VIII. Glossary of Terms[24]

- Local companies: those "operating principally in their own country" (KPMG International, 2005, 9).

- Multinational companies: those operating worldwide and usually with headquarters in industrialized countries (KPMG International, 2005, 9).

- Regional companies: those that have been started up in any country of Central and Eastern Europe and hold established and significant operations in more than one country of the region (KPMG International, 2005, 9).

- Soft leadership skills: those skills that make possible the leadership processes (direction setting, aligning people, motivating and inspiring). The list of the soft leadership skills used in this project is shown in appendix II.

- Direction setting: "developing a vision of the future, often the distant future, along with strategies for producing the changes needed to achieve that vision". (Kotter, 1990, 139)

- Aligning people: "communicating the direction by words and deeds to all those whose cooperation may be needed so as to influence the creation of teams and coalitions that understand the vision and strategies, and accept their validity". (Kotter, 1990, 139)

- Motivating and inspiring: "energizing people to overcome major political, bureaucratic, and resource barriers to change by satisfying very basic, but often unfulfilled, human needs". (Kotter, 1990, 139)

- Hard managerial skills: those skills that make possible the managerial processes (planning and budgeting, organizing and staffing, controlling and problem solving). The list of the hard managerial skills used in this project is shown in appendix II.

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[24] The author includes any terms that could be misunderstood and whose meanings are relevant and he does not include those definitions that are written in other sections of the paper.

- Planning and budgeting: "establishing detailed steps and timetables for achieving needed results, and then allocating the resources necessary to make that happen". (Kotter, 1990, 139).

- Organizing and staffing: "establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people, and creating methods or systems to monitor implementation". (Kotter, 1990, 139).

- Controlling and problem solving: "monitoring results vs. plan in some detail, identifying deviations, and then planning and organizing to solve these problems". (Kotter, 1990, 139).

- Leading corporation: as used in this paper it refers to a company that holds a significant position in its sector in terms of market share or size (measured by turnover or number of employees).

- Business education institution: in the context of this paper it refers to a company or a public organization that offers educational and training services to companies and/or individuals in business. It includes, for example, business schools, universities, consultants, etc.

- Corporate vision: "is envisioned future. It consists of two parts: a 10-to-30-year audacious goal plus vivid descriptions of what it will be like to achieve the goal." (Collins, 1996, 131).

- Entrepreneurialism: in this paper this term refers to the set of personality traits usually attributed to entrepreneurs or *intrapreneurs*. Buchanan summarizes these traits with: high need of achievement, internal locus of control, risk taking, independence and innovation (2004, 723).

- Team-building: the set of necessary skills "to help team members to understand their own roles more clearly, and improve their interaction and collaboration" (Buchanan, 2004, 880).

- Managing change: the necessary skills needed for "diagnosing resistance to change and at choosing the appropriate methods of overcoming it". (Kotter, 1979, 106).

- Life balance: the ability to manage successfully the frequent conflicts between life and work, personal and corporative goals, and between corporative and personal values. (Author, based in Friedman, 2000, 1 and Ruderman, 2001, 3)

- Conflict management: the skills necessary to manage conflict, which means stimulating, regulating or resolving conflict between two or more parties. Conflict is "a process which begins when one party perceives that another party has negatively affected, or is about to negatively affect, something the first party cares about" (Buchanan, 2004, 865).

- Coaching: method of training and development.

- Coaching skills: are understood as those that the managers should exercise to contribute to developing their subordinates, for example, identifying their development needs and supporting them in the process of improving their effectiveness.

- Crisis: one of the potential triggers of change.

Final Appendices

Below the author inserts two appendixes with the questionnaire of the survey run in El Salvador and a presentation delivered in Rome on Social Leadership.

Appendix IX. Encuesta sobre estilos de vida de la juventud de el Salvador – Survey on youth's life style in El Salvador

Appendix X. Social Leadership in university – Conference at the International UNIV Forum 2009 (Rome, Italy)