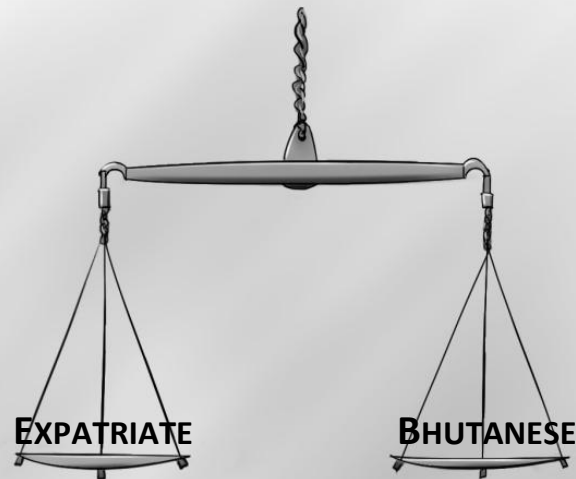


# UNIVERSITY OF TWENTE.

## Transformational Leadership of Expatriates and Home Country National Managers: A comparison in the context of Bhutan.



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Towards fulfillment of the Master Degree in Business Administration  
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## PREFACE

This thesis is submitted in fulfillment of the requirement for a Master of Science Degree in Business Administration, specialization in International Management for the author. I am a student in the University of Twente who started my study with the premaster course from February 2009 and continued with the Master program from August 2009. I am also a citizen of Bhutan; the context where this research is based on.

The year 2008 saw the mark of a new era for Bhutan, a visionary leader, the fourth Druk Gyalpo His Majesty King Jigme Singye Wangchuck, stepped down from the throne to give way to a new era marking the coronation of His Majesty King Jigme Khesar Namgyel Wangchuck as the fifth Druk Gyalpo.

Inspired by great leaders in the form of our fourth and fifth king, and knowing “leadership is not just the province at the top and that leadership can occur at all levels and by any individual” (Bass & Riggio, 2006, p.2), a topic related on “leadership” was obvious. This thesis is an initial attempt of its kind to be done in Bhutan and a contribution to science in the field of leadership where an expatriate is compared to the local in an under researched country. Especially for Bhutan, it will provide a foundation for any research related to the field of leadership in the future.

“The destination is not the thing, it is the journey that matters; travel too fast and you miss what you are travelling for” (anonymous) rightly sums up the realization of my dream into reality. Working on this thesis has been a great learning experience for me, the whole journey from the start of my premaster to now, is what contributed to this report. This thesis is very special to me as it helped me to become more independent, critical and a leader in my own small project. Along the way I have some special people to thank who made this all possible in their own special ways.

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Lastly, I offer my regards to Tim (Sangay), Tobi, The friends of Bhutan in the Netherlands, Chhimi & Hans, the ITC gang: Pemba, Thinley, Phuntsho, Sonam, Chimi, Sonam, Tenzin, Cheni and all of those who supported me in any respect during my study.

## ABSTRACT

As globalization (Budhwar, Woldu & Ogbonna, 2008; Deller, 2006) continues to dissolve market boundaries across the world, the highly competitive international environment makes demands of employees: working outside their country of origin and, most importantly, working with employees of other countries. A successful performance by these employees working as managers is important for an organization to succeed. This requires a successful manager to provide leadership (Bhaskar-Shrinivas, Harrison, Shaffer, & Luk, 2005) and literature has it that transformational leadership behaviors' are valued behaviors (Bass & Riggio, 2006) that are positively related to organizational performance.

Given the importance of managers, either local or expatriate, to the successful performance of any organization (Harvey & Moeller, 2009), this study explores the transformational leadership behaviors of managers based on the full range leadership model (Bass & Riggio, 2006).

Fourteen managers (7 expatriate and 7 local managers) of the hospitality sector in Bhutan were interviewed, using a questionnaire with open questions related to transformational leadership. Their subordinates were also asked to rate their leadership behaviors. The triangulation of the findings from the managers and the subordinates showed that the managers (expatriates and locals) displayed transformational as well as transactional behaviors, but differed in how they applied them with respect to the dimensions of the full range leadership model. It supports literature that transformational leadership augments the positive effects of rewarding behaviors in the transactional mode (Bass, 1985; Boehnke et al, 2003).

Experience of the managers, organizational culture, home country and host country culture were also found to be influential in how transformational the managers were. Moreover, individualized consideration behaviors were the most widely and commonly used by the managers. The study supports that managers adapt their behaviors in response to situational demands based on context (Osborn & Marion, 2009; Purvanova & Bono, 2009) and that leadership approach should vary with organizational circumstances and problems faced by the leader (Currie & Lockett, 2007). Some theoretical and practical implications of the results are discussed.

**Key words:** Transformational leadership, Leadership, Expatriate, Local Home Country managers, Full Range Leadership model

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#### LIST OF ABBREVIATIONS

CR	Contingent Reward
FRL	Full Range of Leadership
HCN	Home Country Nationals
IC	Individualized Consideration
II	Idealized Influence
IM	Inspirational Motivation
IS	Intellectual Stimulation
LF	Laissez-Faire Leadership
LMX	Leader Member Exchange
MBE (A)	Management by Exception - Active
MBE (P)	Management by Exception - Passive
MLQ	Multifactor Leadership Questionnaire
RGoB	Royal Government of Bhutan

## 1. INTRODUCTION

The establishment of international subsidiaries, joint ventures, and strategic alliances has seen internationalization of business and an increasing number of people working abroad (Bonache, Brewster, & Suutari, 2001). This increasing trend has led to a large number of studies in the whole process of the design of the expatriates' careers starting from selection to training and so on till even, repatriation (Harvey & Moeller, 2009).

Furthermore, this has resulted in a highly competitive global marketplace (Harvey & Novicevic, 2002) which requires a successful manager to provide leadership (Bhaskar-Shrinivas, Harrison, Shaffer, & Luk, 2005). When it comes to leadership, considerable prior research has shown the positive relation of transformational leadership behaviors with organizational performance (Bommer, Rubin, & Baldwin, 2004) and the universal acceptance of its concepts. However, much more still needs to be studied about how the context in which it occurs affects it (Bass, 1999).

This study explores the transformational leadership of the expatriate in comparison with the local home national managers in the context in which they are based.

The chapter starts with a brief introduction to expatriate management in section 1.1, followed by a brief description of the role 'context' plays in the study of leadership in section 1.2. Sections 1.3 and 1.4 states the objectives and how that has led to the main research question and section 1.5 gives a brief on the research strategy adopted and concludes with section 1.6: Conclusion. Chapter 2 takes the readers around a tour of the literature review conducted for this study with chapter 3 is dedicated to the methodology and design adopted for. Chapter 4 is a presentation of the findings and chapter 5 completes the report with the conclusion and discussion.

### 1.1. EXPATRIATION

Globalization (Budhwar, Woldu & Ogbonna, 2008; Deller, 2006) has led market boundaries across the world to continually dissolve, and has created a highly competitive international environment which requires employees to work outside their country of origin and most importantly, to work with employees of other countries. This has made it a necessity for most organizations to employ expatriates in a variety of international assignments (Chen & Tzeng, 2004). It is now a common sight to see that a firm's workforce consists of multiple employees from different countries and culture. How managers from other cultures are perceived by the home country nationals has become more important. This is because more employees are working for foreign companies and foreign bosses than ever before (Chen & Tzeng, 2004) and the perception of the home country nationals especially their peers and subordinates are important predictors of leadership success (Hofstede, 1994). In fact, how the subordinates perceive the effectiveness of the expatriate manages in the local context leads to the subordinate ratings of expatriate managerial effectiveness and satisfaction with supervision (Shay & Baack, 2006).

With the workplaces becoming increasingly global (Aycan, Kanungo, Mendonca, Kaicheng, Deller, Stahl, & Kurshid, 2000), there are only few organizations that are able to

operate solely within the confines of a specific country or distinct geographic locale. At this juncture, a research on international domain is of most importance due to the complexity associated with expatriate managers' simultaneous adjustment to new work roles, subsidiary organizational cultures and national cultures (Shay and Baack, 2006).

With respect to expatriation there have been a lot of studies conducted related to: the HRM process for expatriate managers including selection, training etc.(Harvey & Moeller, 2009; Lett & Smith, 2009); their adjustments and attributes affecting performance (Bhaskar-Shrinivas et al., 2005; Hechanova, Beehr & Christiansen, 2003) and the effect of the country of origin on the leadership behavior of the expatriate managers (e.g., Lett & Smith, 2009; Tungli & Peiperl, 2009; van Emmerik, Euwema & Wendt, 2008; and Budhwar et al., 2008). Comparing the findings of these studies one can find a difference in the management practices across countries and regions.

Managers; expatriates or local are expected to lead (Bhaskar-Shrinivas et al., 2005) and contribute to the organizational performance. Studies have found relationships between leadership styles and organizational performance, particularly; transformational leadership can motivate followers to perform beyond expectations (Bass et al., 1996). This has been further supported by evidence from around the world that transformational leadership provides a positive augmentation (Molero et al., 2007) in leader performance and that their elements are universal and the valued leader qualities in all countries and cultures (Bass & Riggio, 2006). Even though the transformational leadership behaviors have universal acceptance, there are evidences that the leadership behaviors may be affected by the context in which it is evaluated (Osborn & Marion, 2009; Antonakis, Avolio & Sivasubramaniam, 2003). Therefore, because of the important role of context on leadership, the next subsection gives a small preview of it.

## 1.2. ROLE OF THE CONTEXT

As discussed, the context in which a leadership style is applied can be assumed to be very important. Bommer et al. (2004) shares evidences that suggest the dependability of the application of trained transformational leadership skills in the work place on the organizational context.

With respect to the national culture as a context, Budhwar et al., (2008) acknowledges the existence of the convergence of culture globally, but it is also commonly assumed that people's behaviors continue to manifest national cultural differences. The national cultural value system is reflected in the management style and professional culture of each country as a result of which a managers' behavior is molded according to the given work situation (Budhwar et al., 2008).

The context with reference to this study is Bhutan; a new emerging economy with a strong emphasis on its culture and which has recently come into the interest of the world owing to its unique development philosophy of Gross National Happiness instead of Gross Domestic Product.



### 1.3. OBJECTIVES

According to Thomas and Ravlin (1995), internationalization of workers is a fact which has led to great interests and focuses on expatriate in international management studies. Unfortunately, most studies have focused only on the expatriate alone. The host country perspective in expatriate management is rarely touched (Thomas & Ravlin, 1995), especially those employees working at the host units, host country nationals.

In line to the above cited reasons and further more to the following: the importance of leading employees by managers local or by an expatriate to the successful performance of any organization (Harvey & Moeller, 2009); the fact that authentic transformational leadership has an impact in all cultures and organizations (Bass & Riggio, 2006); the vast acceptance of transformational leadership and the Full Range Leadership model (e.g. Bass & Riggio, 2006; Molero, Cuadrado, Navas, & Morales, 2007; Avolio, Walumbwa, & Weber, 2009); the importance of expatriates with globalization (e.g. Muczyk & Holt, 2008; Lett & Smith, 2009; Tungli & Peiperl, 2009) and yet less research investigations comparing local and expatriate bosses; the top priority for research being areas related to leadership in cultures that are underrepresented in the literature (Avolio et al., 2009), the study will pursue the following objective:

To study and compare the transformational leadership of expatriate and local managers: A comparison in the context of Bhutan.

### 1.4. RESEARCH QUESTION

Assuming the positive relationship of transformational leadership and organizational performance (Bass & Riggio, 2006; Bass, Avolio & Atwater, 1996; Boehnke, Bontis, DiStefano & DiStefano, 2003; Xenikou & Simosi, 2008; Felfe & Schyns, 2006; Avolio et al., 2009), and with evidences from literature on leadership suggesting that the same leadership style may generate different effects under different contextual conditions (Boerner, Du'tschke & Wied, 2008), the purpose of this research is to explore the transformational leadership behavior of expatriate managers and local managers in Bhutan.

Transformational leadership is consistent with people's prototypes of an ideal leader but there are contexts like cultural contingencies, organizational factors that can affect the impact in particular instances (Antonakis et al. 2003). The importance of the context can be further supported by the opinions of Osborn & Marion (2009); Ogbonna and Harris (2000) that most of the findings, implications, and conclusions of studies related to social sciences are bounded by the context of the research. Therefore, the research aims to answer the following research question:

*What are the differences or similarities in transformational leadership in expatriates as opposed to the local Home Country National (HCN) managers in the context of Bhutan?*

The main research question will be answered by the following sub-questions:

1. What are the transformational leadership behaviors of the expatriates according to themselves?
2. What are the transformational leadership behaviors of the local managers according to themselves?
3. What are the transformational leadership behaviors of the expatriate according to their subordinates?
4. What are the transformational leadership behaviors of the local managers according to their subordinates?
5. What are the differences or similarities in the leadership behaviors of the expatriates and the local managers according to themselves as well as their subordinates?

### 1.5. RESEARCH STRATEGY

This research will use both qualitative and quantitative methods to arrive at a conclusion for answering the research question (Saunders, Lewis, & Thornhill, 2009). The respondents for the study will be the expatriates and local managers in the hospitality sector in Bhutan.

### 1.6. CONCLUSION

This chapter gave a brief introduction to expatriate management in section 1.1 followed by a brief description of the context of the study which is Bhutan in section 1.2. Sections 1.3 and 1.4 stated the objectives and the main research question for this research and concluded with the section 1.5: a brief on the research strategy.

## 2. REVIEW OF LITERATURE

The chapter is a review of literature organized into three sections. Each section has subsections followed by a summary of the main section. Section 2.1 reviews the literature on expatriation with 2.1.1 outlining some current trends in the study on expatriation. Section 2.2 explains the transformational leadership and its components; current views and trend are elaborated in subsections 2.2.1 and 2.2.2 respectively. Section 2.3 takes the readers into a tour of the context where the study will be conducted. Section 2.4 presents the research framework and 2.5 the conclusion.

### 2.1. EXPATRIATION

It has been rightfully said by Muczyk and Holt (2008) that the world is rapidly becoming a global economic village, characterized by multinational and transnational firms. International organizations are now seeing an increasing number of expatriate (Deller, 2006) employees to effectively compete in this ever-expanding hypercompetitive marketplace (Harvey & Novicevic, 2002). Although there have been a large number of studies related to expatriate management, the definition for expatriate has however been overlooked. In this research the definition for expatriate is adapted from Takeuchi (2010) as, employee (individuals) of a business or government organization who is sent to another (non native) country to accomplish a job or organizational goal for a temporary time-frame, specifically for employment purposes.

Expatriate managers continue to be a viable means for exercising control over foreign operations and they can have a direct impact on organizational performance (Harvey & Moeller, 2009). According to Takeuchi (2010) there are both positive and negative benefits to being an expatriate. Positive benefits include acquisition of global management skills and expatriate experience for career advancement; and negative consequences includes poor performance due to difficulties in adjusting to the foreign environment or disillusionment with parent company support.

However, for an expatriate to be successful, leadership is an important area (Harvey, 1996), and expatriates are now required to have leadership dimensions in their roles (Harvey & Novicevic, 2002). Elenkov and Manev (2009) are the many authors who acknowledge the importance of leadership behaviors of expatriate managers to strongly influence the rate of adoption of both product market and organizational innovation in a multi-cultural context.

#### 2.1.1. CURRENT RESEARCH ON EXPATRIATION

This subsection outlines some current studies being carried out in the field of expatriate management.

According to literature, an important area of study in expatriation is the Human Resource Management (HRM) process for expatriate managers which incorporate eight stages namely: identification; selection; training and development; compensation; performance appraisal; retention and turnover; succession planning; and repatriation (Harvey & Moeller, 2009). An examination of the stages, its performance and the representative research for the same can be summarized in the following table:

<b>Expatriate performance</b>	<b>Individual</b>	<b>Organizational</b>	<b>Environmental</b>	<b>Systemic</b>
Success	<ul style="list-style-type: none"> <li>▪ Big ‘5’ personality characteristics</li> <li>▪ Technical competence</li> <li>▪ Cultural adaptability</li> <li>▪ Previous cultural adjustments</li> <li>▪ Extensive foreign travel</li> </ul>	<ul style="list-style-type: none"> <li>▪ Cross-cultural training</li> <li>▪ Repatriation program</li> <li>▪ Knowledgeable IHRM Managers</li> <li>▪ Separate IHRM process/ Procedures</li> <li>▪ Mentoring program</li> </ul>	<ul style="list-style-type: none"> <li>▪ Relocation to similar economy/culture</li> <li>▪ Reduced government restriction</li> <li>▪ Similarity of languages</li> <li>▪ Similarity of social institutions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Planning perspective</li> <li>▪ Integrated IHRM system</li> <li>▪ Increased use of technology</li> <li>▪ Flexibility of IHRM system</li> <li>▪ Consistency of systems globally</li> </ul>
Representative research	Aycan et al. (2000); Harvey and Novicevic (2002); Hechanova et al. (2003); Selmer and Leung (2003); Chen and Tzeng (2004); Harvey et al. (2004); Holopainen and Björkman (2005); Deller (2006); Lett and Smith (2009)	Harzing (2001); Downes, Thomas, & Rodger (2002); Stahl, Miller and Tung (2002); Hocking et al. (2004); Novicevic and Harvey (2004)	Selmer (2000); Wasti (2003); Wang and Kanungo (2004); Shay and Baack (2006)	Bonache et al. (2001); Novicevic and Harvey (2001); von Glinow, Drost and Teagarden (2002)
Failure	<ul style="list-style-type: none"> <li>▪ Family issues</li> <li>▪ Unwillingness to be relocated</li> <li>▪ Dual career issues</li> <li>▪ Commitment to assignment</li> <li>▪ Lack of language capabilities</li> <li>▪ Inadequate support for the employee/family</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of career planning</li> <li>▪ Inadequate orientation</li> <li>▪ Inadequate compensation</li> <li>▪ Programs</li> <li>▪ Inadequate training programs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Emerging markets</li> <li>▪ Restrictions on HR by government</li> <li>▪ Hostility (climate, healthcare, etc.) of environment</li> <li>▪ Cultural taboos (women, minorities)</li> </ul>	<ul style="list-style-type: none"> <li>▪ ‘Centric’ IHRM orientation</li> <li>▪ Ad hoc case-by-case negotiations with candidates</li> <li>▪ Inadequate career development process during foreign assignment</li> <li>▪ Ineffective performance appraisal system</li> </ul>
Representative research	Harvey (1996); Daniels and Insch (1998); Bonache et al. (2001); Takeuchi, Yun & Tesluk (2002); Selmer and Leung (2003)	Selmer and Leung (2003); Wasti (2003); Templer et al. (2006)	Wang and Sangalang (2005); Selmer (2006a,b);	Novicevic and Harvey (2001); Harvey et al. (2004)

**Table 2.1 Predicting success/failure of expatriate managers; Source (adapted from) Harvey and Moeller (2009)**

Another important area related to expatriate management is in their adjustment: which refers to “the degree of fit or psychological comfort and familiarity that individuals feel with different aspects of foreign culture” (Takeuchi, 2010, p.2). According to Takeuchi (2010, p.3), “to date, two meta-analyses on expatriate adjustment (Bhaskar-Shrinivas et al., 2005; Hechanova et al., 2003) have appeared in the literature”. Both studies examined the antecedents and consequences of three (general, work and interaction) facets of expatriate

adjustment with differences in the variables and the categorization of the same. A summary of their finding can be tabulated as follows:

Factors	Facets of expatriate Adjustment (Relation with the Factors)		
	General	Work	Interaction
Language ability (Anticipatory Factor)	Negative	Negative	Positive
Previous overseas experience (Anticipatory Factor)	Negative	Positive	Positive
Self efficacy (Individual Factor)	Negative	Positive	Positive
Relational skills (Individual Factor)	Positive	Positive	Positive
Education level (Individual Factor)	Positive	Positive	Negative
Role clarity (Job Factor)	Positive	Positive	Positive
Role discretion (Job Factor)	Positive	Positive	Positive
Role conflict (Job Factor)	Positive	Negative	Negative
Job level (Job Factor)	Negative	Negative	Positive
Organizational tenure (Job Factor)	Negative	Positive	Positive
Months on assignment (Job Factor)	Positive	Positive	Positive
Outcome expectancy (Job Factor)	Positive	Positive	Positive
Cross cultural training (Job Factor)	Negative	Negative	Negative
Coworker support (Organization Factor)	Positive	Positive	Positive
Logistical support (Organization Factor)	Positive	Negative	Positive
Culture novelty (Non-work Factor)	Negative	Negative	Negative
Spouse adjustment (Non-work Factor)	Positive	Positive	Positive

**Table 2.2 Summary of the findings of Bhaskar-Shrinivas et al. (2005) and Hechanova et al. (2003)**

Takeuchi (2010) also argue that equally important are the stakeholders that are involved and who can influence and can be influenced by the expatriates. The primary stakeholders according to Takeuchi (2010, p. 5-6) includes: “the spouses and family members, whose inability to adjust to foreign environments has been noted as one of the most critical reasons leading to expatriate failure; the parent organization, whose support can increase expatriates’ adjustment levels and subsequent performance; and the Host Country Nationals, whose support can be instrumental in expatriate succeeding in their objectives (Bhaskar-Shrinivas et al., 2005) or whose resistance can lead to failures;”. This view of multiple stake holders raises a critical implication that expatriate adjustment cannot be managed just by focusing on the expatriates themselves. Takeuchi (2010) argues that International HRM studies have neglected the host country’s national’s role in the success of expatriate assignees.

An important yet under-researched dimension of expatriation is repatriation. It is an area of importance because it has been suggested that regionalization and globalization will in future reduce the inclination to assign parent country national for operative tasks involving

transfer of knowledge and so favor the use of host country nationals (Bonache et al., 2001).

Another interesting area is related to expatriate and their leadership behavior, which has been initially influenced by the Global Leadership and Organizational Behavior Effectiveness (GLOBE) Research Program (House et al, 2004) who determined the extent to which various leadership behaviors and attributes may be universally accepted and effective across cultures. Based on data gathered from more than 17,000 middle-managers working in 951 organizations located in 62 different countries, House et al. (2004) found that among six general leadership dimensions: charismatic/value-based leadership epitomizes among others transformational leadership: which appears to be applicable in almost all types of cultural contexts. According to Muczyk and Holt (2008), organizations must employ leaders who are well versed in global leadership principles to succeed in today's economy.

### 2.1.2. SUMMARY OF REVIEW

This section can be concluded with the conformity that expatriation is inevitable and international assignments will continue to be an important phenomenon in our global economy (Shay & Baack, 2006). The section highlighted studies being conducted on expatriate management in the areas of the HRM process (Harvey & Moeller, 2009) and in their adjustment (Bhaskar-Shrinivas et al., 2005, Takeuchi, 2010) and leadership at a cross cultural level (House et al., 2004).

The importance of multiple stakeholders namely the spouses; parent organization; and the host country national and their influence on the expatriate performance and adjustment were highlighted. The need for further studies in expatriation was also suggested and the contribution of the GLOBE studies in the international macro level was introduced. Importance of leadership for successfully competing in the global economy was also talked about. There has however appears to be a neglect on the expatriates leadership behavior at the organizational level and thus a gap appears between the research on expatriate management, especially including the host country nationals (Takeuchi, 2010) in general, and transformational leadership in particular (Elenkov & Manev, 2009). Hence a review on transformational leadership in the following subsection.

## 2.2. TRANSFORMATIONAL LEADERSHIP

There are extensive academic literatures on leadership (Burns, 1978; Bass, 1995; Bass, 1999; Yukl, 2002; House et al., 2004; Bass & Riggio, 2006; van Emmerik et al., 2008; Avolio et al., 2009) and leadership behavior is a well-known and widely researched topic in a variety of disciplines.

Over the past two decades, one of the most popular approaches to understanding leader effectiveness has been transformational leadership (Bass & Riggio, 2006). Transformational leadership was conceptualized and differentiated from transactional and transformational first by James MacGregor Burns in 1978 during his study of political leaders. Burns was one of the first scholars to assert that true leadership not only creates change and achieves goals within the environment, but changes the people involved (both followers and leaders) for the better in their actions involved. He became known among alternative leadership scholars because of the ethical and moral dimension infused in his model of transformational leadership which had not been the case prior to 1978.

Transactional leaders according to Burns (1978) were those who lead through social exchange, rewarding or compensating for productivity and denying the rewards or compensation for un-productivity. Transformational leaders on the other hand are those who inspire followers to achieve extraordinary outcomes and also, in the process, develop their own leadership capacity (Bass, 1999; Bass & Riggio, 2006). Transformational leadership is in some ways an expansion of the transactional leadership but transformational leaders empower followers, motivate others to do more than they originally intended.

According to Bass and Riggio (2006) and also many other researchers (e.g. Bass et al., 1996; Boehnke et al., 2003; Xenikou & Simosi, 2008; Felfe & Schyns, 2006; Avolio et al., 2009) who quote the work of Bass (1985) and Burns (1978); transformational leadership raises leadership to the next level. Its components inspires followers to commit to a shared vision and goals of an organization or unit, challenging them and developing their leadership capacities by mentoring, coaching and by providing both challenge and support.

### 2.2.1. COMPONENTS OF TRANSFORMATIONAL LEADERSHIP

Factor analytic studies from Bass (1985; 1995; 1999) to Howell and Avolio (1993), and Bycio, Hackett, and Allen (1995) to Avolio, Bass, and Jung (1997) in Bass and Riggio (2006) have identified the components of transformational leadership as follows:

#### 1. Idealized Influence (II)

The extent to which the leaders behave in ways that allow them to be admired, respected and trusted and displays convictions and takes stands that cause followers to identify with the leader who has a clear set of values and acts as a role model for the followers.

#### 2. Inspirational Motivation (IM)

The extent to which the leader articulates a vision that motivates and inspires the followers with optimism about future goals; offering clear communicated expectations that followers wants to meet and also demonstrate commitment to goals and the shared vision.

#### 3. Intellectual Stimulation (IS)

The extent to which the leader takes risks and solicits followers' efforts to be innovative and creative by challenging assumptions, reframing problems, and approaching old situations in new ways.

#### 4. Individualized Consideration (IC)

The extent to which the leader attends to each individual follower's needs for achievement and growth and acts as a mentor or coach.

According to Bass and Steidlmeier (1999), most leaders have a profile of the full range of leadership that includes both transformational and transactional factors. However, those whom we call transformational do much more of the transformational than the transactional. In their defining moments, they are transformational. Those whom we label as transactional leaders display much more transactional leadership behavior. They are more likely to have attitudes, beliefs, and values more consistent with transactional leadership, but they still may be likely to be transformational at times.

Therefore in addition to the four components of transformational leadership, the Full Range Leadership (FRL) Model (Bass, 1999; Bass & Riggio, 2006) also includes several components of transactional leadership behavior, along with Laissez-faire (or non leadership) behavior. Consequently, for the completeness of the model the components of the transactional leadership are also discussed in the following:

**5. Contingent Reward (CR)**

The extent to which the leaders assign or obtain follower agreement on what needs to be done with promised or actual rewards offered in exchange for satisfactorily carrying out the assignment (Bass, 1999; Bass & Riggio, 2006). According to Antonakis et al. (2003) contingent reward can be transformational when the reward is psychological, such as praise.

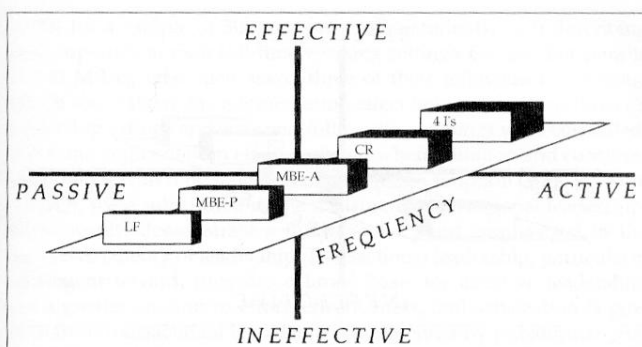
**6. Management-by-Exception (MBE)**

The extent to which leaders take corrective actions as deemed necessary. It can be either active (MBE-A) where the leaders arranges to actively monitor deviances from standards, mistakes, and errors in the follower’s assignments and takes corrective action as necessary; or passive (MBE-P) where the leaders wait passively for deviances, mistakes, and errors to occur and then takes corrective actions.

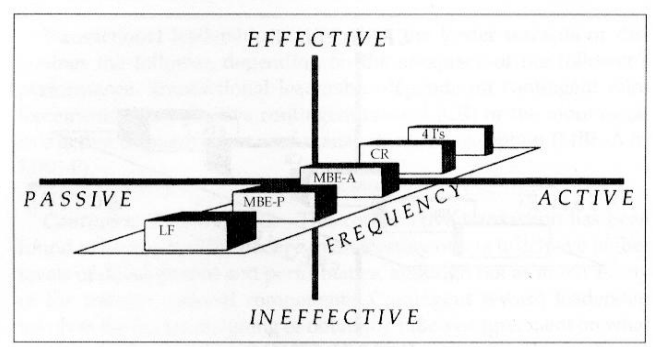
**7. Laissez-Faire Leadership (LF)**

The degree to which leaders avoids leadership and its responsibilities. Necessary decisions are not made, actions are delayed and authority remains unused. It is considered active to the extent that the leader “chooses” to avoid taking action. This component is generally considered the most passive and ineffective form of leadership (Antonakis et al., 2003).

Fundamental to the FRL model is that every leader displays each style to some amount. An optimal profile is characterized by a very high level of transformational behavior and is represented in Figure 1. An ineffective leader shows a lot of Laissez-faire, and much less, if any, transformational leadership as represented in Figure 2. The third dimension of the model (depth) represents the frequency of the behavior displayed. The horizontal active – passive dimension is by self-evident definition and the vertical effectiveness dimension is based on empirical findings (Bass & Riggio, 2006, p.9).



**Figure 2.1 Model of the Full Range of Leadership (Optimal Profile)**



**Figure 2.2 Model of the Full Range of Leadership (Sub-Optimal Profile)**

Source: Bass and Riggio (2006, p.9)



Although transactional leadership has been felt to be less effective than transformational leadership; according to Bass and Riggio (2006) it can be quite effective too depending on circumstances. However, Bass (1985, 1999) proposed an augmentation relationship between transformational and transactional leadership where it was suggested that transformational leadership augment transactional in predicting effects on follower satisfaction, innovation, risk taking, creativity and performance (Bass, 1999; Bass & Riggio, 2006; Molero et al., 2007).

### 2.2.2. CURRENT VIEWS AND RESEARCH ON TRANSFORMATIONAL LEADERSHIP

Different views and current studies related to transformational leadership will be elaborated in this subsection.

A very popular approach in leadership goes back to the OHIO studies which differentiate between Consideration and Initiating Structure. Consideration refers to friendly and interpersonally supportive supervisory behavior (van Emmerik et al., 2008). Consideration behaviors are behaviors that leaders use to create a supportive environment of warmth, friendliness, and helpfulness: for instance by being approachable, looking out for the welfare of the group, doing little things for subordinates, and giving advance notice of change. Initiating structure refers to task-oriented and directive behavior (van Emmerik et al., 2008). This type of leadership behavior is shown in an emphasis on assigning tasks, specifying procedures to be followed, clarifying expectations of subordinates, and scheduling work to be done. Judge, Piccolo and Ilies (2004) conducted a meta-analysis of the relationship of the Ohio State leadership behaviors: Consideration and Initiating Structure with leadership. Their study revealed that consideration was more strongly related to leader effectiveness, satisfaction of followers and motivation, and initiating structure was slightly more strongly related to group organization performance and job performance of leader. Their results also provide important support for the validity of the behaviors in leadership research.

However, Kent, Crotts and Azziz (2001) questions whether the factors related to the Ohio State studies are really related to leadership or are they just elements of management? And they argue that literature seems to support that these authors were studying the dynamic of managing. Bass and Riggio (2006) states that the full range leadership is independent conceptually from the concepts of directive vs. participative leadership, leader-member exchange (LMX), although empirical correlations with them may be found to some extent (Bass, 1999). One strong similarity is that Consideration and Individualized Consideration share nearly the same name. According to Bass (1999) "OHIO studies consideration focuses on friendliness, approachability, and participative decision making; Individualized consideration deals with concern for each follower as an individual and with the follower's development." Bass (1995) argues that the initiation and consideration did not differentiate between transformational and transactional leaders. However, one has to be critical that the result of Bass' (1995) are only based on the answers of 102 MBA students.

Podsakoff, et al. (1990) proposed another approach of transformational leadership agreeing on six key behaviors of transformational leaders. The authors merely identified and summarized those dimensions and did not really offer any new theoretical development. Yukl (2002) argues that although clothed in different terminology, some of the "new" wisdom only reflects ideas that can be found in theories from the 1960s. Some of the leadership behaviors in the new theories are very similar to behaviors identified as important in research that

preceded it in the 1970s but the underlying influence processes of transformational leadership remain unclear (Yukl, 2002). Adding to which, they have never been studied in a systematic manner.

There has been recent criticism on the factor charisma and transformational leadership. Bass (1995) however argues that charisma has been subdivided into idealized influence and inspirational motivation in the FRL model. The reasons for this he argues is the conceptual criticism on the operationalisation of charisma, the bad connotation attached to charisma, particularly in Europe or Asia, and the various meanings it has in the public mind ranging from celebrated to flamboyant and personable. Transformational and charismatic leadership are often treated equally and reasons can be their theoretical similarity as key aspects of both are value-based attractive visions, inspiration, role modeling, and support of personal growth, trust and consideration of followers' needs. Central to both theories is that by influencing followers' values, self-esteem and self-concept, these show higher levels of effort, performance, satisfaction and commitment (Bass, 1999; Podsakoff et al., 1990). Bass and Riggio (2006) argue that Charisma although important is only a part of transformational leadership and the other components are theoretically or practically important, as they deal with other behaviors and effects.

Furthermore, a critical concern is the involvement of the dark side of charisma - "those charismatic leaders who use their abilities to inspire and lead followers to destructive, selfish, and even evil needs" (Bass & Riggio, 2006, p.13). Many of the leadership behaviors in the theories of charismatic and transformational leadership appear to be the same, and Yukl (2002) argues that probably transformational leaders do more things that will empower followers and make them less dependent on the leader such as delegating significant authority to individuals, developing follower skills and self-confidence, creating self-managed teams, providing direct access to sensitive information, eliminating unnecessary controls, and building a strong culture to support empowerment. Charismatic leaders on the other hand probably do more things that foster an image of extraordinary competence, such as impression management, information restriction, unconventional behavior, and personal risk taking.

Molero et al. (2007) conducted a study to find out whether transformational leadership also increases the percentage of variance accounted for by traditionally studied leadership styles. Their study confirmed that transformational leadership is very closely related to relations – oriented leadership, democratic and task-oriented leadership. Similar relation was also found with traditional leadership styles that have been shown to be effective in organizational literature (Bass, 1999; Molero et al., 2007). A bit lower but still high correlation was also observed with contingent reward and practically no correlation with autocratic leadership was reported. Molero et al. (2007) argue that transformational leadership produces an augmentation effect in the variance accounted for by the other styles in diverse and important organizational variable. They state that "transformational leadership, at least at high levels, produces different effects, and more positive ones, than the rest of the leadership styles analyzed (Molero et al., 2007, p.366)." Although the study was done with a sample of 147 participants in 35 various team units in Spain in both private and public organizations there still remains a question of generalizability of the result to other countries.

Another equally emerging area of interest in the field of leadership has been called authentic leadership development (Avolio et al., 2009; Bass & Riggio, 2006; Brown & Treviño, 2006; Bass & Steidlmeier, 1999). Authentic leadership according to Avolio et al.

(2009, p.423) “is a pattern of transparent and ethical leader behavior that encourages openness in sharing information needed to make decisions while accepting followers’ inputs”.

Authentic transformational leaders according to Bass and Riggio (2006, p.13)

“... transcend their own self-interest for one of two reasons: utilitarian or moral. If utilitarian, their objective is to benefit their group or its individual members, their organization, or society, as well as themselves, and to meet the challenges of the task or mission. If a matter of moral principles, the objective is to do the right thing, to do what fits principles of morality, responsibility, sense of discipline, and respect for authority, customs, rules, and traditions of a society”. Appendix 2 displays “the table consisting of moral elements associated with components of transformational and transactional leadership to demonstrate how these can lead to authentic or inauthentic transformational leadership (Bass & Riggio, 2006, p.14)”.

Recent debates on leadership have focused on the importance of context (Osborn & Marion, 2009; Purvanova & Bono, 2009; Currie & Lockett, 2007). In a contextual view leadership, the demands, constraints and choices for leaders stem from the context (Osborn & Marion, 2009) and leadership approach should vary with organizational circumstances and problems faced by the leader (Currie & Lockett, 2007). Furthermore, in this digitalized era, Purvanova & Bono (2009) suggests that transformational leadership has a stronger effect in teams that use only computer-mediated communication, and that leaders who increase their transformational leadership behaviors in such teams achieve higher levels of team performance.

Gender is yet another topic of interest when it comes to globalization and van Emmerik et al. (2008) found out that female managers around the world were more transformational when it came to behaviors relating to consideration and initiating structure. This further strengthened the argument initiated by Bass et al. (1996) that female leaders were indeed shown to possess more individualized consideration and charisma and were found to be more moral and ethical compared to their male counterparts.

### 2.2.3. SUMMARY OF REVIEWS

This section elaborated on the literature on transformational leadership, different views on it and explanation of the components namely the 4Is; CR; MBE (P, A); and LF that make up the Full Range of leadership model (Bass & Riggio, 2006).

Current trends in transformational leadership and different views other than the Full Range of Leadership model (Bass & Riggio, 2006) like the Ohio state studies and Podsakoff, et al. (1990) was also discussed. This section also touched the update on the status of authentic leadership (Avolio et al., 2009; Bass & Riggio, 2006). Avolio et al. (2009) argues that the types of behaviors that may be considered prototypically effective can be constrained by the context in which it is observed and this is further supported by Osborn & Marion (2009); Purvanova & Bono (2009); Arvey, Zhang, Avolio, & Krueger (2007); Currie & Lockett (2007). Arvey et al. (2007) explored whether leaders are born versus made involving identical and fraternal twins and concluded that in predicting leadership emergence across one’s career, the “life context (including national culture, hierarchical leader level, and environmental characteristics such as dynamic versus stable)” one grows up in and later

works in is much more important than heritability. In continuity, the next section will subsequently describe the context in which the study will take place.

### 2.3. BHUTAN AS A RESEARCH CONTEXT

Researchers compare the writing of a paper to that of telling a story and the specific findings of the story is the main basis of the research project. The description of the setting in which the story will take place is an important element before a reader can comprehend the story. This chapter will provide a description of Bhutan (the main setting of the story) and the relevance of the study to such an unexplored country which is very much still a part of the international management arena.

Bhutan, also called ‘Druk Yul’ meaning ‘land of the peaceful dragon’, is a small land locked Himalayan kingdom sandwiched between China in the north and India in the south. Bhutan has a land area of 38,394 square kilometers and a population figure of 646,851 in 2006 (Gross National Happiness Commission, Royal Government of Bhutan, 2009). The Royal Government of Bhutan (RGoB) adopted modern economic growth strategies in the 60s to facilitate its integration with the global economy (European Commission, 2003), which was in fact adopting a very conservative approach. Till then, the Bhutanese were living in an agro ecological society with the majority of its population depending on the agriculture sector.

Bhutan became the youngest parliamentary democracy in the world after 257 years of theocratic rule, albeit as a dual system, and 100 years of a golden era under monarchy. It was probably the most peaceful transition to democracy, unique that the transition came not thorough the will of the people but by the will of a King whose selfless love for and trust in the people led him to convince them that the destiny of the country must lie in the hands of the people themselves and not depend on a single individual (Thinley, 2008). The year 2008 also saw the Coronation of His Majesty King Jigme Khesar Namgyel Wangchuck as the Fifth Druk Gyalpo. It has just recently shed its conservative policy and embraced globalization; her development strategy can be coined into the unique term “Gross National Happiness” instead of the Gross National Product, which is a strategy in pursuit of happiness of people over the materialistic development.

Being a Buddhist country, the development path of Bhutan is closely linked to Buddhist economic principles which are based on the principles of the Noble Eightfold Path<sup>1</sup>. It has been argued that ‘Right Livelihood’, the fifth path, touches upon economic aspects of Buddhist life and forms the basis of economic principles (Schumacher, 1966 in Rinzin et al., 2007).

Right livelihood holds close the relationship between three interrelated aspects of human existence (Rinzin et al., 2007): human beings, society and the natural environment. The quality of life for the individual, for society and for the environment is enhanced by maintaining the balance among them (Payutto, 1988; Phrabhavanaviriyakhun, 2001 in Rinzen et al., 2007). Rinzen et al.’s (2007) findings show that at the national level national security,

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<sup>1</sup> *The Noble Eightfold Path* encompasses Right Understanding, Right Thought, Right Speech, Right Action, Right Livelihood, Right Mindfulness and Right Concentration (Rinzin et. al. , 2007)

spiritual well-being, social life and cultural heritage are considered very important in bringing happiness, and that material wealth is considered less important for happiness. The Bhutanese culture is based on rich religious heritage which includes customary rules, norms, indigenous knowledge systems and institutions (Rinzen et al., 2007). It includes a code of conduct known as *driglam namzha*, which is designed to carve out a distinct Bhutanese identity. In addition to promoting national dress (the *gho* for men and the *kira* for women), *driglam namzhag* is built upon a strict observance of vows (*tha-damtshig*) that emphasize strong kinship loyalty (*Lay-Jum-Dray*), community-oriented behavior, hospitality to guests, respect for one's parents, elders and superiors and mutual cooperation between rulers and ruled, parents and children, and teachers and students (Rinzin et al., 2007).

Founded on such Bhutanese values as *Tsa-Wa-Sum* (*loyalty to the king, country and the people*), *Lay-Jum-Dray* and *Tha-damtshig*, employees need to reflect and translate their understanding and practice of the positive values in their work and conduct (RGoB, 2005). According to Good Governance Plus, employees need to imbibe and manifest these values like integrity, trust, responsibility, discipline, dedication, diligence and leadership values such as visionary, dynamism, receptiveness and approachability in their attitude and behavior (RGoB, 2005). The importance of this can be reinstated by the Article 9(20) of the Constitution of Bhutan, which states that "The state shall strive to create conditions that will enable the true and sustainable development of a good and compassionate society rooted in Buddhist ethos and universal human values" (RGoB, 2008, p. 20).

As a very young emerging economy with the Royal University of Bhutan offering courses only at the bachelor level, Bhutan has most of her managers either being trained in outside western countries or neighboring countries. Thus Bhutanese managers frequently internalize two sets of values: those drawn from the traditional upbringing of the family and community, and those drawn from modern education and professional training.

Budhwar et al. (2008) argues that if one assumes Hofstede's (1980) four cultural dimensions, one recognizes that most of the developing countries tend to demonstrate strong uncertainty avoidance and large power distance. Related to it, high score on power distance can be assumed in Bhutan where it can be seen that Bhutanese managers and subordinates accept their relative positions in the organizational hierarchy and operate from these fixed positions (this is also a view of the author who is a resident of the country under study and who experienced working in one of the Government organizations for a few years). This can be stressed further by the fixed job descriptions and positions and supervisory hierarchy underlined in the Position Classification System (RGoB, 2006).

In view of the work place, in Bhutan it is commonly believed that work place has to be such that it is not only to improve the happiness levels of employees per se but because there is direct productivity benefits that translates into organizational growth and sustainability (Thinley, 2009). A happy worker is a productive worker with a fulfilling working life in which one earns a living from doing what gives satisfaction without the cost of moral or ethical compromises. One can expect autocratic leadership preference with an emphasis on consideration in Asia (Bhutan). Taking the traits of East Asian countries, Bhutan can be assumed a collectivistic society, with sharing of rewards, high tolerance for ambiguity and uncertainty, centralized decision making, high power distance and hierarchy (Harvey, 1996).

### 2.3.1. SUMMARY OF REVIEW

This chapter communicated the context in which the research will take place. A country where the values of the people are strongly influenced by the religious customs with “lay Buddhist ethics which includes both constraints on an individual’s behavior as well as duties for social action which shapes the basic relationship not only between individuals (like human rights do) but also between individuals and other sentient beings (which human rights do not) (Ura, 2005, p.45)” and yet under researched owing to the fact that it is an infant emerging in the global economy.

The study assumes that owing to the uniqueness of the country in terms of its development philosophy, its culture, values and ethics of individuals but yet being groomed as managers in another country (with relation to pursuing higher education after the Bachelors) and the fact that Bhutan is a very infant emerging economy; and a country that has never been researched in relation to the area of study; an interesting contribution to the field of international management can be expected.

The study will use the components of the Full Range of Leadership model (Bass & Riggio, 2006) to compare transformational leadership among the expatriate and local Home Country National (HCN) managers of Bhutan. The view of the subordinate on the manager’s transformational leadership component will also be taken into account. In support of Arvey et al.’s (2007) view that, life context (including national culture, environmental characteristics such as the organizational culture) is important in relation to leadership emergence; the study assumes that there will be considerable differences due to the influence of the national culture and upbringing of the managers in their respective country of origin; and the environment of the host organization.

## 2.4. RESEARCH FRAMEWORK

There has been a huge amount of studies being done on differences in leadership behaviors across cultures (Aycaan et al, 2000; Antonakis et al. 2003; House, Javidan, Dorfman, & Gupta, 2004) and their positive effect on organizational performance. Since the number of employees working for foreign companies and foreign bosses are increasing more than ever before (lett & Smith, 2009), the insight about differences in leadership behavior is increasingly relevant and important for firms.

Cultural background is commonly found to have a pervasive influence on leader behaviors. Elenkov and Manev in 2009 conducted a study to find out the leadership’s effects of senior expatriate on innovation and the role of cultural intelligence on it. They involved 153 senior expatriate managers and 695 subordinates from companies in all 27 countries of the European Union. Their study proposed the direct influence of senior expatriates’ transformational leadership on the rate of innovation adoption and they found out that cultural intelligence moderated the effect. The study however does not take into account the local home country nationals.

Although not on expatriates but still related to leadership behaviors around the world, van Emmerik et al. (2008) used 64,000 subordinates to evaluate the leadership behaviors of

their direct supervisors ( $N = 13,595$ ), representing 42 countries. Their findings suggested that culture has a strong impact on leadership behavior.

In addition, there is much research on leadership in North America and Europe, but an enduring question remains to what extent these western research findings are generalizable to other cultures. According to Shay and Baack (2006), any research related to expatriate management is important due to the complexity associated with expatriate managers' simultaneous adjustment to new work roles, subsidiary organizational cultures, and national cultures.

Hence, this study will attempt to restore the balance in research on expatriation and transformational leadership (Elenkov & Manev, 2009) by exploring the transformational leadership of expatriates in an under-researched destination. It will also try to fill the gap of research on comparison of expatriates with local home country nationals (Takeuchi, 2010) taking into consideration the views of the subordinates.

Therefore, based on the literature and tailored to fit the study, the research framework is presented in Figure 2.3.

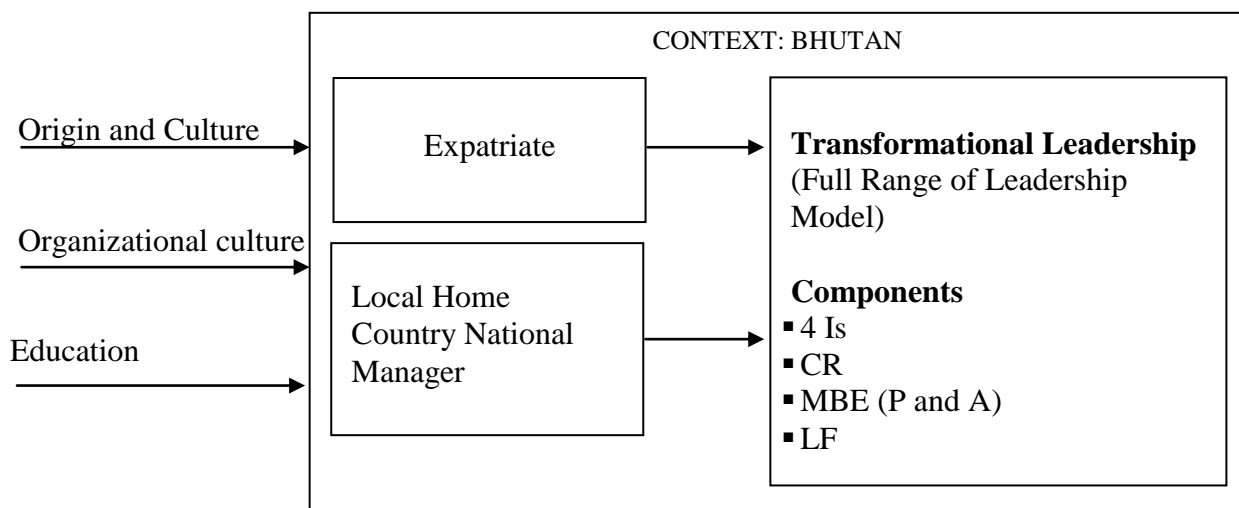


Figure 2.3 Research Framework

## 2.5. CONCLUSION

Chapter 2 converse the review of literature organized into three sections. Each section had subsections and a summary of each section respectively. Section 2.1 reviewed the literature on expatriate and how expatriation is inevitable with its subsection outlining some current trends in the study on expatriation. Section 2.2 explained the transformational leadership and its components; current views and trend were also explained. The use of Bass and Burns Full Range Leadership model for this study was also outlined. Section 2.3 touched briefly on the culture, education, values and ethics of the context where the study will be conducted i.e. Bhutan. The final section describes the formulation of the research framework based on the literature review and is presented to fit the study.

### 3. METHODOLOGY AND DESIGN

This chapter is devoted to the design and methodology of the study. Section 3.1 describes the research design used in the study and section 3.2 illustrates the methodology applied.

#### 3.1. RESEARCH DESIGN

Since the purpose of the research is confirmatory plus exploratory, the research adopts a pragmatist approach (Saunders et al., 2009). The research will focus on “What works” as the truth regarding the research question under investigation and acknowledges the role of the values of the researcher in the interpretation of the results (Teddlie & Tashakkori, 2009).

There are about five families of mixed-methods research designs reported in the literature (Teddlie & Tashakkori, 2009). One of those designs is the parallel mixed design. It implies collecting and analyzing quantitative and qualitative data in parallel, either simultaneously or with some time lapse. In this study the design adopted is the parallel mixed design simultaneous method. It has two parallel, relatively independent phases with simultaneous qualitative and quantitative questions, data collection and analysis techniques. The inferences from based on the results from each phase will be integrated at the end of the study to form Meta-inferences (Teddlie & Tashakkori, 2009). The design has found application in both social and behavioral sciences research according to Teddlie and Tashakkori (2009). The design can be graphically illustrated in Appendix 3.

#### 3.2. METHODOLOGY

The sampling procedures and explanation regarding the limitations associated with its generalizability is elaborated in subsection 3.2.1. A description of the Questionnaires used is presented in subsection 3.2.2 along with discussions on its validity and reliability. Subsection 3.2.3 outlines the procedures and the findings of the pilot test conducted prior to data collection. The data collection procedures and the methods of analysis are discussed in subsection 3.2.4. Subsection 3.2.5 presents a note on the ethical considerations.

##### 3.2.1. SAMPLE

The sample size for this study is expected to be small. Patton (2002) in Saunders et al. (2009) argues that data collection and analysis skills provide more insights to the validity, understanding and insights that one gains from data than with the size of the sample.

For this study non probability purposive sampling has been adopted. According to Saunders et al. (2009) logical relationship between the sample selection technique and the purpose and focus of the research is important for non probability sampling. In the context of Bhutan, tourism is one of the highest income generators for the economy after hydro power and hospitality has seen a number of expatriates working in hotels in and around the capital. Therefore, the criteria for the study sample will consist of managers (expatriates and local) in the list of 10 hotels identified from the tourism council of Bhutan and their immediate subordinates.



The managers especially the expatriates, identified will be taken up as individual cases as they are expected to be from diverse origin. Since there are no guidelines as to how researchers should proceed with selecting the cases, the sample of managers will include one expatriate and one local manager from each hotel selected to ensure representation of both in the same hotel.

The criteria restricts the sample to only the accessible population that meet the registration criteria set by the Tourism council of Bhutan. It is noted as a limitation of the generalizability of the findings of the study.

### 3.2.2. QUESTIONNAIRE

In line with the goal to explore transformational leadership of expatriates in comparison with the HCN managers, and the limitation of the researcher to conduct interviews, pen and paper based self administered questionnaires will be used.

#### **Questionnaire for subordinates**

Respondents will assess their direct supervisor's leadership behavior using transformational leadership items derived from Multifactor Leadership Questionnaire (MLQ-5x-short) (Bass & Avolio, 1995, 2004), the most frequently used measure of transformational leadership (Antonakis et al., 2003). The MLQ-5x-short contains nine subscales: idealized influence (attributed) idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception (active), management-by-exception (passive), and laissez-faire. The MLQ Form 5X is self-scoring and uses 36 items to measure the nine subscales. Using a 5-point Likert scale with response format ranging from 1 = not at all, 2 = once in a while, 3 = sometimes, 4 = fairly often, to 5 = frequently, if not always, respondents will judge how frequently their supervisors displayed specific leader behaviors. A sample of the questionnaire is attached as Appendix 4.

Antonakis et al. in 2003 conducted a study focused on the 36 items that corresponded to the nine leadership factors. Their results indicate that the current version of the MLQ (Form 5X) is valid and reliable. They argue that although MLQ-5X and other leadership survey instruments will never account for all the leadership dimensions, the MLQ represents a foundation and can be used to adequately measure the nine components comprising the full-range theory of leadership. They also support other researchers and recommend that future researchers studying the FRLT should extend their methods beyond survey and combine both qualitative and quantitative methods to address both the "what and why" of leadership more effectively.

#### **Questionnaire for managers (Expatriates and HCN managers)**

Managers will assess themselves with open ended questionnaire that requires narrative responses. The open ended questions are also developed based on the MLQ. A sample of the original questionnaire is attached as Appendix 5.

The questions were developed taking the following into considerations:

- Questions 1 and 2 will seek to cover II and even the LF and MBE (P). It is also anticipated to record behaviors related to other components too.
- Question 3-7 seeks to cover the transformational components including IM, IS and IC.

- Questions 8-10 seeks to cover CR and MBE (A).
- Questions 11 – 14 will aim at studying if educational background, the organizational culture, the National culture of origin and the Culture of the host country is perceived to play a role in leadership behaviors.

### 3.2.3. PILOT TEST

Since the MLQ consists of only quantitative instruments the open ended questions were pilot tested. For the pilot test, the sample was the MSc BA International Management (2009-2010) Master track students. The questionnaire was emailed to 43 students. Total responses received were 9. A sample of the cover letter for the pilot test is attached as appendix 7.

The pilot study helped in identifying the following (Bell, 2005 in Saunders et al., 2009, p. 394):

1. It took approximately 30 minutes to complete the questionnaire;
2. All the instructions of the questionnaire were clear;
3. Questions 3, 4, 5 and 7 were found to be ambiguous;
4. There were no questions the respondents felt uneasy about answering;
5. there were no major topic omissions;
6. layout was clear and attractive; and
7. As extra comments, the respondents felt the need of some explanation on what was meant by organizational and national culture.

The findings of the pilot test are presented in table 3.1. After the analysis of the results from the pilot test, the following changes were incorporated in the manager's questionnaire:

- Questions 3, 4, 5 and 7 were merged into one single question;
- A simple definition of the National culture and organizational culture were included in the questions;
- The wordings of some questions were changed.

The revised questionnaire for the managers is attached as appendix 8.

**Table 3.1 Findings of the pilot test**

Feedback								
Time taken (mins)	1	2	3	4	5	6	Any other comments	
1. 30	Yes	Yes	3, 4, 7	None	Organizational politics and how it effects efficiency	Yes	Not too sure if people who are not from the business background know what national/ organizational culture actually means, so may be that could have been made clear! Also may you could give them the different types of leadership styles that exist inorder for people to relate themselves to one of those styles! Other than that the questionnaire is really good!	
2. 10	Yes	Yes	3,11	None	No	Yes	but use different font type	
3. 25		No	3,4 and 6,7	2	Experience	Not entirely		
4. 25	Yes	Yes	3,4,5,7	None	None	Clear but not attractive	For example question 12. If you want to know the importance of it, give them the opportunity to thick a box 'not important' 'important' 'very important' and afterwards they elaborate on their thicked box. Than it is a bit more clear which direction you want to go... I hope you understand what I mean. And maybe you can make it a bit more concrete for questions like 'how do you motivate' and than 'give at least 3 examples of your motivation tools'	
5.							Components to be changed to competencies or aspects Quit a lot of your questions I perceived as suggestive. Maybe you can start with more open questions and than later one narrow it down. Some questions could be introduced maybe a little bit more like the national culture, do people know what is exactly meant by that? Maybe you can add also some scales to make it easy to compare the different equetes?	
6. 20	Yes	Most are	2	Educational level	None	Yes but insert topic headings	Question 2. Will managers actually be able to answer that question and will you be able to categorize those answers? It might be easier when you make it a multiple-choice with all possible options?	
7. 70	yes	4,5	4,5	14	none	yes	Lack of experience so difficulty to fill in q. 14	
8. 25	yes			2,3	None	Yes	Didn't understand the meaning of the word 'perceive' in the question.	
9. 25	Yes	9			None	Yes	Maybe you can ask anything about what leaders see as the major problem from there culture with respect to leadership. Good questionnaire	

**Arguments from the researcher**

- The question on organizational culture will include a definition of organizational culture and national culture.
- Mentioning the different leadership styles can influence the respondent to be influenced by preconceived styles and not be narrative and original about their views on their leadership style.
- Providing examples or multiple choices on different leadership style would impose the researcher's ideas of the theory on the respondents and would diminish the whole idea of collective narrative data, therefore the suggestion was noted but not incorporated.

**Note:**

1: Language meaningful; 2: Questions clear; 3: Ambiguous; 4: Uneasy questions; 5: Topic omission; 6: Layout clear and attractive

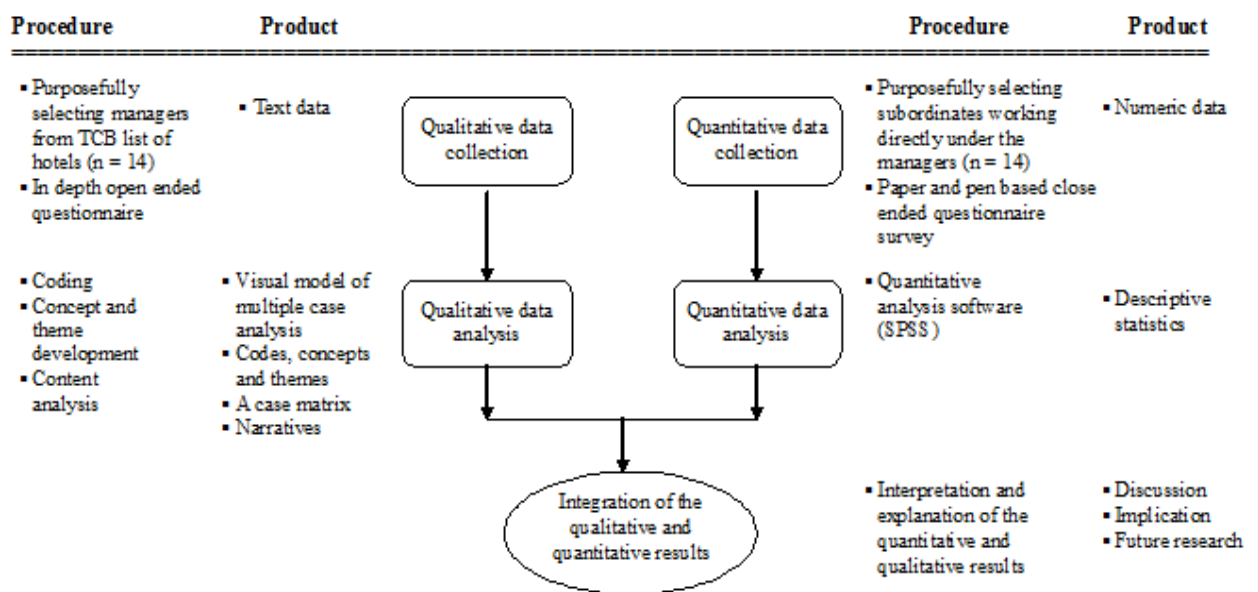
3.2.4. DATA COLLECTION & ANALYSIS

According to Ivankova, Creswell and Stick (2006) a graphical representation of the mixed method procedures helps a researcher visualize the sequence of the data collection, the priority of the methods and the connecting points of the two phases within a study. A visual model of the procedures is in Figure 3.1.

The following procedures were adopted during the collection of the data:

- The two research assistants were asked to divide the hotels for administering the questionnaire to avoid duplication;
- The managers were contacted prior to the administration of the questionnaire for their support and involvement with a cover letter (see appendix 6) introducing the researcher, explaining the research objective and questionnaire purpose. The letter also informed respondents of participant rights and confidentiality and explained the use of the data collected;
- Subordinates were given the questionnaire in sealed envelopes to ensure a fair rating without the fear of the managers notice;
- The research assistants were asked to personally collect the data themselves from the respondents;
- After the collection data was scanned by the research assistants and mailed back to the researcher.

It is noted that ensuring *internal validity*, defined as the credibility or the extent to which findings can be attributed to interventions rather than flaws in a research design (Saunders et al., 2009) is important. In exploring the internal validity, the study will employ the findings from the cases of the managers (both expatriate and local) and subordinate ratings for triangulation to validate the results of the study (Saunders et al., 2009; Teddlie & Tashakkori, 2009).



**Figure 3.1 Visual Model**  
Adapted from: Ivankova et al. (2006)

Content analysis provides the strength with its advantage of unobtrusive measure that the analyst seldom has any effect on the subject being studied (Babbie, 2007). The detailed illustrations in specifying the concepts give superior validity to the study.

To sort out individual bias and point of view of the researcher, the concepts, themes and categories were all based on literature and theory. This ensures consistency and dependability (Swanson & Holton, 2005) of the findings. The reliability and trustworthiness is also accounted to the pilot test conducted prior to the data collection and comparative evaluation of the findings. Some other strategies incorporated were, peer examination of the findings as it emerged and the detailed description of how data were collected, how categories were derived and how decisions were made throughout the inquiry (Swanson & Holton, 2005).

### 3.2.5. ETHICAL CONSIDERATIONS

The questionnaires will address a normal adult population, and the research design will take into account the key ethical issues for business management research as outlined by Saunders et al. (2009, p. 185):

- the privacy of participants and the confidentiality of data provided by participants and their anonymity are maintained;
- the participants have the right to withdraw partially or completely from the process at any time;
- maintenance of the confidentiality of data provided by individuals or identifiable participants; and
- the researcher maintains the behavior and objectivity as a researcher.

## 4. FINDINGS

This chapter brings alive the findings of the study. It begins with a demographic presentation of the respondents. Subsections 4.1 and 4.2 presents the qualitative findings and the quantitative findings respectively derived from the manager's responses. Subsection 4.3 describes the findings as analyzed from the subordinate responses and ends with subsection 4.4: a triangulated summary of the findings.

Each questionnaire has been received as scanned copies from the research assistant in Bhutan. They have been transcribed into individual files and renamed as 'Ex' for the expatriates and 'Lx' for the local home country managers where x is the organization number from 1 to 7). There were a total of fourteen respondents (7 expatriates and 7 locals) with demographic characteristics as presented in table 4.1.

	Gender		Age				Educational Background	
	Male	Female	Under 25	26-35	36-45	46-55	High school degree / equivalent	Bachelors
Expatriates	7			4	1	2	2	5
Locals	6	1	1	6			2	5
Total	<b>13</b>	<b>1</b>	<b>1</b>	<b>10</b>	<b>1</b>	<b>2</b>	<b>4</b>	<b>10</b>

**Table 4.1 Demographics of managers**

### 4.1. QUALITATIVE FINDINGS OF MANAGER RESPONSES

The categories for the content analysis consists of the nine subscales of the MLQ: idealized influence (attributed) idealized influence (behavior), inspirational motivation, intellectual stimulation, individualized consideration, contingent reward, management-by-exception (active), management-by-exception (passive), and laissez-faire. The 36 items of the MLQ Form 5X were used as the patterns to base the comparison on. General questions related to how the respondents perceive their educational background, their organizational culture, home national culture and host national culture to play a role in their leadership style were also asked.

When it came to leadership style, most of the respondents display behaviors related to transformational leadership with a tinge of the transactional leadership behaviors. The respondents were asked to describe their leadership behavior and the questions asked were: What are the important characteristics of being a leader in your opinion? And how would you perceive your leadership style?

#### 4.1.1. COMPONENTS OF THE FRL MODEL

##### **Individualized Influence (II)**

The expatriates and the locals believe in leading by setting an example. An expatriate was quoted: "*Setting an example is number one. This has become even more evident to me having been in Bhutan for sometime (E3Q1Line14-15)..... Set the tone... and lead by*

*example (E3Q2Line22-23)*". Integrity, ethical practices and being impartial were other traits believed to be important for a leader. A difference was in how the locals felt that a leader must go beyond self interest and "*benefit the community and environment*" (L2Q1Line17).

### **Inspirational Motivation (IM)**

On trying to uncover whether the leaders believe in inspiring others, the managers often quoted on displaying team spirit and working together with cooperation and coordination. One expatriate was confident enough in stating that "*My leadership style is something that I will be able to bring about change and influence people and get things done accordingly*" (E7Q2Line17-18) and a local response included: "*I am a very energetic person who likes to engage in doing/accomplishing tasks with the staff*" (L3Q2Line21-22). "*Staying focused on the primary goal for the company*" (E1Q1Line13) "*Must have clear goals*" (L2Q1Line14) was also a leadership behavior felt to be of importance

### **Intellectual Stimulation (IS)**

Almost all the managers believe in intellectually stimulating the subordinates by including them in important decisions. Responses included: "*All decisions are made through a consultation process and input from all levels is requested so a solid decision can be made*" (E1Q6Line53-54) and "*I feel we should include our subordinates in important decision making as they are the main people who actually perform the work so they know exactly what problems they face or their opinion should be considered as well*" (L7Q6Line44-46).

### **Individualized Consideration (IC)**

This behavior was found to be the most cited and the most common among the managers both expatriates and locals. The managers believe that coaching and guiding the subordinates were important. They respect and celebrate the individual contribution and differences as cited by an expatriate: "*Surround yourself with the right people for the job-recognize the benefit of having different personalities around you*" (E1Q1Line14-15). Those are achieved by being flexible, "*understanding of employees needs*" (E6Q1Line14), encouraging communication. One expatriate has noticed the effectiveness of empowering staff by giving them freedom and responsibility: "*I have always begun to focus more on empowering the staff by giving them a bit more freedom and responsibility. I have found this to be more effective in teaching personal responsibility*" (E3Q2Line29-31). Expatriates feel that "*Being hands on and available to help, guide, mentor and troubleshoot gives instant assistance to move everything forward more quickly without micro managing each department*" (E1Q2Line25-27). Helping each person develop their strengths through training and coaching were also felt to be important behaviors.

### **Contingent Reward (CR)**

Offering merit based rewards both in terms of intrinsic (praise, encouragement etc.) as well as extrinsic (bonuses, salary increment and holiday packages) were common leadership behaviors cited by both the expatriates and locals. There were differences in how it was used. For instance an expatriate felt more important than monetary reward was "*to instill in the staff the concept of high quality work and achievement as being a reward in itself*" (E3Q2Line53-54). Where as a local felt that "*system where we vote for employee of the quarter and this clubs into a final poll yearly where by we give them holiday packages to other places outside the country. Keeping track of their progress by four quarterly appraisal and hike in pay is very crucial to keep employees motivated*" (L3Q6Line53-56).

### **Management by Exception - Active (MBE-A)**

Expatriates tend to be more strict and controlling than the Locals. An expatriate included responses like *“Keeping control of the associates (E4Q1Line14). Associate are been enforced to take any steps without supervisor or manager assistance (E4Q3Line27). After the assigned task is been completed, it will be assessed (E4Q7Line48).”* Another expatriate felt the need to conduct *“Exams and tests to gauge understanding by the employee (E1Q5Line47-48)”*. The locals seem more patient, waiting for the subordinates to learn by coaching or training and then *“even after that if they do not learn we ask them to leave the job” (L7Q4Line34)*.

### **Summary**

Expatriates and the locals show behaviors related to both transformational and transactional leadership. None shows behaviors related to Passive/Avoidance leadership. The behaviors differ in individual components. With reference to components of transformational leadership, the locals care more about the environment, the community as a whole. The expatriates motivate the subordinates by staying focused on the company goals. Both believe in including their subordinates in important decision making processes and in being individualized consideration. In reference to the transactional behaviors, both believe in rewarding subordinates for their achievement but expatriates believe in being strict and controlling the subordinates.

#### **4.1.2. ROLE OF EDUCATION, ORGANIZATION AND NATIONAL (HOME AND HOST) CULTURES**

##### **Role of Educational Background**

50% of the respondents felt that education had a role to play in their leadership style but majority felt that it was experience that counted more on how you behaved as a leader. An expatriate was quoted: *“32 year industry veteran starting from the bottom and working through the ranks has been the best education I could have wished for in this industry” (E1Q8Line63-64)*, another response included: *“My formal education/schooling plays a minor role. My work experience and lessons from my various mentors plays a much larger role. This is more specific to my field” (E3Q8Line58-59)*. The feeling was mutually shared by the locals as well and some of their responses included: *“Education makes an individual more confident and knowledgeable, how so ever the work experience really makes you a strong and a better leader” (L2Q8Line53-54)* and *“In my case, I have a totally different educational background. I took up economics during college and landed in hospitality. More over I have very talented fellow managers who did high school and worked up the ladder with hard work and fine tuning their leadership skills” (L2Q8Line60-63)*.

##### **Role of organizational culture, national culture (home and host)**

Organizational culture was felt to be one factor that had a role in how the leaders behaved. *“It was obvious the style of management utilized in a more developed western style environment would not work in such a new arena in Bhutan. The first and most important thing to change was me so I could deliver in a way that fits” (E1Q9Line75-77)*; *“The organizational culture is everything” (E3Q9Line70)*; *“It is only in the organizational environment that people grow” (E6Q9Line60-61)*; clearly indicates how expatriates view organizational culture to affect their leadership roles.



A majority of Bhutanese follow Buddhism and *“Buddhist approach to every individual is with passion and kindness”* (L2Q10Line73). The locals felt the following when it came to working in a multicultural environment: *“In my case its complex to handle staff with multinational culture. Differences arise now and then. It is very challenging to bridge people with different nationality. This is the single most challenge that I feel that I could do way better with some training on communication between cross culture staff”* (L3Q10Line73-76). Other than the fact that Bhutanese culture is unique and based on GNH they did not have much to add on how it affected their leadership style.

With regard to the host country culture, the expatriates felt their leadership style had to adapt to it. A response included: *“The Bhutanese culture needs to be preserved and treasured. Transferring some of the natural hospitality qualities of the team to this industry without losing the core cultural values has been vital to this hotels success”* (E1Q10Line 82-84). Adapting to another culture can sometimes be difficult most of the expatriates seem to have changed their styles according to the local culture. An expatriate shared his experience: *“This has been the most powerful influence upon me to date. I have had to completely review and reuse my leadership style upon moving to Bhutan. Responding to an opposite way of leading. I prefer in some ways this now way of thinking although if I return to the U.S. it would be completely useless to me. It is not possible in Bhutan to DEMAND high quality work. I need to find ways to convince my staff of its importance rather”* (E3Q10Line78-82).

If the host culture is such that the employees are more open, supportive and adaptable then expatriates felt it easier to apply their leadership styles. For instance an expatriate felt that *“Bhutanese are very friendly, open, supportive and willing to learn, and almost all of them are Buddhists. It has made our ride much easy”* (E2Q10Line75-76). Another quoted: *“the Bhutanese are very loyal and give due respect to their superiors and peers. This brings out the best in their role as a team player especially in situations where a great deal of team work and coordination is called for”* (E5Q10Line64-66). A feeling which has been shared by another expatriate: *“The Bhutanese culture as a whole has a great respect for seniors and elders. The culture itself has put me in a place where the role of a leader has been a smooth sailing for me personally”* (E7Q9Line56-57).

The expatriates felt the similarity of the host and home cultures making it easier for them to adapt. For instance an expatriate from New Zealand felt that: *“Both small countries, pioneers and similar rural backgrounds. The sense of humour is also very similar. These synergies along with international experience had helped me to drive the hotel forward”* (E1Q11Line88-90). A Buddhist expatriate responded: *“I am a Buddhist, so it has been a click for me to take this role. A lot of understanding, a lot of patience, and a lot of forgiveness to give room for people to grow and not to loose the chance”* (E2Q11Line78-80). Some also felt that their host culture can be useful to improve the overall individual performance provided it blends well with the environment one is in. The ability of the leaders to adapt plays a role. An expatriate response included: *“I think that the American culture’s work ethic and drive has molded me completely. It has also caused me quite a bit of frustration and difficulty here in Bhutan as I initially had the same expectation of my staff here. Over time though the blending of the two cultures has made me a much stronger overall leader and I am lucky that I had the ability to adapt for the better. Many of my peers back home may not be able to”* (E3Q11Line85-89).

**Summary**

Majority of the managers believe that more than the educational background of an individual, experience plays a greater role in how they behaved as a leader. The organizational culture, host country and the home country cultures were also believed to play important roles. According to expatriates, similarity in the host and home cultures helped facilitate in being good leaders.

**4.2. QUANTITATIVE FINDINGS OF MANAGER RESPONSES**

To get a triangulation of the findings and a larger view of the comparison between the expatriates and the locals, table 4.2 and 4.3 were developed. The frequency of the leadership categories cited by the managers have been counted and displayed in the table. Table 4.2 displays the frequencies across cases; expatriates and locals.

When it comes to transformational leadership behaviors, even though both the expatriates and the locals display a little of all the four components; the expatriates in Bhutan show more of Idealized influence and inspirational motivation behaviors than the local managers. The local managers’ show more of the behaviors related to individualized consideration and both the expatriates and locals displayed equal enthusiasm in including the subordinates in important decision making processes and intellectually stimulating them with it.

The managers also display behaviors related to transactional leadership. The expatriates showed more of the management by exception behaviors (active) where they were stricter and results oriented where as the locals were more into rewarding the employees through praise and other monetary rewards. There were no managers who displayed behaviors related to Management by exception (passive) and Laissez-Faire.

Table 4.3 clearly displays individualized consideration behaviors as the most cited behaviors. The table also displays how every individual manager differs in their leadership behaviors.

Leadership Behaviors	Respondents	
	Expatriate	Local Home Country National
<p><b>Idealized influence (II)</b></p> <ol style="list-style-type: none"> <li>1. Has clear set of values and acts as a role model for the followers</li> <li>2. Are willing to take risks</li> <li>3. Demonstrates high standards of ethical and moral conduct</li> <li>4. Are confident and powerful</li> <li>5. Goes beyond self-interest for the interest of the group.</li> </ol>	<p>√√√√√√√√√√ √√√√√√√√ (17)</p>	<p>√√√√√√√√√√ (9)</p>

<p><b>Inspirational Motivation (IM)</b></p> <ol style="list-style-type: none"> <li>1. Are consistent and can be counted on to do the right thing</li> <li>2. Articulates a vision that motivates and inspires the followers with optimism about future goals</li> <li>3. Offers clear communicated expectations that followers wants to meet</li> <li>4. Demonstrates commitment to goals and the shared vision</li> <li>5. Displays team spirit, enthusiasm and optimism</li> </ol>	<p>√√√√√√√√√√ √√√ (12)</p>	<p>√√√√√√√√√√ (9)</p>
<p><b>Intellectual stimulation (IS)</b></p> <ol style="list-style-type: none"> <li>1. Takes risks and solicits followers' efforts to be innovative and creative</li> <li>2. Challenges assumptions, reframes problems, and approaches old situations in new ways</li> <li>3. Encourages creativity</li> <li>4. Includes followers in the process of addressing problems and finding solutions</li> <li>5. Avoids public criticism of individual member's mistakes because they differ from the leaders' ideas</li> </ol>	<p>√√√√√√√ (7)</p>	<p>√√√√√√√ (7)</p>
<p><b>Individualized consideration (IC)</b></p> <ol style="list-style-type: none"> <li>1. Acts as a mentor or coach</li> <li>2. Respects and celebrates the individual contribution that each follower can make to the team and acceptance of individual differences (e.g. some employees receive more encouragement, some more autonomy, others firmer standards, and still others more task structure)</li> <li>3. Encourages two way exchange in communication</li> <li>4. Personalizes interactions with the followers</li> <li>5. Delegates tasks as a means of developing the followers and monitors it to see if the followers need additional direction or support to assess progress making sure that the followers do not feel like they are being checked on</li> <li>6. Helps each person to develop their strengths</li> </ol>	<p>√√√√√√√√√√ √√√√√√√√√√ √√√√√√√√√√ √√√√√√√√√√ √√√√√√√√√√ (44)</p>	<p>√√√√√√√√√√ √√√√√√√√√√ √√√√√√√√√√ √√√√√√√√√√ √√√√√√√√√√ √√√√√√√√√√ (52)</p>
<p><b>Contingent Reward (CR)</b></p> <ol style="list-style-type: none"> <li>1. Offers rewards in exchange for satisfactorily carrying out the assignment</li> <li>2. Discusses in specific terms who is responsible for achieving performance targets</li> <li>3. Makes clear what one can expect when performance goals are achieved</li> </ol>	<p>√√√√√√√√√√ (9)</p>	<p>√√√√√√√√√√ √√√√√√√√√√ (18)</p>

<p><b>Management by Exception (MBE)</b>  <b>Active (MBE-A):</b></p> <ol style="list-style-type: none"> <li>1. Keeps track of all mistakes</li> <li>2. Arranges to actively monitor deviances from standards, mistakes, and errors in the follower's assignments</li> <li>3. Provides disciplinary corrective action as necessary</li> </ol> <p><b>Passive (MBE-P):</b></p> <ol style="list-style-type: none"> <li>1. Waits passively for deviances, mistakes, and errors to occur and then takes corrective actions</li> </ol>	<p>√√√√√√√√√√                  √√√ (12)</p>	<p>√√√√√ (5)</p>
<p><b>Laissez-Faire (LF)</b></p> <ol style="list-style-type: none"> <li>1. Avoids leadership and its responsibilities</li> <li>2. Does not make necessary decisions, actions are delayed and authority remains unused</li> </ol>		

Table 4.2 Cross case display

Gender		Leadership Behaviors								External Factors' Roles				
		II	IM	IS	IC	CR	MBE		LF	Edu (Yes/No)	Org Culture	Host Culture	Home culture	Others
							MBE-A	MBE-P						
E1	M	√√ (2)	√√ (2)		√√√√√√√√ (13)	√ (1)	√√ (2)			No	Influential	Influential	Influential	<ul style="list-style-type: none"> <li>▪ Experience</li> <li>▪ Similarity of culture</li> <li>▪ Adaptability</li> </ul>
E2	M	√√ (2)	√√ (2)	√ (1)	√√√√√√√√ (8)	√√√√ (4)				Yes	Influential	Influential	Influential	<ul style="list-style-type: none"> <li>▪ Personal Characteristics</li> <li>▪ Similarity of cultural values</li> </ul>
E3	M	√√√√√ (5)	√√ (2)	√√√ (3)	√√√ (3)	√ (1)	√ (1)			No	Influential	Influential	Influential	Experience
E4	M	√√√ (3)	√√√ (3)	√ (1)	√√√√√√√√ (8)		√√√√ (4)			Yes	NR	NR	NR	
E5	M	√ (1)		√ (1)	√√√ (3)	√ (1)	√ (1)			No	NR	Influential	Influential	Experience
E6	M	√√√ (3)		√ (1)	√√√√√√√ (6)	√ (1)	√√ (2)			Yes	Influential	Influential	Influential	
E7	M	√ (1)	√√√ (3)		√√√ (3)	√ (1)	√√ (2)			Yes	Influential	Influential	Influential	<ul style="list-style-type: none"> <li>▪ Subordinates adaptability,</li> <li>▪ Similarity of home and host culture</li> </ul>
L1	M	√√√√ (4)	√√ (2)	√√ (2)	√√√√√√√√ (7)	√√√√ (4)	√ (1)			No	Influential	Influential	Influential	<ul style="list-style-type: none"> <li>▪ Experience</li> <li>▪ Personal characteristics</li> </ul>
L2	M	√ (1)	√√√ (3)	√ (1)	√√√√√√√√ (6)	√√√√ (7)				No	Influential	Influential	Influential	<ul style="list-style-type: none"> <li>▪ Experience</li> <li>▪ Religion and beliefs</li> </ul>
L3	M	√ (1)	√√ (2)	√ (1)	√√√√√√√√√√ (10)	√√ (2)	√√ (2)			No	Influential	Influential	Influential	<ul style="list-style-type: none"> <li>▪ Experience</li> </ul>
L4	M	√ (1)			√√√√√ (5)	√ (1)	√ (1)			Yes	NR	NR	Influential	▪
L5	M			√ (1)	√√√√√ (5)	√ (1)				Yes	NR	Influential	Influential	▪
L6	M	√ (1)		√ (1)	√√√√√√√√ (8)	√√ (2)				NR	NR	NR	NR	▪
L7	F	√ (1)	√√ (2)	√ (1)	√√√√√√√√√√ (11)	√ (1)	√ (1)			Yes	NR	NR	Influential	<ul style="list-style-type: none"> <li>▪ Experience counts also</li> </ul>

Table 4.3 Single case display

4.3. SUBORDINATE RESPONSES

Table 4.4 displays the ratings of the managers according to their subordinates. There were fourteen subordinates; one subordinate rating one manager.

Nationality of Manager		Case Number	AvgII	AvgIIb	AvgIM	AvgIS	AvgIC	AvgCR	AvgMBEa	AvgMBEb	AvgLF	
Expatriate	1	1	3.75	3.50	3.50	2.75	3.25	3.25	3.50	3.50	1.50	
	2	3	2.00	2.50	4.00	3.25	3.75	3.75	4.00	2.75	1.00	
	3	5	3.25	1.00	2.25	2.25	2.75	2.50	2.25	1.50	.00	
	4	7	3.50	3.75	3.00	3.75	3.50	3.25	3.75	1.75	.00	
	5	9	3.50	3.50	3.00	3.00	3.00	2.75	3.00	2.50	.50	
	6	11	3.00	3.50	4.00	3.75	3.00	3.00	3.00	1.25	.00	
	7	13	3.50	3.25	2.75	2.75	3.75	3.25	3.50	.25	.00	
	Mean		3.2143	3.0000	3.2143	3.0714	3.2857	3.1071	3.2857	1.9286	.4286	
	Bhutanese	1	2	3.25	3.50	3.25	3.25	3.75	3.75	3.50	3.25	4.00
		2	4	2.50	2.75	3.50	2.75	4.00	3.00	3.25	1.75	.75
		3	6	3.50	3.25	3.50	3.00	3.50	2.75	3.75	1.75	.00
		4	8	3.00	3.50	3.75	3.00	3.75	3.50	3.00	.50	.00
		5	10	3.25	3.00	3.75	3.00	2.50	2.00	3.00	1.50	.00
		6	12	2.25	2.75	4.00	3.00	3.00	2.00	2.50	1.50	1.50
7		14	3.75	3.50	4.00	4.00	3.25	3.75	4.00	.00	.00	
Mean		3.0714	3.1786	3.6786	3.1429	3.3929	2.9643	3.2857	1.4643	.8929		
Total	N		14	14	14	14	14	14	14	14	14	
	Mean		3.1429	3.0893	3.4464	3.1071	3.3393	3.0357	3.2857	1.6964	.6607	
<b>Research Validated benchmark: Mean</b>			<b>2.69</b>	<b>2.97</b>	<b>3</b>	<b>2.98</b>	<b>2.59</b>	<b>2.93</b>	<b>2.51</b>	<b>1.22</b>	<b>0.86</b>	
<b>Expatriates Over or under (-) rated by:</b>			<b>.5243</b>	<b>.03</b>	<b>.2143</b>	<b>.0914</b>	<b>.6957</b>	<b>.1771</b>	<b>.7757</b>	<b>.7086</b>	<b>-.4314</b>	
<b>Locals Over or under (-) rated by:</b>			<b>.3814</b>	<b>.2086</b>	<b>.6786</b>	<b>.1629</b>	<b>.8029</b>	<b>.0343</b>	<b>.7757</b>	<b>.2443</b>	<b>.0329</b>	

Table 4.4 Subordinate ratings

The expatriates were rated higher in behaviors related to idealized influence (attributes), contingent reward and management by exception (passive). According to the subordinates locals are more transformational than the expatriates in behaviors related to inspirational motivation, individualized consideration, and intellectual stimulation. However, according to the subordinates the locals also displayed behaviors related to Laissez-Faire. When the ratings were compared with research validate benchmark from the MLQ 360° of Avolio and Bass (1995, 2004), most of the ratings were overrated by the subordinates. The exact figures are displayed in table 4.4.

#### 4.4. SUMMARY

The findings of the subordinates supported the expatriates in behaviors related to idealized influence, contingent reward and management by exception. But the subordinates felt locals displayed more of transformational behaviors related to individualized consideration, inspirational motivation and intellectual stimulation. However, according to the subordinates the locals also displayed a little of the avoidance leadership but the ratings were much lower than the research validated benchmark. A tabulated summary of the comparison is displayed in table 4.5.

<b>Leadership components</b>	<b>According to Managers themselves</b>	<b>According to Subordinates</b>
<b>Transformational Leadership</b>		
Idealized Influence (II)	Expatriates included more of this component in the responses than locals.	Expatriates believed to display more of this component than locals.
Inspirational Motivation (IM)	Expatriates included more of this behavior in the responses than locals.	Locals believed to display more of this component than locals.
Intellectual Stimulation (IS)	Expatriates and Local included responses equally related to this component.	Locals believed to display more of this component than expatriates.
Individualized Consideration (IC)	Locals included more of this component in the responses than expatriates.	Locals believed to display more of this component than expatriates.
<b>Transactional Leadership</b>		
Contingent Reward	Locals included more of this component in the responses than expatriates.	Expatriates believed to display more of this component than locals.
Management by exception (Active)	Expatriates included more of this behavior in the responses than locals.	Expatriates believed to display more of this component than locals.
<b>Laissez-Faire (LF)</b>		
	None of the managers included responses related to this component.	Locals believed to display a little of this component but ratings much lower than the research validated benchmark.

**Table 4.5 Summary of findings**

## 5. DISCUSSION AND CONCLUSION

“A manager is not necessarily a leader” (Harvey, 2001, p. 299) but leadership is an important required dimension in their roles (Harvey & Novicevic, 2002). This study was a preliminary contribution in the focus on expatriation and the use of transformational leadership in managing international assignments. The sample of the study was selected from the hospitality sector in Bhutan. The leadership behaviors of the expatriates were compared with those of the local home country nationals. The subordinates of the managers were also respondents in finding out the leadership behaviors most adopted by the managers.

The findings indicated that both the expatriates and the locals showed behaviors related to both transformational as well as transactional leadership. The only difference was in the components of the behaviors. The expatriates considered themselves to display more of idealized influence, inspirational motivation and management by exception behaviors. In support, the subordinates believed expatriates to display more of idealized influence and management by exception (active) behaviors but less of the inspirational motivation than locals. The locals considered themselves more individualized considerate and including contingent reward component. The responses from the subordinates supported the behaviors related to individualized consideration but they also found the locals to be displaying more inspirational motivation, intellectual stimulation and a little of laissez-Faire behaviors.

In addition to the leadership behaviors of the managers, the study also found the experience of the managers, the organizational culture and the national cultures to play a role in how the managers behaved as a leader.

Given the nature of qualitative research and the size of the participant sample, the conclusions presented are exploratory and are presented as specific to this unique group of participants. There is no intention of a broad generalization to a larger population. However, it is important to note that the conclusions emerging from this study are firmly grounded in the data and in the review of literature.

Subsection 5.1 discusses the findings keeping the leadership theory in consideration. Subsection 5.2 is the discussion on how leadership styles are influenced by the context in which it is applied. The practical and theoretical implications of the study are elaborated in subsection 5.3 and 5.4 talks about the limitations of the study. The chapter concludes with subsection 5.5 recommendations for further research.

### 5.1. LEADERSHIP THEORY

Transformational leadership and the full range of leadership model has a vast acceptance and research findings concerning transformational leadership (mostly those surrounding Bass, 1985, 1999) gave the impression that transformational and transactional leadership are universal. This has been confirmed in this study with the expatriates and the locals showing both transformational and transactional leadership behaviors. The application of the leadership dimensions however differs in the context in which it is applied. The fact that managers were also displaying behaviors related to the transactional component of the leadership model supports the augmentation relationship of transactional put forward by Bass (1985).



In the transformational leadership paradigm, individualized consideration is a behavior in which the leader respects and celebrates individual differences. It means understanding and sharing in others' concerns and developmental needs and treating each individual uniquely. Individualized consideration behaviors were the most cited among the transformational leadership behaviors by both expatriates and the locals. In addition to individualized consideration, transformational leadership also involves the intellectual stimulation of subordinates' ideas and values. Including subordinates in the process of addressing problems and finding solutions is one of the ways to intellectually stimulate a subordinate. This was one behavior that was again commonly cited by both the expatriates and the locals.

The similarity in the behaviors of the expatriates and the locals can be explained by the study conducted by Bommer et al. in 2004. They investigated two potentially relevant antecedents to performing transformational leadership behavior and one of the antecedents was the leader's social context, specifically peer leadership behavior. Their findings concluded that a leader's attitude does not exist in isolation and a leader's peer group creates a subjective norm that guides the leader's behavior. This can also be explained by the subordinate's attitude as followers with collectivistic and group oriented values provide a beneficial setting to practice transformational leadership (Jung, Yammarino, & Lee, 2009).

Active management by exception was also displayed by the managers. It was a little more in the case of the expatriates. Bass et al. (1996) correlated active management by management-by-exception positively with effectiveness. The managers in addition used recognition and celebration, a transactional behavior. This supports the augmentation relationship put forward by Bass (1985) and later tested by Boehnke et al (2003) where they found transformational leadership augment the positive effects of rewarding behaviors in the transactional mode.

## 5.2. CONTEXTUAL LEADERSHIP

One of the key factors in anticipating the behavior of business managers and employees in a specific business setting is to understand the cultural value system of a nation. There is a convergence view that managerial attitudes, values, behaviors, and efficacy differ across national cultures (Budhwar et al., 2008). The expatriates shared experiences where they realized that the western style did not work in Bhutan but being flexible and adapting helped them to be successful. This goes in line with Yukl's (2008) thoughts that leaders in an organization must be flexible and adaptive as the situation changes for effective performance. It also supports Rubin, Dierdorff, Bommer and Baldwin's (2009) study where they demonstrated that "a leader's attitude not only has influence on followers, but also plays a significant role in a leader's own success or failure" (p. 686).

The study supports the idea that leadership approach should vary with organizational circumstances and problems faced by the leader (Currie & Lockett, 2007) and that organizational culture mediates the effect of transformational leadership (Walumbwa, Lawler, & Avolio, 2007).

The results also shows that the managers felt the organizational, the national (host and home) country cultures played a role in how they behaved as leaders. Bhutan is an Asian nation where leadership emphasis needs on individualized consideration and rewarding more

on group / organizational performance (Muczyk & Holt, 2008). Consistent to this, the findings reported the expatriates to display a lot of individualized consideration behaviors compared to other transformational behaviors.

The Managers also shared the role of cultural similarity in facilitating how they could adapt their leadership behaviors to the host country. An expatriate expressed the need to be “hands on”, flexible and adaptable. A response included:” *I think that the American culture’s work ethic and drive has molded me completely. It has also caused me quite a bit of frustration and difficulty here in Bhutan as I initially had the same expectation of my staff here. Over time though the blending of the two cultures has made me a much stronger overall leader and I am lucky that I had the ability to adapt for the better. Many of my peers back home may not be able to*” (E3Q11Line85-89). Managers also felt their experience facilitating their leadership roles. The findings support that personality, managers intercultural flexibility, intercultural communication capability (Harvey, 1996) and cultural intelligence capacity of the expatriates (Elenkov & Manev, 2009) are contingent on leadership which in turn were enhanced by past relocation experiences. According to Walumbwa et al. (2007), global leaders should adapt, aligning leadership processes with cultural demands.

### 5.3. IMPLICATIONS

There has been a huge number of studies being done on expatriation in the areas of the HRM process (Harvey & Moeller, 2009) and in their adjustment (Bhaskar-Shrinivas et al., 2005, Takeuchi, 2010) and leadership at a cross cultural level (House et al., 2004). There has however seen a gap between the research on expatriate management, especially including the host country nationals (Takeuchi, 2010) in general, and transformational leadership in particular (Elenkov & Manev, 2009). This study is the first of its kind where leadership behaviors of expatriates in comparison with the local home country nationals have been explored along with a humble contribution on leadership in cultures that are underrepresented in the literature (Avolio et al., 2009).

Although the efforts of the study are preliminary, they offer practitioners and researchers meaningful insights into the adaptation of leadership to a national culture (Muczyk & Holt, 2008). The results support Harvey (1996); and Ogbonna and Harris (2000) in the benefit of cross cultural training for expatriates and that there should be a proactive role on training of leadership for managers to match the leadership style to the host culture before expatriation.

The role of the organizational culture on leadership supports Elenkov and Manev’s (2009) view that leadership is within the organization’s control. Organizations can play a proactive role and work towards promoting a culture which encourages appropriate leadership practices.

### 5.4. LIMITATIONS

Despite the careful planning and execution of this study it still has its limitations. The cross-sectional nature of the study precludes claims of causality; additional research adopting a longitudinal approach may have generated a richer, interesting insight. A limitation from the non-random selection of target respondents, to the collection of the primary data using

open ended questionnaires, potential data processing and errors in the analysis limited to the recorded communication could have biased the results. If interviews had been conducted with the respondents, additional information might have been discovered that could have influenced the findings.

Another limitation is that the results of this study are constrained by the measures adopted to gauge the leadership behaviors. While the measures used are accepted as reliable and valid and their selection is defensible, adopting measures of leadership style which reflect different perspectives might lead to additional insights.

Finally, the findings, implications, and conclusions of this study are bounded by the context of the research and potentially fruitful research could involve the replication of this study in a number of different contexts like specific sectors and different countries.

## 5.5. FUTURE RESEARCH

It should be noted that the present study was a preliminary focus on whether the expatriates and the locals applied transformational leadership in their management style. The results however, in addition, contributed that culture, both organizational and national and the experience of the leaders also plays a role. Therefore, adding on to the above mentioned variables; the personality of the managers including their cultural intelligence, attitude (Rubin et al., 2009) and flexibility, communications capability (Harvey, 1996); the abilities and other follower characteristics (Felfe & Schyns, 2006) that might influence perception and acceptance of transformational leadership are some variables that could be investigated.

Researchers should also extend this study by distinguishing level of analysis alignment between the MLQ5X and the constructs that it is designed to measure, whether it is as an individual, group or organizational level (Schriesheim, Wu & Scandura, 2009). With respect to transformational leadership, an individual level analysis could be recommended as it was found to be effective and operating at an individual level of analysis in the study conducted by Jung et al. (2009).

Second, researchers can examine specific contexts in which successful leadership would be needed (Muczyk & Holt, 2008). The appealing notion of cultures that are friendly to transformational leadership behavior recommends researcher to conduct proactive studies that could empirically explore those domains at the organizational level that may well provide the most useful insights as to how best to set the stage for managers to engage in transformational leadership behavior (Bommer et al., 2004).

While many studies explored differences between different countries, it is perhaps more useful for future studies to examine cultural similarities. One such study can be to find out what global managers have in common? For instance, multinational corporations may find it less risky to expand into similar cultures than to expand to cultures that are drastically different (van Emmerik et al., 2008). Finally, there might just be differences in the context in Asia than between Asia and the western world. Is there a need to develop theories specific for Asia, in general and different contexts in Asia in particular?

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## APPENDICES

## APPENDIX 1: PLANNING

<b>Activity</b>	<b>Period</b>	<b>Location</b>
Finalizing research proposal and organizational arrangements	December '09 - January '10	UT
Reviewing literature and developing research methodology, Completion of Interim report	February - March '10	UT
Distributing questionnaire	April '10	Bhutan
Collecting data in the company(ies)	May '10	Bhutan
Processing and analyzing data	June '10	UT
Drafting Master thesis and discussing draft with supervisors	July '10	UT
Improve and presenting the final thesis	August '10	UT

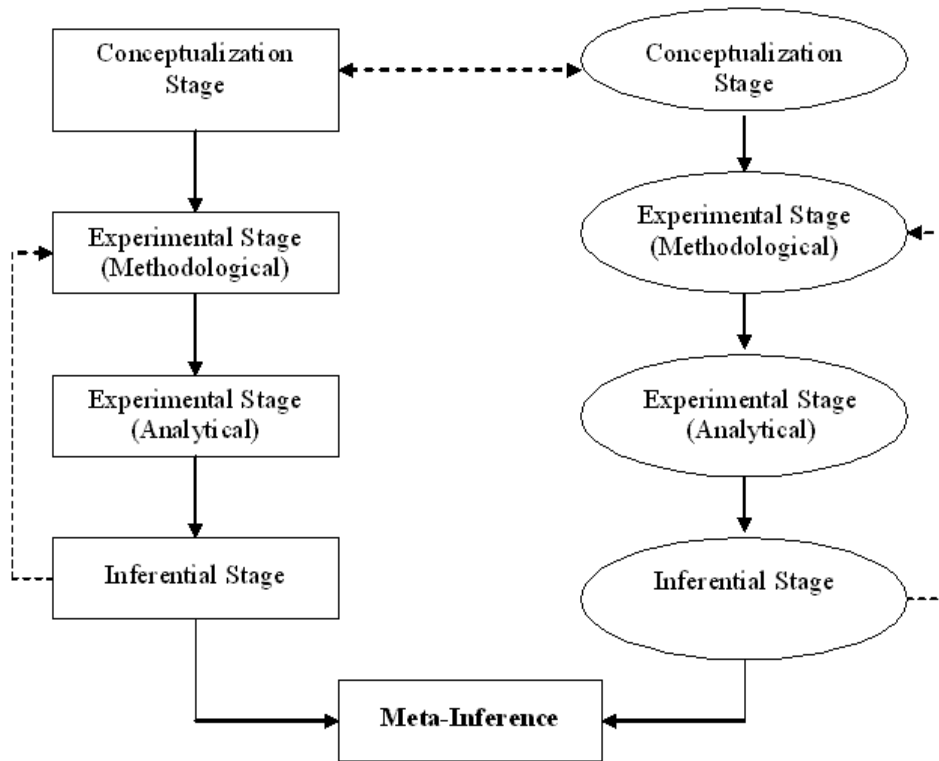
## APPENDIX 2: MORAL ELEMENTS OF TRANSFORMATIONAL AND TRANSACTIONAL LEADERSHIP

Moral Elements of Transformational and Transactional Leadership	
<i>Leadership Dynamic</i>	<i>Transactional Leadership Ethical Concern</i>
Task	Whether what is being done (the end) and the means employed to do it are morally legitimate
Reward system	Whether sanctions or incentives impair effective freedom and respect conscience
Intentions	Truth telling
Trust	Promise keeping
Consequences	Egoism versus altruism—whether the legitimate moral standing and interests of all those affected are respected
Due process	Impartial process of settling conflicts and claims
	<i>Transformational Leadership</i>
Idealized influence	Whether “puffery” and egoism on part of the leader predominate and whether the leader is manipulative or not
Inspirational motivation	Whether providing for true empowerment and self-actualization of followers or not
Intellectual stimulation	Whether the leader’s program is open to dynamic transcendence and spirituality or is closed propaganda and a “line” to follow
Individualized consideration	Whether followers are treated as ends or means, whether their unique dignity and interests are respected or not

*Note.* From “Ethics, Character, and Authentic Transformational Leadership Behavior,” by B. M. Bass and P. Steidlmeier, 1999, *Leadership Quarterly*, 10(2), p. 185. Copyright by Elsevier. Reprinted with permission.

Source: Bass and Riggio (2006, p.15).

## APPENDIX 3: GRAPHICAL ILLUSTRATION OF PARALLEL MIXED DESIGNS



Source: Teddlie and Tashakkori (2009)

#### APPENDIX 4: SUBORDINATE QUESTIONNAIRE

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 36 questions. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender?	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>	
2. Your Job Title:	_____				
3. Name of your organization:	_____				
4. Is your immediate supervisor a Bhutanese? *	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
5. How long have you worked for your immediate supervisor?	_____	Years	_____	Months	
6. What is your Age Group?					
Under 25 years	<input type="checkbox"/>	26 - 35 years	<input type="checkbox"/>	36 - 45 years	<input type="checkbox"/>
46 – 55 years	<input type="checkbox"/>	56 – 66 Years	<input type="checkbox"/>	66 years or older	<input type="checkbox"/>
7. What is your highest level of Education?					
Primary School	<input type="checkbox"/>	High school degree / equivalent	<input type="checkbox"/>	Bachelors	<input type="checkbox"/>
Masters	<input type="checkbox"/>	Doctorate	<input type="checkbox"/>		

**Note:** \* Required field to be filled.

**Section B:** On the following pages is a list of items that may be used to describe the behavior of your supervisor. Each item describes a specific kind of behavior, you are simply asked to describe as accurately as you can the behavior of your supervisor.

Your ratings will be used to study the leadership behavior of managers in Bhutan. Your individual responses and ratings will be treated as confidential. They will not be shared or published in the form of individual results. Since honest ratings are very important to ensure that the findings of this study are useful, I request you to rate the items truthfully.

**Directions: Read each item carefully.**

*Kindly rate your supervisor in each area with a [√]. You may not choose more than one option.*

	Not at all	Once in a while	Sometimes	Fairly often	Frequently, if not always
1. Displays a sense of power and confidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Instills pride in being associated with the leader.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Goes beyond self-interest for the interest of the group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Acts in ways that build respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Talks about his/her most important values and beliefs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Specifies the importance of having a strong sense of purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Emphasizes the importance of having a collective sense of vision or mission.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Considers the moral and ethical consequences of their actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Talks optimistically about the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Talks enthusiastically about what needs to be accomplished.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Provides a vision of the future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Expresses confidence that goals will be achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Re-examines critical assumptions to question whether they are appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Seeks differing perspectives when solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Looks at problems from many different angles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Suggests new ways of looking at how to complete assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Spends time teaching and coaching.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Treats each person as an individual rather than just a member of a group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Considers each person as having different needs and abilities from others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Helps each person to develop their strengths.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Provides assistance in exchange for efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Discusses in specific terms who is responsible for achieving performance targets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Makes clear what one can expect to receive when performance goals are achieved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Express satisfaction when expectations are met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Focuses attention on irregularities, mistakes and deviations from standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Concentrates his/her full attention on dealing with complaints and failures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Keeps track of all mistakes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



28. Directs attention toward failures to meet standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Fails to interfere before problems become serious.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Waits for things to go wrong before taking action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. Believes strongly that "If something isn't broken, don't fix it".	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Provides disciplinary corrective actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Avoids getting involved when important issues arise.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Avoids making decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. Are absent when needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Delays when responding to urgent problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Thank You for Your Time!**

### APPENDIX 5: MANAGER QUESTIONNAIRE

This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 14 questions. Kindly complete both the sections.

**Section A:** Dear respondent, thank you for agreeing to participate in this study. The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender?	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>	
2. Your Job Title:	_____				
3. Name of your organization (optional):	_____				
4. Is your nationality a Bhutanese? *	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	
5. How long have you worked for your present organization?	_____	Years	_____	Months	
6. What is your Age Group?					
Under 25 years	<input type="checkbox"/>	26 - 35 years	<input type="checkbox"/>	36 - 45 years	<input type="checkbox"/>
46 - 55 years	<input type="checkbox"/>	56 - 65 years	<input type="checkbox"/>	66 years or older	<input type="checkbox"/>
7. What is your highest level of Education?					
Did not complete High School	<input type="checkbox"/>	High school degree / equivalent	<input type="checkbox"/>	Bachelors	<input type="checkbox"/>
Masters	<input type="checkbox"/>	Doctorate	<input type="checkbox"/>		

**Note:** \* Is a required field to be filled.

**Section B:** On the following pages is a list of questions related to your own personal leadership style. You are simply asked to describe and share your personal experiences and views regarding the questions.

Your narratives will be used to study the leadership behavior of managers in Bhutan. Your individual responses will be treated as confidential. They will not be shared or published in the form of individual results. Since honest responses are very important to ensure that the findings of this study are useful, I request you to share your honest experiences.

**Directions: Read each item carefully and kindly share your personal experiences related to it.**

1. What do you think are the important components' of being a leader?
2. How would you perceive your leadership style?
3. Kindly share some knowledge on how you help your subordinates to develop their strengths?
4. How do you motivate your subordinates to perform better?
5. How do you guide your subordinates in continuous learning?
6. If your subordinates do not perform up to your expectation, how do you deal with the situation?
7. How do you help your subordinates to work on their weaknesses and develop their strengths?
8. What are the ways in which you keep track of the performance of your subordinates?
9. What are your views about including your subordinates in important decision making processes?
10. How do you perceive rewarding and compensating the productivity of your subordinates?
11. How do you perceive your educational background to play a role in how you perform as a leader?
12. How do you perceive the organizational culture to play a role in your performance as a leader?
13. How do you perceive the National culture of the country you are working in to play a role in your performance as a leader?
14. How do you perceive your own National culture to play a role in your performance as a leader?

**Thank you for your time and valuable responses!**

Please return the filled questionnaire to Ms. Tenzin Lhaden (NPPF) and Mr. Sonam Nima (RBA) upon completion. If you need further clarification you can also email me at [y.khandu@student.utwente.nl](mailto:y.khandu@student.utwente.nl) .

## APPENDIX 6: COVER LETTER

School of Management and Governance,  
University of Twente,  
Enschede, The Netherlands.

Dear Respondent,

I am a Bhutanese, currently undergoing my Master of Science Business Administration (International Management) in the School of Management and Governance at the University of Twente, The Netherlands. My research topic for the fulfillment of my degree is *Transformational Leadership of Expatriates and Home Country National Managers: A comparison in the context of Bhutan*.

The purpose of this research project is to explore the leadership behaviors of expatriates and compare it with the local home country managers in Bhutan. This questionnaire is a part of the research project and involves responses from expatriate managers and Bhutanese local managers working in Bhutan. Since this is a very small scale, qualitative research you have been invited from a small list of managers in the hospitality and tourism sector. Therefore, your participation and your responses will be an immensely useful contribution for my study in particular and for international management in general.

The questionnaire should take you approximately about 30 minutes to complete. Please answer the questions in the spaces provided. Your anonymity and confidentiality will be strictly maintained and participation in this research is voluntary.

I hope that you will have an enjoyable experience filling up the questionnaire. The data collected will be analyzed for my thesis and the results will be reported in a manner that does not enable you to be identified.

I will be delighted to provide you with a copy of the research report upon request as soon as it is presented and approved. Please return the questionnaire to my research representative Ms. Tenzin Lhaden in the enclosed envelope when she comes to collect it after a week from it is delivered. If you have any queries regarding this project please contact me on, phone (+31-6) 4470 6793 or email [y.khandu@student.utwente.nl](mailto:y.khandu@student.utwente.nl) .

Thank you for your time and your valuable contribution.

Ms. Yeshey Khandu

Student, MSc. BA, INT.

**Mailing address:**  
Calslaan 14 B 001  
7522 MB, Enschede

Mobile: +31 644706793 Email: [y.khandu@student.utwente.nl](mailto:y.khandu@student.utwente.nl)

## APPENDIX 7: COLLECTION OF COMMENTS FOR THE PILOT TEST

Dear Respondent,

I am Yeshey Khandu, one of your colleagues in the MSc. BA, Int. track. The research topic for my thesis is *Transformational Leadership of Expatriates and Home Country National Managers: A comparison in the context of Bhutan*.

The purpose of this research project is to explore the leadership behaviors of expatriates and compare it with the local home country managers in Bhutan. This questionnaire is a part of the research project and involves responses from expatriate managers and Bhutanese local managers working in Bhutan.

Since you are the best experts in international management, you are requested to participate in the pilot test of my questionnaires. The aim of this pilot test is to find out from you, the following:

1. how long did it take you to complete the questionnaires;
2. is the language of the questions meaningful;
3. are the questions clear;
4. which, if any, questions were unclear or ambiguous;
5. which, if any, questions did you feel uneasy about answering;
6. in your opinion, were there any major topic omissions;
7. was the layout clear and attractive; and
8. any other comments.

Please answer the questionnaire in the spaces provided and upon completion of that your responses for the above queries will be an immense contribution for my study. Participation in this research is voluntary. The data collected will be analyzed for my thesis and the results will be reported in a manner that does not enable you to be identified.

I will be delighted to provide you with a copy of the research report upon request as soon as it is presented and approved. Please return the questionnaire by emailing it to me after a week from today. If you have any queries regarding this project please contact me on, phone (+31-6) 4470 6793 or email [y.khandu@student.utwente.nl](mailto:y.khandu@student.utwente.nl) .

Thank you for your time and your valuable contribution.

Ms. Yeshey Khandu

Student, MSc. BA, INT.

**Mailing address:**

Calslaan 14 B 001  
7522 MB, Enschede

Mobile: +31 644706793 Email: [y.khandu@student.utwente.nl](mailto:y.khandu@student.utwente.nl)

### APPENDIX 8: REVISED MANAGER QUESTIONNAIRE

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 11 questions. It takes approximately 30 minutes to complete the questionnaire. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentially is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [✓] the appropriate boxes.

1. What is your Gender?	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
2. Your Job Title:	_____			
3. Name of your organization (optional):	_____			
4. Is your nationality a Bhutanese? *	Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
5. How long have you worked for your present organization?	_____	Years	_____	Months
6. What is your Age Group?	Under 25 years	<input type="checkbox"/>	26 - 35 years	<input type="checkbox"/>
	36 - 45 years	<input type="checkbox"/>	46 - 55 years	<input type="checkbox"/>
	56 - 65 years	<input type="checkbox"/>	66 years or older	<input type="checkbox"/>
7. What is your highest level of Education?	Primary School	<input type="checkbox"/>	High school degree / equivalent	<input type="checkbox"/>
	Bachelors	<input type="checkbox"/>	Masters	<input type="checkbox"/>
	Doctorate	<input type="checkbox"/>		

**Note:** \* Is a required field to be filled.

**Section B:** On the following pages is a list of questions related to your own personal leadership style. You are simply asked to describe and share your personal experiences and views regarding the questions.

Your narratives will be used to study the leadership behavior of managers in Bhutan. Your individual responses will be treated as confidential. They will not be shared or published in the form of individual results. Since honest responses are very important to ensure that the findings of this study are useful, I request you to share your honest experiences.

**Directions: Read each item carefully and kindly share your personal experiences related to it.**

1. What are the important characteristics of being a leader in your opinion?
2. How would you perceive your leadership style?
3. Kindly share some knowledge on how you help your subordinates to work on their weaknesses and develop their strengths?
4. If your subordinates do not perform up to your expectation, how do you deal with the situation?
5. What are the ways in which you keep track of the performance of your subordinates?
6. What are your views about including your subordinates in important decision making processes?
7. How do you perceive rewarding and compensating the productivity of your subordinates?
8. How do you perceive your educational background to play a role in how you perform as a leader?

The following set of questions is related to your perception of how educational background; the culture of your origin; the organizational culture and the culture of the host country (Bhutan) have a role in your performance as a leader.

9. How do you perceive the organizational culture (the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization<sup>2</sup>) to play a role in your performance as a leader?
10. How do you perceive the National culture (A set of shared values and norms, which guide behaviors)<sup>3</sup> of the country you are working in to play a role in your performance as a leader?
11. How do you perceive your own National culture to play a role in your performance as a leader?

**Thank you for your time and valuable responses!**

Please return the filled questionnaire to Ms. Tenzin Lhaden (NPPF) and Mr. Sonam Nima (RBA) upon completion. If you need further clarification you can also email me at [y.khandu@student.utwente.nl](mailto:y.khandu@student.utwente.nl) .

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<sup>2</sup> Black (2003).

<sup>3</sup> Hofstede (1980).

## APPENDIX 9: TRANSCRIBED DATA

**E1:**

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 11 questions. It takes approximately 30 minutes to complete the questionnaire. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

8. What is your Gender?	Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>
9. Your Job Title:	<b>General Manager</b>			
10. Name of your organization (optional):	<b>Zhiwa Ling Hotel</b>			
11. Is your nationality a Bhutanese? *	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
12. How long have you worked for your present organization?	<u>  2  </u> Years		<u>  1  </u> Months	
13. What is your Age Group?	Under 25 years	<input type="checkbox"/>	26 - 35 years	<input type="checkbox"/>
	36 - 45 years	<input type="checkbox"/>	46 - 55 years	<input checked="" type="checkbox"/>
	56 - 65 years	<input type="checkbox"/>	66 years or older	<input type="checkbox"/>
14. What is your highest level of Education?	<b>University entrance New Zealand qualification</b>			
Primary School	<input type="checkbox"/>	High school degree / equivalent	<input checked="" type="checkbox"/>	Bachelors
Masters	<input type="checkbox"/>	Doctorate	<input type="checkbox"/>	

**Note:** \* Is a required field to be filled.



1 **Section B:** On the following pages is a list of questions related to your own personal  
2 leadership style. You are simply asked to describe and share your personal experiences and  
3 views regarding the questions.

4  
5 Your narratives will be used to study the leadership behavior of managers in Bhutan. Your  
6 individual responses will be treated as confidential. They will not be shared or published in  
7 the form of individual results. Since honest responses are very important to ensure that the  
8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 12. What are the important characteristics of being a leader in your opinion?

14 Stay focused on the primary goal for the company. **IM (1, 2)**

15 Surround yourself with the right people for the job- recognize the benefit of having different  
16 personalities around you. **IC (2)**

17 Do not try and micromanage people once you find the right ones. **IC (2)**

18 Regular consultation within the loop to avoid problems. **IC (3)**

19 Know when you have exceeded your own limitations. **IC**

20 Ethical practices, good character, **II (3)** confidence **II (4)** and flexibility **IC (1)**.

21  
22  
23 13. How would you perceive your leadership style?

24 Hands on.

25 In Bhutan the infrastructure for the hospitality industry is very new and there are many areas  
26 that need development. Being hands on and available to help, guide, mentor and **IC (1)**  
27 troubleshoot gives instant assistance to move everything forward more quickly without micro  
28 managing each department.

29  
30  
31 14. Kindly share some knowledge on how you help your subordinates to work on their  
32 weaknesses and develop their strengths?

33 Continued education by way of weekly lectures to develop an understanding of the hotel  
34 industry. **IC (1)**

35 Open, frank group (on) discussions on where most support is required. **IC (3)**

36 Being prepared to move management around after assessing performance to enable people to  
37 work to their strengths and give them time to manage and improve weaknesses. **IC (5)**

38  
39  
40 15. If your subordinates do not perform up to your expectation, how do you deal with the  
41 situation?

42 Good communication and being patient with development helps prevent lack of performance,  
43 **IC(3)** identifying the issues and working together to improve the shortcomings with  
44 knowledge based and practical instruction to encourage better performance. **IC(5)**

45  
46  
47 16. What are the ways in which you keep track of the performance of your subordinates?

48 Quarterly assessment individually **MBE-A**. Daily interaction with team members **IC (3)**

49 Feedback from other staff, guests and stakeholders **IC (5)**. Exams and tests to gauge  
50 understanding by the employee. **(MBE-A)**

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94

17. What are your views about including your subordinates in important decision making processes?

We have a team oriented focus. **IM (5)** All decisions are made through a consultation process and input from all levels is requested so a solid decision can be made. **IS(4)**

18. How do you perceive rewarding and compensating the productivity of your subordinates?

Reward is merit based. Good performance is rewarded financially, by promotion, praise and incentives to continue to improve. **(CR)**

19. How do you perceive your educational background to play a role in how you perform as a leader?

32 year industry veteran starting from the bottom and working through the ranks has been the best education I could have wished for in this industry. **EDU-NO**

The following set of questions is related to your perception of how educational background; the culture of your origin; the organizational culture and the culture of the host country (Bhutan) have a role in your performance as a leader.

20. How do you perceive the organizational culture (*the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization*) to play a role in your performance as a leader?

It was obvious the style of management utilized in a more developed western style environment would not work in such a new arena in Bhutan. The first and most important thing to change was me so I could deliver in a way that fits. **ORG-CUL-INF**

21. How do you perceive the National culture (*A set of shared values and norms, which guide behaviors*) of Bhutan to play a role in your performance as a leader?

The Bhutanese culture needs to be preserved and treasured. Transferring some of the natural hospitality qualities of the team to this industry without losing the core cultural values has been vital to this hotels success. **HOST-CUL-INF**

22. How do you perceive your own National culture to play a role in your performance as a leader?

There are many synergies between New Zealand and Bhutan. Both small countries, pioneers and similar rural backgrounds. The sense of humour is also very similar. These synergies along with international experience had helped me to drive the hotel forward. **HOME-CUL-INF**

**E2:**

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 11 questions. It takes approximately 30 minutes to complete the questionnaire. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender?	Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>
2. Your Job Title:	<b>F&amp;B Manager</b>			
3. Name of your organization (optional):	<b>Uma Paro</b>			
4. Is your nationality a Bhutanese? *	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
5. How long have you worked for your present organization?	_____	Years	___7___	Months
6. What is your Age Group?	Under 25 years	<input type="checkbox"/>	26 - 35 years	<input checked="" type="checkbox"/>
	36 - 45 years	<input type="checkbox"/>	46 - 55 years	<input type="checkbox"/>
	56 - 65 years	<input type="checkbox"/>	66 years or older	<input type="checkbox"/>
7. What is your highest level of Education? <b>University entrance New Zealand qualification</b>	Primary School	<input type="checkbox"/>	High school degree / equivalent	<input type="checkbox"/>
	Masters	<input type="checkbox"/>	Bachelors	<input checked="" type="checkbox"/>
			Doctorate	<input type="checkbox"/>

**Note:** \* Is a required field to be filled.

1 **Section B:** On the following pages is a list of questions related to your own personal  
2 leadership style. You are simply asked to describe and share your personal experiences and  
3 views regarding the questions.

4  
5 Your narratives will be used to study the leadership behavior of managers in Bhutan. Your  
6 individual responses will be treated as confidential. They will not be shared or published in  
7 the form of individual results. Since honest responses are very important to ensure that the  
8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 1. What are the important characteristics of being a leader in your opinion?

14 **II (1)**

- 15 ▪ Well disciplined
- 16 ▪ Organised
- 17 ▪ Good / excellent time management
- 18 ▪ A know-how person **IM (1)**

19  
20 2. How would you perceive your leadership style?

21  
22 Human oriented **IC (2)** person with result oriented **CR**

23  
24 3. Kindly share some knowledge on how you help your subordinates to work on their  
25 weaknesses and develop their strengths?

26 A positive thinking of confidence are the weakness for a few people that I came across. To  
27 help them, I have shared with them the basic **IC (1)** knowledge on how to do things w/a  
28 good follow up – from there you will see they gain the confidence to perform their duties. **IM**  
29 **(5)**

30  
31 4. If your subordinates do not perform up to your expectation, how do you deal with the  
32 situation?

- 33 ▪ To give constant feedback on a particular case. **IC (2)**
- 34 ▪ To teach them so that they will have the right skill-set- **IC (1)** A role play exercise would be  
35 employed to monitor the progress. Keep giving feedback. **IC (2)**

36  
37 5. What are the ways in which you keep track of the performance of your subordinates?

- 38  
39 ▪ Take note of time and situation **IC (5)**
- 40 ▪ Create a follow up list on the excel **IC (5)**
- 41 ▪ Advice and direction are important **IC (2)**

42  
43 6. What are your views about including your subordinates in important decision making  
44 processes?

45  
46 Very important to involve them, so that they could feel and take the ownership **IS (4)**

47  
48 7. How do perceive rewarding and compensating the productivity of your subordinates?

- 49  
50 ▪ Let them know that they are doing very well **CR**

- 51   ▪ Give them full support, praise them in front of others **CR**  
52   ▪ Promotion in term of a more senior position with wage increment **CR**  
53
- 54   8. How do you perceive your educational background to play a role in how you perform as a  
55       leader?  
56
- 57   ▪ Very crucial **EDU-YES**  
58   ▪ You will need to lead by example **II (1)**, so the complete knowledge from A-Z and how-to  
59       are needed.  
60
- 61   The following set of questions is related to your perception of how educational background;  
62   the culture of your origin; the organizational culture and the culture of the host country  
63   (Bhutan) have a role in your performance as a leader.  
64
- 65   9. How do you perceive the organizational culture (*the specific collection of values and*  
66       *norms that are shared by people and groups in an organization and that control the way*  
67       *they interact with each other and with stakeholders outside the organization*) to play a  
68       role in your performance as a leader?  
69
- 70   Uma is a much smaller company compared to other American and European company. Its an  
71   international hotel company operating base on family value which recognize the individual  
72   talent and skills. So there are rooms for everyone to grow. **ORG-CUL-INF**  
73  
74
- 75   10. How do you perceive the National culture (*A set of shared values and norms, which guide*  
76       *behaviors*) of Bhutan to play a role in your performance as a leader?  
77
- 78   Bhutanese are very friendly, open, supportive and willing to learn, and almost all of them are  
79   Buddhists. It has made our ride much easy. **HOST-CUL-INF**  
80
- 81   11. How do you perceive your own National culture to play a role in your performance as a  
82       leader?  
83   I am a Buddhist, so it has been a click for me to take this role. A lot of understanding, a lot of  
84   patience, and a lot of forgiveness to give room for people to grow and not to loose the chance.  
85   **HOME-CUL-INF**

**E3:**

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 11 questions. It takes approximately 30 minutes to complete the questionnaire. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender?	Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>
2. Your Job Title:	<b>Executive Chef</b>			
3. Name of your organization (optional):	<b>Amankora</b>			
4. Is your nationality a Bhutanese? *	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
5. How long have you worked for your present organization?	___2___	Years	___1___	Months
6. What is your Age Group?	Under 25 years	<input type="checkbox"/>	26 - 35 years	<input checked="" type="checkbox"/>
	36 - 45 years	<input type="checkbox"/>	46 - 55 years	<input type="checkbox"/>
	56 - 65 years	<input type="checkbox"/>	66 years or older	<input type="checkbox"/>
7. What is your highest level of Education?	<b>University entrance New Zealand qualification</b>			
Primary School	<input type="checkbox"/>	High school degree / equivalent	<input checked="" type="checkbox"/>	Bachelors
Masters	<input type="checkbox"/>	Doctorate	<input type="checkbox"/>	

**Note:** \* Is a required field to be filled.

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6 individual responses will be treated as confidential. They will not be shared or published in  
7 the form of individual results. Since honest responses are very important to ensure that the  
8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 1. What are the important characteristics of being a leader in your opinion?

- 14  
15 ■ Setting an example is number one. **II (1)** This has become even more evident to me having  
16 been in Bhutan for some time. Knowledge, broad knowledge of the various techniques used  
17 and historic relevance of the work expected from your team **IM (5)** is vital in building trust  
18 and confidence. Fairness. **II (3)** Being even and fair with all staff ensures maximum results.  
19 Nothing can demoralize a team more in my opinion than favoritism. **II (3)**

20  
21 2. How would you perceive your leadership style?

22  
23 Hands on. Strict. **MBE-A** Motivational. **IC (2)** I try to keep the staff upbeat always. Set the  
24 tone in the kitchen and lead by example **II (1)** I whether that means with physical labor or  
25 dealing with peers in a respectful way, as well as making every effort to cooperate and  
26 compromise **IM (5)**. Strict in the sense of always upholding the standards set by yourself and  
27 others. **II (1)**

28  
29 3. Kindly share some knowledge on how you help your subordinates to work on their  
30 weaknesses and develop their strengths?

31 I try to focus on positive reinforcement **IS (3)** as of late. This seems to have the strongest  
32 results. I have always begun to focus more on empowering the staff by giving them a bit  
33 more freedom and responsibility **IC (2)**. I have found this to be more effective in teaching  
34 personal responsibility.

35  
36 4. If your subordinates do not perform up to your expectation, how do you deal with the  
37 situation?

38 I try to find a way to explain the situation so that they will be able to see it from a chef's  
39 perspective, hoping that once what is required is clear and understood they will strive for the  
40 same results because that is what they want to achieve as a professional. **IS (2)**

41  
42 5. What are the ways in which you keep track of the performance of your subordinates?

43 I work closely with them and observe their performance on a constant basis. Giving constant  
44 feedback and advice, therefore making my expectations very clear. **IC (2)**

45  
46 6. What are your views about including your subordinates in important decision making  
47 processes?

48

49 I have a core group of 2-3 individuals that I consult on a regular basis for important decisions.  
50 This broadens my slope of available options and keeps them motivated and engaged as well.

51 **IS (4)**

52

53 7. How do you perceive rewarding and compensating the productivity of your subordinates?

54

55 In my experience here in Bhutan extra reward beyond what is necessary have in the past  
56 created a climate in which the staff then expects an additional reward for all good work done.  
57 I do believe in periodic pay increases as a reward for consistent high performance. However,  
58 and from a chef's perspective try to instill in the staff the concept of high quality work and  
59 achievement being a reward in itself. **CR**

60

61 8. How do you perceive your educational background to play a role in how you perform as a  
62 leader?

63 My formal education/schooling plays a minor role. My work experience and lessons from my  
64 various mentors plays a much larger role. This is more specific to my field. **EDU-NO**

65

66 The following set of questions is related to your perception of how educational background;  
67 the culture of your origin; the organizational culture and the culture of the host country  
68 (Bhutan) have a role in your performance as a leader.

69

70 9. How do you perceive the organizational culture (*the specific collection of values and*  
71 *norms that are shared by people and groups in an organization and that control the way*  
72 *they interact with each other and with stakeholders outside the organization) to play a*  
73 *role in your performance as a leader?*

74

75 The organizational culture is everything. **ORG-CUL-INF** There needs to be a clear  
76 philosophy for any leader to follow. I am a product professionally and more specifically as a  
77 leader of the professional environment I have been trained in. I in turn impart this vast,  
78 varied experience to my staff on a daily basis.

79

80 10. How do you perceive the National culture (*A set of shared values and norms, which guide*  
81 *behaviors) of Bhutan to play a role in your performance as a leader?*

82

83 This has been the most powerful influence upon me to date. I have had to completely review  
84 and reuse my leadership style upon moving to Bhutan. Responding to an opposite way of  
85 leading. I prefer in some ways this now way of thinking although if I return to the U.S. it  
86 would be completely useless to me. It is not possible in Bhutan to DEMAND high quality  
87 work. I need to find ways to convince my staff of its importance rather. **HOST-CUL-INF**

88

89 11. How do you perceive your own National culture to play a role in your performance as a  
90 leader?

91 I think that the American culture's work ethic and drive has molded me completely. It has  
92 also caused me quite a bit of frustration and difficulty here in Bhutan as I initially had the  
93 same expectation of my staff here. Over time though the blending of the two cultures has  
94 made me a much stronger overall leader and I am lucky that I had the ability to adapt for the  
95 better. Many of my peers back home may not be able to. **HOME-CUL-INF**



**E4:**

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**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender?	Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>
2. Your Job Title:	<b>Executive Housekeeper</b>			
3. Name of your organization (optional):	<b>Taj Tashi, Thimphu</b>			
4. Is your nationality a Bhutanese? *	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
5. How long have you worked for your present organization?	___1___	Years	___11___	Months
6. What is your Age Group?	Under 25 years	<input type="checkbox"/>	26 - 35 years	<input checked="" type="checkbox"/>
	36 - 45 years	<input type="checkbox"/>	46 - 55 years	<input type="checkbox"/>
	56 - 65 years	<input type="checkbox"/>	66 years or older	<input type="checkbox"/>
7. What is your highest level of Education?	<b>University entrance New Zealand qualification</b>			
Primary School	<input type="checkbox"/>	High school degree / equivalent	<input type="checkbox"/>	Bachelors
Masters	<input type="checkbox"/>	Doctorate	<input type="checkbox"/>	

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1 **Section B:** On the following pages is a list of questions related to your own personal  
2 leadership style. You are simply asked to describe and share your personal experiences and  
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5 Your narratives will be used to study the leadership behavior of managers in Bhutan. Your  
6 individual responses will be treated as confidential. They will not be shared or published in  
7 the form of individual results. Since honest responses are very important to ensure that the  
8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 1. What are the important characteristics of being a leader in your opinion?

- 14  
15 ■ Handling the situation. **II (5)**  
16 ■ Keeping control of the associates **MBE-A (2)**  
17 ■ Associates feedback need to be taken into consideration **IC**  
18 ■ Cooperation and coordination **IM (5)**  
19 ■ Better organized and skillful etc.. **II(1)**

20  
21 2. How would you perceive your leadership style?

22  
23 Calm, steady **IM (1)** and concrete **II(4)**.

24  
25 3. Kindly share some knowledge on how you help your subordinates to work on their  
26 weaknesses and develop their strengths?

- 27 ■ Weakness will be identified **MBE-A (1)** and major training will be given in respective skills  
28 ■ Associate are been enforced to take any steps without supervisor or manager assistance  
29 **MBE-A**

30  
31 4. If your subordinates do not perform up to your expectation, how do you deal with the  
32 situation?

- 33 ■ Counseling will be done **IC (1, 2)**  
34 ■ If required training will be given **IC (1, 2)**  
35 ■ Find out what is required and sort out or solve it for the smooth operation **MBE-A**

36  
37 5. What are the ways in which you keep track of the performance of your subordinates?

- 38 ■ On the job performance **IC (5)**  
39 ■ Give feedback **IC (2)**  
40 ■ Other department head/manager feedback **IC (5)**  
41 ■ Report given by the supervisor or remarks by the manager **IC (5)**

42  
43 6. What are your views about including your subordinates in important decision making  
44 processes?

45  
46 It is a team work **IM (5)**, I do at all times. **IS (4)**

47  
48 7. How do perceive rewarding and compensating the productivity of your subordinates?

- 49  
50 ■ Plan and pre-plan before the task is being performed **IC (5)**

51 ■ After the assigned task is been completed, it will be assessed. **MBE-A (2)**

52

53 8. How do you perceive your educational background to play a role in how you perform as a  
54 leader?

55 Learn more and more to update my knowledge to the present life style. **EDU-YES**

56

57 The following set of questions is related to your perception of how educational background;  
58 the culture of your origin; the organizational culture and the culture of the host country  
59 (Bhutan) have a role in your performance as a leader.

60

61 9. How do you perceive the organizational culture (*the specific collection of values and*  
62 *norms that are shared by people and groups in an organization and that control the way*  
63 *they interact with each other and with stakeholders outside the organization) to play a*  
64 *role in your performance as a leader?*

65

66

67

68 10. How do you perceive the National culture (*A set of shared values and norms, which guide*  
69 *behaviors) of Bhutan to play a role in your performance as a leader?*

70

71 Bhutan is the great country where there are more knowledge is being hidden within the  
72 people. It will be taken out by the right people at the right time.

73

74 How do you perceive your own National culture to play a role in your performance as a  
75 leader?

**E5:**

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**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender?	Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>
2. Your Job Title:	<b>General Manager</b>			
3. Name of your organization (optional):	<b>Hotel Druk</b>			
4. Is your nationality a Bhutanese? *	Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
5. How long have you worked for your present organization?	_____5_____	Years	_____	Months
6. What is your Age Group?	Under 25 years	<input type="checkbox"/>	26 - 35 years	<input type="checkbox"/>
			36 - 45 years	<input checked="" type="checkbox"/>
	46 - 55 years	<input type="checkbox"/>	56 - 65 years	<input type="checkbox"/>
			66 years or older	<input type="checkbox"/>
7. What is your highest level of Education?	<b>University entrance New Zealand qualification</b>			
Primary School	<input type="checkbox"/>	High school degree / equivalent	<input type="checkbox"/>	Bachelors <input checked="" type="checkbox"/>
Masters	<input type="checkbox"/>	Doctorate	<input type="checkbox"/>	

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8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 1. What are the important characteristics of being a leader in your opinion?  
14 In my opinion a leader should be that person that can inspire when there is none left, lead  
15 when all hopes are diminished and live by the principles that makes a leader, a leader.

16  
17 2. How would you perceive your leadership style?

18  
19 I try to lead by example. **II (1)**

20  
21 3. Kindly share some knowledge on how you help your subordinates to work on their  
22 weaknesses and develop their strengths?

23 Recognizing a weakness in a subordinate is very important determinant in trying to bring out  
24 the best out of a staff so as to make those into strengths well suited for the clients. **IC (2)**

25  
26 4. If your subordinates do not perform up to your expectation, how do you deal with the  
27 situation?

28 I try to highlight the problematic areas with them and try to understand the cause for not  
29 improving and then decide after giving adequate time needed for improvement **IC (2)**.

30  
31 5. What are the ways in which you keep track of the performance of your subordinates?

32 ■ I get briefed daily **MBE-A** and also through the feedback form of the guests **IC (5)**.

33  
34 6. What are your views about including your subordinates in important decision making  
35 processes?

36  
37 We do include subordinates in important decision making process only if it involves them or  
38 their department personally. **IS (4)**

39  
40 7. How do perceive rewarding and compensating the productivity of your subordinates?

41  
42 We are in the process of working out some form of compensatory measure for the target  
43 satisfaction of the guests achieved, but as of no such arrangements. **CR**

44  
45 8. How do you perceive your educational background to play a role in how you perform as a  
46 leader?

47 I learned the hard way through internships and practical experiences. SO in my case my  
48 educational background had no role whatsoever except for learning to communicate in  
49 English. **EDU-NO**

50

51 The following set of questions is related to your perception of how educational background;  
52 the culture of your origin; the organizational culture and the culture of the host country  
53 (Bhutan) have a role in your performance as a leader.

54

55 9. How do you perceive the organizational culture (*the specific collection of values and*  
56 *norms that are shared by people and groups in an organization and that control the way*  
57 *they interact with each other and with stakeholders outside the organization*) to play a  
58 role in your performance as a leader?

59 The Bhutanese have a relaxed outlook on the way things work, but nevertheless when they  
60 are told to tighten the belt, they do so with their best which is pretty acceptable.

61

62

63 10. How do you perceive the National culture (*A set of shared values and norms, which guide*  
64 *behaviors*) of Bhutan to play a role in your performance as a leader?

65

66 The Bhutanese are very loyal and give due respect to their superiors and peers. This brings  
67 out the best in their role as a team player especially in situations where a great deal of team  
68 work and coordination is called for. **HOST-CUL-INF**

69

70 11. How do you perceive your own National culture to play a role in your performance as a  
71 leader?

72 Well the Indian culture has taught me to be open and willing to accept the different cultures  
73 since in India we have a very multi-cultural society. **HOME-CUL-INF**

**E6:**

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**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender?	Male [ <input checked="" type="checkbox"/> ]	Female <input type="checkbox"/>
2. Your Job Title:	<b>General Manager</b>	
3. Name of your organization (optional):	<b>Hotel Jumolhari</b>	
4. Is your nationality a Bhutanese? *	Yes <input type="checkbox"/>	No [ <input checked="" type="checkbox"/> ]
5. How long have you worked for your present organization?	<u>  2  </u> Years	<u>          </u> Months
6. What is your Age Group?		
	Under 25 years <input type="checkbox"/>	26 - 35 years <input type="checkbox"/>
	36 - 45 years <input type="checkbox"/>	46 - 55 years [ <input checked="" type="checkbox"/> ]
	56 - 65 years <input type="checkbox"/>	66 years or older <input type="checkbox"/>
7. What is your highest level of Education?		
Primary School <input type="checkbox"/>	High school degree / equivalent <input type="checkbox"/>	Bachelors [ <input checked="" type="checkbox"/> ]
Masters <input type="checkbox"/>	Doctorate <input type="checkbox"/>	

**Note:** \* Is a required field to be filled.

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6 individual responses will be treated as confidential. They will not be shared or published in  
7 the form of individual results. Since honest responses are very important to ensure that the  
8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 1. What are the important characteristics of being a leader in your opinion?

- 14 ■ Kindness
- 15 ■ Understanding of employees needs **IC (2)**
- 16 ■ Strong (taking decisions) **II (4)**
- 17 ■ Impartial at all times **II (3)**

18  
19 2. How would you perceive your leadership style?

20  
21 I try and engage **IC (4)**, motivate, encourage and support people to perform in their  
22 respective roles **IC (2)**. I find it my duty to remove the obstacle preventing people from  
23 performing at their peak levels **II (5)**.

24  
25 3. Kindly share some knowledge on how you help your subordinates to work on their  
26 weaknesses and develop their strengths?

27 During assessment, I discuss with the person the reason that may have caused  
28 failure/weakness. We identify the cause and then come up with solution and help strengthen  
29 those areas. It could be via training, additional staffing or consultants **IC (5)**.

30  
31 4. If your subordinates do not perform up to your expectation, how do you deal with the  
32 situation?

- 33 ■ Discuss the problems and find seek solutions/support **IC (4)**
- 34 ■ Set new deadlines **IC (5)**
- 35 ■ If the failure becomes inexcusable then it becomes a question of either removal / relocation.  
36 **MBE -A**

37  
38 5. What are the ways in which you keep track of the performance of your subordinates?

- 39 ■ Performance evaluation on a timely basis. **MBE-A**

40  
41 6. What are your views about including your subordinates in important decision making  
42 processes?

43  
44 Very important! (for proper implementation) **IS (4)**.

45  
46 7. How do perceive rewarding and compensating the productivity of your subordinates?

47  
48 Good motivational tool **CR**.

49



50 8. How do you perceive your educational background to play a role in how you perform as a  
51 leader?

52 Vital to be abreast with the policies and issues. **EDU-YES**

53

54 The following set of questions is related to your perception of how educational background;  
55 the culture of your origin; the organizational culture and the culture of the host country  
56 (Bhutan) have a role in your performance as a leader.

57

58 9. How do you perceive the organizational culture (*the specific collection of values and*  
59 *norms that are shared by people and groups in an organization and that control the way*  
60 *they interact with each other and with stakeholders outside the organization*) to play a  
61 role in your performance as a leader?

62 It is only in the organizational environment that people grow. Therefore, it is important to  
63 have in place a strong organizational culture. **ORG-CUL-INF**

64

65

66 10. How do you perceive the National culture (*A set of shared values and norms, which guide*  
67 *behaviors*) of Bhutan to play a role in your performance as a leader?

68

69 The national culture can be rightfully interpreted as an institutional culture. Therefore, it is  
70 pivotal for any leader to have a strong sense of national culture to perform and maintain the  
71 decorum in the institution. **HOST-CUL-INF**

72

73 11. How do you perceive your own National culture to play a role in your performance as a  
74 leader?

75 It can be useful to improve the overall individual performance provided it blends well with  
76 the environment one is in. **HOME-CUL-INF**

**E7:**

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 11 questions. It takes approximately 30 minutes to complete the questionnaire. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender? Male  Female
2. Your Job Title: **Manager**
3. Name of your organization (optional): **Hotel Jumolhari**
4. Is your nationality a Bhutanese? \* Yes  No
5. How long have you worked for your present organization?   1   Years   3   Months
6. What is your Age Group?
- Under 25 years  26 - 35 years  36 - 45 years
- 46 - 55 years  56 - 65 years  66 years or older
7. What is your highest level of Education? **University entrance New Zealand qualification**
- Primary School  High school degree / equivalent  Bachelors
- Masters  Doctorate

**Note:** \* Is a required field to be filled.

1 **Section B:** On the following pages is a list of questions related to your own personal  
2 leadership style. You are simply asked to describe and share your personal experiences and  
3 views regarding the questions.

4  
5 Your narratives will be used to study the leadership behavior of managers in Bhutan. Your  
6 individual responses will be treated as confidential. They will not be shared or published in  
7 the form of individual results. Since honest responses are very important to ensure that the  
8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 1. What are the important characteristics of being a leader in your opinion?

- 14 ■ Commitment **IM (1)**, integrity **II (3)**, influential and able to work in a group **IM (5)**.

15  
16 2. How would you perceive your leadership style?

17  
18 My leadership style is something that I will be able to bring about change and influence  
19 people **IM (2)** and get things done accordingly.

20  
21 3. Kindly share some knowledge on how you help your subordinates to work on their  
22 weaknesses and develop their strengths?

23 I believe we learn through our weakness and life is a learning process. I would open room for  
24 my subordinates to come to me any time **IC (4)** to clear any doubts and suggest those ways to  
25 improve them **IC (5)**.

26  
27 4. If your subordinates do not perform up to your expectation, how do you deal with the  
28 situation?

- 29 ■ Make them realize the need to perform **IC (5)** and again if it fails take appropriate actions,  
30 according to the situations **MBE-A**.

31  
32 5. What are the ways in which you keep track of the performance of your subordinates?

- 33 ■ I personally see their duty on a daily and monthly basis and keep a record **MBE-A**.

34  
35 6. What are your views about including your subordinates in important decision making  
36 processes?

37  
38 I think its very important to have views on decisions from subordinates but in some cases  
39 where the decisions are to taken promptly it will depend on the manager.

40  
41 7. How do perceive rewarding and compensating the productivity of your subordinates?

42  
43 Encouraging them and praising out to them during meetings and bonuses. **CR**

44  
45 8. How do you perceive your educational background to play a role in how you perform as a  
46 leader?

47 To a great extent educational background is important and has contributed in my performance  
48 as a leader, but I also believe a leader is born and also made. **EDU-YES**

49

- 50 The following set of questions is related to your perception of how educational background;  
51 the culture of your origin; the organizational culture and the culture of the host country  
52 (Bhutan) have a role in your performance as a leader.  
53
- 54 9. How do you perceive the organizational culture (*the specific collection of values and*  
55 *norms that are shared by people and groups in an organization and that control the way*  
56 *they interact with each other and with stakeholders outside the organization*) to play a  
57 role in your performance as a leader?  
58 The Bhutanese culture as a whole has a great respect for seniors and elders. The culture itself  
59 has put me in a place where the role of a leader has been a smooth sailing for me personally.  
60 **HOST-CUL-INF**  
61  
62
- 63 10. How do you perceive the National culture (*A set of shared values and norms, which guide*  
64 *behaviors*) of Bhutan to play a role in your performance as a leader?  
65  
66 As mentioned above and in addition it has given me a sense of respect for elders and seniors.  
67
- 68 11. How do you perceive your own National culture to play a role in your performance as a  
69 leader?  
70 My culture has a many similarity to the Bhutanese culture in many ways. **HOME-CUL-INF**

**L1:**

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 11 questions. It takes approximately 30 minutes to complete the questionnaire. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender? Male  Female
2. Your Job Title: **Food and Service Manager**
3. Name of your organization (optional): **Zhiwa Ling Hotel**
4. Is your nationality a Bhutanese? \* Yes  No
5. How long have you worked for your present organization? 5 Years          Months
6. What is your Age Group?
- Under 25 years  26 - 35 years  36 - 45 years
- 46 - 55 years  56 - 65 years  66 years or older
7. What is your highest level of Education?
- Primary School  High school degree / equivalent  Bachelors
- Masters  Doctorate

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6 individual responses will be treated as confidential. They will not be shared or published in  
7 the form of individual results. Since honest responses are very important to ensure that the  
8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 1. What are the important characteristics of being a leader in your opinion?

- 14
- 15 ■ Enthusiastic **IM(5)**
- 16 ■ Confident **II(4)**
- 17 ■ Have a positive attitude **II(5)**
- 18 ■ Should be calm
- 19 ■ Ambitious **II(4)**
- 20
- 21

22 2. How would you perceive your leadership style?

- 23
- 24 ■ Democratic **IS**
- 25 ■ Competing: **II(4)**High assertive, low on cooperation; the goal is to win
- 26 ■ Collaborating **IC(3,4)**: moderate and assertiveness and cooperation: the goal is to win
- 27 ■ Accommodating **IC(2)**: low assertiveness and high cooperation: the goal is to yield
- 28
- 29

30 3. Kindly share some knowledge on how you help your subordinates to work on their  
31 weaknesses and develop their strengths?

32 You have to be

- 33 ■ Self confident
- 34 ■ Calm
- 35 ■ Optimistic
- 36 ■ Have passion
- 37
- 38

39 4. If your subordinates do not perform up to your expectation, how do you deal with the  
40 situation?

41  
42 First step is to explain your goal/expectation **CR(2)**and give the tools to achieve, after giving  
43 all the tools, if they are still not performing then a option either perform or find other job  
44 **MBE-A**.

45  
46  
47 5. What are the ways in which you keep track of the performance of your subordinates?

- 48
- 49 ■ Happiness that is with their job **IC(4)**
- 50 ■ Asking question to the manager **IC(5)**

- 51   ▪ Not complaining of their job **IC(4)**  
52   ▪ Flexible during the duty and willing to work extra hours **IC(5)**  
53
- 54   6. What are your views about including your subordinates in important decision making  
55       processes?  
56  
57   We will always get better idea by listening to their views and at the end we can make a good  
58   decision. **IS (4)**  
59
- 60   7. How do you perceive rewarding and compensating the productivity of your subordinates?  
61  
62   ▪ By sending training **IC(2)**  
63   ▪ Incentive **CR(1)**  
64   ▪ Increment depending on their performance **CR(1)**  
65   ▪ Promotion depending on their performance **CR(1)**  
66
- 67   8. How do you perceive your educational background to play a role in how you perform as a  
68       leader?  
69  
70   ▪ Most important share the knowledge **IM(1)**  
71   ▪ Have positive attitude, self – esteem  
72   ▪ Confident and experience is a major boost and entertain your mind with positive thoughts  
73       and try to speak yourself to think and act positive and as a leader must keep the overall  
74       picture in focus by understanding the people view. **EDU-NO**  
75
- 76   The following set of questions is related to your perception of how educational background;  
77   the culture of your origin; the organizational culture and the culture of the host country  
78   (Bhutan) have a role in your performance as a leader.  
79
- 80   9. How do you perceive the organizational culture (*the specific collection of values and*  
81       *norms that are shared by people and groups in an organization and that control the way*  
82       *they interact with each other and with stakeholders outside the organization*) to play a  
83       role in your performance as a leader?  
84
- 85   Employees are very skilled and tend to stay in the organization while working their way up.  
86   The ranks the organizations provide a stable environment in which employee can develop  
87   their skills and also easy to get job elsewhere for employee since they are very competitive  
88   and skilled. **ORG-CUL-INF**  
89
- 90   10. How do you perceive the National culture (*A set of shared values and norms, which guide*  
91       *behaviors*) of Bhutan to play a role in your performance as a leader?  
92
- 93   The unique culture and tradition and very different landscaping and culture and tradition are  
94   still followed in our country and at the same time we have new technology which we have  
95   and still coming up. **HOST-CUL-INF**  
96
- 97   11. How do you perceive your own National culture to play a role in your performance as a  
98       leader?  
99

100 As a leader I ma proud to be Bhutanese by having our unique culture and tradition and we  
101 still follow then preserve them and I can proudly explain them/guest. **HOME-CUL-INF**



**L2:**

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 11 questions. It takes approximately 30 minutes to complete the questionnaire. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender?	Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>
2. Your Job Title:	<b>Human Resource and Training Manager</b>			
3. Name of your organization (optional):	<b>Uma</b>			
4. Is your nationality a Bhutanese? *	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
5. How long have you worked for your present organization?	<u>6</u>	Years	<u>9</u>	Months
6. What is your Age Group?	Under 25 years	<input type="checkbox"/>	26 - 35 years	<input checked="" type="checkbox"/>
	36 - 45 years	<input type="checkbox"/>	46 - 55 years	<input type="checkbox"/>
	56 - 65 years	<input type="checkbox"/>	66 years or older	<input type="checkbox"/>
7. What is your highest level of Education?	Primary School	<input type="checkbox"/>	High school degree / equivalent	<input checked="" type="checkbox"/>
	Masters	<input type="checkbox"/>	Bachelors	<input checked="" type="checkbox"/>
			Doctorate	<input type="checkbox"/>

**Note:** \* Is a required field to be filled.

1 **Section B:** On the following pages is a list of questions related to your own personal  
2 leadership style. You are simply asked to describe and share your personal experiences and  
3 views regarding the questions.

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5 Your narratives will be used to study the leadership behavior of managers in Bhutan. Your  
6 individual responses will be treated as confidential. They will not be shared or published in  
7 the form of individual results. Since honest responses are very important to ensure that the  
8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 1. What are the important characteristics of being a leader in your opinion?

- 14
- 15 ■ Must have clear goals **IM (2)**
- 16 ■ Must be a good communicator **IM (3), IC (3)**
- 17 ■ Must be able to build good team and promote team work **IM (5)**
- 18 ■ Must benefit the community and environment **II (3)**
- 19

20 2. How would you perceive your leadership style?

- 21
- 22 ■ The leadership approach must be in line with the company culture **ORG-CUL-INF** and the  
23 style must take into consideration people **IC (2)**, planet and profit.
- 24

25 3. Kindly share some knowledge on how you help your subordinates to work on their  
26 weaknesses and develop their strengths?

- 27 ■ I use the SWOT analysis and also conduct yearly performance evaluation **CR (2)**
- 28 ■ I set short term objectives and realistic approaches **CR (2)**
- 29

30 4. If your subordinates do not perform up to your expectation, how do you deal with the  
31 situation?

- 32 ■ Training and coaching **IC (1,2)**
- 33 ■ If not I try to find a job that is comfortable and suitable for my employees **IC (2)**
- 34

35 5. What are the ways in which you keep track of the performance of your subordinates?

- 36 ■ Performance evaluation **CR (2)**
- 37 ■ Short term objectives **CR (2)**
- 38 ■ Day to day meeting and follow-up **IC (3,4,5)**
- 39

40 6. What are your views about including your subordinates in important decision making  
41 processes?

42  
43 Very important as they understand the bigger picture of the decisions being made. **IS (4)** But  
44 if it is confidential you don't involve them.

45  
46 7. How do perceive rewarding and compensating the productivity of your subordinates?

- 47
- 48 ■ Acknowledge or recognition **CR (1)**
- 49 ■ Reward **CR (1)**
- 50 ■ Performance rating **CR (2)**

- 51  
52 8. How do you perceive your educational background to play a role in how you perform as a  
53 leader?  
54  
55 ■ Education makes an individual more confident and knowledgeable, how so ever the work  
56 experience really makes you a strong and a better leader. **EDU-NO**  
57  
58 The following set of questions is related to your perception of how educational background;  
59 the culture of your origin; the organizational culture and the culture of the host country  
60 (Bhutan) have a role in your performance as a leader.  
61  
62 9. How do you perceive the organizational culture (*the specific collection of values and*  
63 *norms that are shared by people and groups in an organization and that control the way*  
64 *they interact with each other and with stakeholders outside the organization)* to play a  
65 role in your performance as a leader?  
66  
67 ■ Positive attitude **IM (5)**  
68 ■ Good communication **IC (3)**  
69 ■ Delivering the best services **ORG-CUL-INF**  
70  
71  
72 10. How do you perceive the National culture (*A set of shared values and norms, which guide*  
73 *behaviors)* of Bhutan to play a role in your performance as a leader?  
74  
75 Buddhist approach to every individual is with passion and kindness. **HOST-CUL-INF**  
76  
77 11. How do you perceive your own National culture to play a role in your performance as a  
78 leader?  
79  
80 ■ Knowledge about our own culture and it becomes simple for us to explain to our customer  
81 ■ Confident about our policy (GNH) **HOME-CUL-INF**

**L3:**

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 11 questions. It takes approximately 30 minutes to complete the questionnaire. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender?	Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>
2. Your Job Title:	<b>Assistant Lodg. Host.</b>			
3. Name of your organization (optional):	<b>Amankora</b>			
4. Is your nationality a Bhutanese? *	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
5. How long have you worked for your present organization?	_____4_____	Years	___3___	Months
6. What is your Age Group?	Under 25 years	<input type="checkbox"/>	26 - 35 years	<input checked="" type="checkbox"/>
	36 - 45 years	<input type="checkbox"/>	46 - 55 years	<input type="checkbox"/>
	56 - 65 years	<input type="checkbox"/>	66 years or older	<input type="checkbox"/>
7. What is your highest level of Education?	Primary School	<input type="checkbox"/>	High school degree / equivalent	<input type="checkbox"/>
			Bachelors	<input checked="" type="checkbox"/>
	Masters	<input type="checkbox"/>	Doctorate	<input type="checkbox"/>

**Note:** \* Is a required field to be filled.

1 **Section B:** On the following pages is a list of questions related to your own personal  
2 leadership style. You are simply asked to describe and share your personal experiences and  
3 views regarding the questions.

4  
5 Your narratives will be used to study the leadership behavior of managers in Bhutan. Your  
6 individual responses will be treated as confidential. They will not be shared or published in  
7 the form of individual results. Since honest responses are very important to ensure that the  
8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 1. What are the important characteristics of being a leader in your opinion?

- 14  
15 ■ Role model for the staff **II (1)**  
16 ■ Resilient to situations **IC (1)** yet firm when needed  
17 ■ Supportive to staffs initiatives / empowering them is very important **IC (2)**  
18 ■ Punctual

19  
20 2. How would you perceive your leadership style?

21  
22 I am a very energetic person who likes to engage in doing/accomplishing tasks with the staff  
23 **IM (5)** whenever possible. I have learnt that this strengthens the team spirit and I also get to  
24 know staffs individually **IC (5)** for assessment, whereby I could personally guide them **IC**  
25 **(1)**. I am very open to feedback and I always have time to listen to my staffs **IC (3)**.  
26 Managing our Bhutanese staff is very challenging and I have learnt a lot.

27  
28 3. Kindly share some knowledge on how you help your subordinates to work on their  
29 weaknesses and develop their strengths?

- 30 ■ I make it a point that they have smart goal **IM (2,3)** and continuously follow up during the  
31 weekly meeting **IC (5)**. If training is required **IC (2)**, I put up a proposal to Human Resource  
32 department counseling it also very crucial to keep them on track and we have various  
33 disciplinary actions **MBE-A(3)** if this doesn't help. Activities where all get involved also  
34 helps like casual discussion in groups **IC (3)**.

35  
36  
37 4. If your subordinates do not perform up to your expectation, how do you deal with the  
38 situation?

39 It is our company policy **ORG-CUL-INF** to start up with counseling and observing **IC (1,3)**.  
40 Further, if one doesn't show improvement we have various means like suspension without  
41 pay, verbal warning, written warning etc. **MBE-A(3)**.

42  
43 5. What are the ways in which you keep track of the performance of your subordinates?

44 Daily briefing followed by communication meeting at weekend and supervisor meeting  
45 monthly **IC(5)**. Honestly I can manage only to people properly, keeping this in mind I keep  
46 the supervisors in check which in turn keeps the staffs in individual departments on check.

47  
48 6. What are your views about including your subordinates in important decision making  
49 processes?

50

51 Very important to have their say in decision making process. **IS (4)**

52

53 7. How do you perceive rewarding and compensating the productivity of your subordinates?  
54 We have a system where we vote for employee of the quarter and this clubs into a final poll  
55 yearly where by we give them holiday packages **CR (1)** to other properties outside the  
56 country. Keeping track of their progress by four quarterly appraisal and hike in pay **CR (2)** is  
57 very crucial to keep employees motivated.

58

59 8. How do you perceive your educational background to play a role in how you perform as a  
60 leader?

61 No, think its an inborn quality or quality that can be acquired. In my case, I have a totally  
62 different educational background. I took up economics during college and landed in  
63 hospitality. More over I have very talented fellow mangers who did high school and worked  
64 up the ladder with hard work and fine tuning their leadership skills. **EDU-NO**

65

66 The following set of questions is related to your perception of how educational background;  
67 the culture of your origin; the organizational culture and the culture of the host country  
68 (Bhutan) have a role in your performance as a leader.

69

70 9. How do you perceive the organizational culture (*the specific collection of values and*  
71 *norms that are shared by people and groups in an organization and that control the way*  
72 *they interact with each other and with stakeholders outside the organization)* to play a  
73 role in your performance as a leader?

74 In my case its complex to handle staff with multinational culture. Differences arise now and  
75 then. Its very challenging to bridge people with different nationality. This is the single most  
76 challenge that I feel that I could do way better with some training on communication between  
77 cross culture staff.

78

79 10. How do you perceive the National culture (*A set of shared values and norms, which guide*  
80 *behaviors)* of Bhutan to play a role in your performance as a leader?

81

82 We are very polite and friendly people by culture. This is whats keeping me here. I mean it  
83 out of your heart that you want to meet people and show them Bhutan, rather than putting up  
84 a fake smile like majority of the hospitality staffs outside our country. **HOST-CUL-INF**

85

86 11. How do you perceive your own National culture to play a role in your performance as a  
87 leader?

88

89 We are gho wearing, doma eating and perhaps a handful of people that have never been  
90 colonized by any country, Our culture is strong and embedded in this are some very  
91 important values taught rather learned by one as part of living in Bhutan. This comes very  
92 strong when viewed externally. This has great significance in my role as a leader. **HOME-**

93 **CUL-INF**

**L4:**

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 11 questions. It takes approximately 30 minutes to complete the questionnaire. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender?	Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>
2. Your Job Title:	<b>Duty Manager</b>			
3. Name of your organization (optional):	<b>Taj Hotel and Resorts</b>			
4. Is your nationality a Bhutanese? *	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
5. How long have you worked for your present organization?	_____3_____	Years	_____	Months
6. What is your Age Group?	Under 25 years	<input type="checkbox"/>	26 - 35 years	<input checked="" type="checkbox"/>
	36 - 45 years	<input type="checkbox"/>	46 - 55 years	<input type="checkbox"/>
	56 - 65 years	<input type="checkbox"/>	66 years or older	<input type="checkbox"/>
7. What is your highest level of Education?	Primary School	<input type="checkbox"/>	High school degree / equivalent	<input type="checkbox"/>
			Bachelors	<input checked="" type="checkbox"/>
	Masters	<input type="checkbox"/>	Doctorate	<input type="checkbox"/>

**Note:** \* Is a required field to be filled.

1 **Section B:** On the following pages is a list of questions related to your own personal  
2 leadership style. You are simply asked to describe and share your personal experiences and  
3 views regarding the questions.

4  
5 Your narratives will be used to study the leadership behavior of managers in Bhutan. Your  
6 individual responses will be treated as confidential. They will not be shared or published in  
7 the form of individual results. Since honest responses are very important to ensure that the  
8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 1. What are the important characteristics of being a leader in your opinion?

- 14  
15 ■ Abide the rules and regulations  
16 ■ Exemplary **II(1)**

17  
18 2. How would you perceive your leadership style?

19  
20 It is a very neutral style where in I act strict where and wherever needed.

21  
22 3. Kindly share some knowledge on how you help your subordinates to work on their  
23 weaknesses and develop their strengths?

- 24 ■ Council **IC(1,2,3)**  
25 ■ Empathy and sympathy **IC(2)**

26  
27  
28 4. If your subordinates do not perform up to your expectation, how do you deal with the  
29 situation?

30 Train them again and again **IC(2)**

31  
32 5. What are the ways in which you keep track of the performance of your subordinates?

- 33 ■ Daily check on them **MBE-A(2)**  
34 ■ Proper monitor and guidance **IC(1,2)**

35  
36 6. What are your views about including your subordinates in important decision making  
37 processes?

38  
39 There comes the transparency and easy accessibility among juniors and seniors **IC(3), IS(4)**

40  
41 7. How do you perceive rewarding and compensating the productivity of your subordinates?  
42 Excellent way of motivating and rewarding **CR(1)**

43  
44 8. How do you perceive your educational background to play a role in how you perform as a  
45 leader?

46 It is an important factor. **EDU-YES**

47  
48 The following set of questions is related to your perception of how educational background;  
49 the culture of your origin; the organizational culture and the culture of the host country  
50 (Bhutan) have a role in your performance as a leader.



- 51
- 52 9. How do you perceive the organizational culture (*the specific collection of values and*
- 53 *norms that are shared by people and groups in an organization and that control the way*
- 54 *they interact with each other and with stakeholders outside the organization*) to play a
- 55 role in your performance as a leader?
- 56
- 57 10. How do you perceive the National culture (*A set of shared values and norms, which guide*
- 58 *behaviors*) of Bhutan to play a role in your performance as a leader?
- 59
- 60 Very unique and open to accept and adopt to any situation and conditions. **HOME-CUL-INF**
- 61
- 62 11. How do you perceive your own National culture to play a role in your performance as a
- 63 leader?

**L5:**

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 11 questions. It takes approximately 30 minutes to complete the questionnaire. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender?	Male	<input checked="" type="checkbox"/>	Female	<input type="checkbox"/>
2. Your Job Title:	<b>Dy. General Manager</b>			
3. Name of your organization (optional):	<b>Hotel Druk Thimphu</b>			
4. Is your nationality a Bhutanese? *	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
5. How long have you worked for your present organization?	_____14_____	Years	_____	Months
6. What is your Age Group?	Under 25 years	<input type="checkbox"/>	26 - 35 years	<input checked="" type="checkbox"/>
	36 - 45 years	<input type="checkbox"/>	46 - 55 years	<input type="checkbox"/>
	56 - 65 years	<input type="checkbox"/>	66 years or older	<input type="checkbox"/>
7. What is your highest level of Education?	Primary School	<input type="checkbox"/>	High school degree / equivalent	<input type="checkbox"/>
			Bachelors	<input checked="" type="checkbox"/>
	Masters	<input type="checkbox"/>	Doctorate	<input type="checkbox"/>

**Note:** \* Is a required field to be filled.

1 **Section B:** On the following pages is a list of questions related to your own personal  
2 leadership style. You are simply asked to describe and share your personal experiences and  
3 views regarding the questions.

4  
5 Your narratives will be used to study the leadership behavior of managers in Bhutan. Your  
6 individual responses will be treated as confidential. They will not be shared or published in  
7 the form of individual results. Since honest responses are very important to ensure that the  
8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 1. What are the important characteristics of being a leader in your opinion?

- 14  
15 ■ Being a good human being **HOME-CUL-INF**  
16 ■ Educated **EDU-YES**  
17 ■ Leadership quality  
18 ■ Understanding local custom and respecting it **HOST-CUL-INF**

19  
20 2. How would you perceive your leadership style?

21  
22  
23 3. Kindly share some knowledge on how you help your subordinates to work on their  
24 weaknesses and develop their strengths?

- 25 ■ Advice on positive thinking **IC(1,2)**  
26 ■ I can do it attitude to develop **IC(1,2,5)**  
27 ■ Identify weakness and correct it **IC(2,5)**  
28 ■ Identify strengths and develop it **IC(2,5)**

29  
30  
31 4. If your subordinates do not perform up to your expectation, how do you deal with the  
32 situation?

33 Identify the problems for non- performance. Have a closed door session with the subordinate  
34 to understand the problem better. Take stern corrective action. **IC(3,4,5)**

35  
36 5. What are the ways in which you keep track of the performance of your subordinates?

- 37 ■ Daily meetings and feedback from supervisors  
38 ■ Weekly review of feedback form  
39 ■ Involvement in the daily operations  
40 ■ Check feedback from guest

41  
42 6. What are your views about including your subordinates in important decision making  
43 processes?

44  
45 Important but the topic for such events needs to be reviewed. **IS(4)**

46  
47 7. How do perceive rewarding and compensating the productivity of your subordinates?  
48 Good idea but if it is a monetary compensation then proper review has to be done. **CR(1)**

49

- 50 8. How do you perceive your educational background to play a role in how you perform as a  
51 leader?  
52 Very important as my educational background helps in decision making process. **EDU-YES**  
53  
54 The following set of questions is related to your perception of how educational background;  
55 the culture of your origin; the organizational culture and the culture of the host country  
56 (Bhutan) have a role in your performance as a leader.  
57  
58 9. How do you perceive the organizational culture (*the specific collection of values and*  
59 *norms that are shared by people and groups in an organization and that control the way*  
60 *they interact with each other and with stakeholders outside the organization) to play a*  
61 *role in your performance as a leader?*  
62  
63 10. How do you perceive the National culture (*A set of shared values and norms, which guide*  
64 *behaviors) of Bhutan to play a role in your performance as a leader?*  
65  
66  
67 How do you perceive your own National culture to play a role in your performance as a  
68 leader?

**L6:**

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 11 questions. It takes approximately 30 minutes to complete the questionnaire. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentially is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender? Male  Female
2. Your Job Title: **Reservation Manager**
3. Name of your organization (optional): **Hotel Jumolhari**
4. Is your nationality a Bhutanese? \* Yes  No
5. How long have you worked for your present organization? 5 Years 6 Months
6. What is your Age Group?
- Under 25 years  26 - 35 years  36 - 45 years
- 46 - 55 years  56 - 65 years  66 years or older
7. What is your highest level of Education?
- Primary School  High school degree / equivalent  Bachelors
- Masters  Doctorate

**Note:** \* Is a required field to be filled.

1 **Section B:** On the following pages is a list of questions related to your own personal  
2 leadership style. You are simply asked to describe and share your personal experiences and  
3 views regarding the questions.

4  
5 Your narratives will be used to study the leadership behavior of managers in Bhutan. Your  
6 individual responses will be treated as confidential. They will not be shared or published in  
7 the form of individual results. Since honest responses are very important to ensure that the  
8 findings of this study are useful, I request you to share your honest experiences.

9  
10 **Directions: Read each item carefully and kindly share your personal experiences related**  
11 **to it.**

12  
13 1. What are the important characteristics of being a leader in your opinion?

- 14  
15 ■ By doing the right things than doing things right. **II(3)**

16  
17 2. How would you perceive your leadership style?

18  
19  
20 3. Kindly share some knowledge on how you help your subordinates to work on their  
21 weaknesses and develop their strengths?

- 22 ■ By training them **IC(2)**

- 23 ■ Briefing **IC(2)**

- 24 ■ Encouraging **IC(2)**

25  
26  
27 4. If your subordinates do not perform up to your expectation, how do you deal with the  
28 situation?

- 29 ■ Give him or her more attention **IC(2,5)**

- 30 ■ Try to convince why he/she couldnot handle the same **IC(2,3)**

- 31 ■ Briefing **IC(2)**

32  
33 5. What are the ways in which you keep track of the performance of your subordinates?

- 34 ■ Personal grooming **IC(2,5)**

- 35 ■ Punctuality

- 36 ■ Guest feedback **IC(2,5)**

37  
38 6. What are your views about including your subordinates in important decision making  
39 processes?

40  
41 Well I strongly believe that including them in important decision making process as they'  
42 always have say one or two upon which we can suggest. **IS(4)**

43  
44 7. How do perceive rewarding and compensating the productivity of your subordinates?

- 45 ■ Salary increment **CR(1)**

- 46 ■ Awarding special bonus **CR(1)**

47  
48 8. How do you perceive your educational background to play a role in how you perform as a  
49 leader?

50

- 51 The following set of questions is related to your perception of how educational background;  
52 the culture of your origin; the organizational culture and the culture of the host country  
53 (Bhutan) have a role in your performance as a leader.  
54
- 55 9. How do you perceive the organizational culture (*the specific collection of values and*  
56 *norms that are shared by people and groups in an organization and that control the way*  
57 *they interact with each other and with stakeholders outside the organization*) to play a  
58 role in your performance as a leader?  
59
- 60 10. How do you perceive the National culture (*A set of shared values and norms, which guide*  
61 *behaviors*) of Bhutan to play a role in your performance as a leader?  
62  
63
- 64 11. How do you perceive your own National culture to play a role in your performance as a  
65 leader?

**L7:**

Dear respondent, thank you for agreeing to participate in this study. This questionnaire has two sections (A and B). Section A has 7 questions and Section B has 11 questions. It takes approximately 30 minutes to complete the questionnaire. Kindly complete both the sections.

**Section A:** The following questions concern your position and other personal information. Completion of this information is voluntary and confidentiality is assured. No individual data will be reported.

**Directions:** Please fill in the blank spaces and tick [] the appropriate boxes.

1. What is your Gender? Male  Female []
2. Your Job Title: **General Manager**
3. Name of your organization (optional): **Hotel Kisa**
4. Is your nationality a Bhutanese? \* Yes [] No
5. How long have you worked for your present organization? 2 Years        Months
6. What is your Age Group?
- Under 25 years []      26 - 35 years       36 - 45 years
- 46 - 55 years       56 - 65 years       66 years or older
7. What is your highest level of Education?
- Primary School       High school degree / equivalent       Bachelors []
- Masters       Doctorate

**Note:** \* Is a required field to be filled.



**Section B:** On the following pages is a list of questions related to your own personal leadership style. You are simply asked to describe and share your personal experiences and views regarding the questions.

Your narratives will be used to study the leadership behavior of managers in Bhutan. Your individual responses will be treated as confidential. They will not be shared or published in the form of individual results. Since honest responses are very important to ensure that the findings of this study are useful, I request you to share your honest experiences.

**Directions: Read each item carefully and kindly share your personal experiences related to it.**

1. What are the important characteristics of being a leader in your opinion?

The important characteristic of being a leader are as being:

- Should be honest **II(3)**
- Hardworking **IM(1)**
- Should have patience
- Should know how to handle a situation **IM(1)**
- Should be able to convince people. **II(4)**

2. How would you perceive your leadership style?

Serve through interest and also study the market and try and deal with those problems.

**HOME-CUL-INF**

3. Kindly share some knowledge on how you help your subordinates to work on their weaknesses and develop their strengths?

When my subordinates are in need of help, I first talk to them, **IC(3,4)** show them how to do the work **IC(1)** and I motivate them **IC(2)**. I sometimes try and be friend with my subordinate so that I can know what actually is going in their minds so as I can find solutions for it. **IC(4)**

4. If your subordinates do not perform up to your expectation, how do you deal with the situation?

First I try to find out what exactly her/his problem is **IC(2)**, then I teach them personally **IC(1)** and give them certain period to learn **IC(1)** and if required I personally show them how to do things **IC(1)** and even after that if they don't learn we ask them to leave the job **MBE-A(3)**.

5. What are the ways in which you keep track of the performance of your subordinates?

We have a monthly performance form where the supervisor keeps tracks of her staffs on daily basis and sometimes **IC(1)** I personally go to their department and see how they perform **IC(1)** and based on that we keep track. **IC**

6. What are your views about including your subordinates in important decision making processes?

I feel we should include our subordinates in important decision making as they are the main people who actually perform the work so they know exactly what problems they face or their opinion should be considered as well. **IS(4)**

7. How do you perceive rewarding and compensating the productivity of your subordinates? By rewarding and compensating the productivity of your subordinates will encourage them which ultimately improves the service as the workers will be happy and satisfied. **CR(2)**

8. How do you perceive your educational background to play a role in how you perform as a leader?

To be a good leader a person should be well educated but at the same time should be very smart and hardworking. **EDU-YES but experience and personality counts too.**

9. How do you perceive the organizational culture (*the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization*) to play a role in your performance as a leader?

10. How do you perceive the National culture (*A set of shared values and norms, which guide behaviors*) of Bhutan to play a role in your performance as a leader?

Our national culture of Bhutan should be considered as one of our strong point which helps to grow and show leadership.

11. How do you perceive your own National culture to play a role in your performance as a leader?

Our national culture plays an important role in our performance as we see most of the service comes from our rich Bhutanese culture which most of the people in the world love to get served. So thus gives us the strength to perform well and serve our country in a better way.

**HOME-CUL-INF**