Universiteit Twente
de ondernemende universiteit

Leadership behaviour related to leadership effectiveness and voice climate.

A study of leadership in Sri Lanka

Name: Daniëlle Poppe

Student number: 1023160

First Supervisor: Pro. Dr. C. Wilderom

Second Supervisor: Msc. M. Hoogeboom

October, 2013

Acknowledgement

Last year was a year with a lot of new experiences for me, first of all the opportunity for doing research to a topic of my interest was given to me. During the master I got more and more interested in leadership within companies in emerging economies, this interest was my starting point for my master thesis. I got in touch with Dr. S. Dharmavasan who has a company in Sri Lanka. For the course management in emerging economies, I've done some interviews with managers of his company. This had as result that I was even more interested in this topic. Therefore I want to thank Dr. S. Dharmavasan for all his help and giving me the opportunity to come to Sri Lanka by helping me to get in touch with several companies and for having a place to work at his company. I also want to thank the leaders for participating the interview and filling in the questionnaires and I want to thank the leaders' subordinates for filling in the questionnaires. I really enjoyed the interviews and I got a lot of information out of it. You can definitely find it back in the results!

Furthermore, in particular I want to thank Pro. Dr. C. Wilderom and Msc. M. Hoogeboom for all their support, guidance and feedback. I know they already had a full program, therefore I want to thank them even more for believing in me and their willingness to guide me in this exciting and challenging process of doing research and writing a thesis. Without them I could not have bring it to the desired end.

Before I went to Sri Lanka, I wanted to be well prepared. This was a stressful time because not only my theoretical framework had to be finished as much as possible, also the questionnaires and the semi structured interview needed to be ready for take-off. Besides all the things I needed to prepare for my research I also had to arrange my visa, accommodation etc.. For me, it was the first time to travel alone and I had never been to a country outside Europe. I would like to thank my family and friends for supporting me. I also want to thank my partner for believing in me when I hesitated and supporting me and giving me the time and space to work on my research project. Furthermore I want to thank the people who made me feel like I was home when I was in Sri Lanka, I had a great time.

Abstract

The aim of this research is to study which variables are related to leadership effectiveness and voice climate. For this study a mixed method research approach is used in which data is collected from leaders and subordinates and face to face interviews are held with leaders at eight manufacturing companies in Sri Lanka. The quantitative data supports the qualitative data in that the strength of the quantitative and qualitative approach can be maximized, while making up for the weaknesses of the single approaches. The mix of quantitative and qualitative data developed a more complete and complementary understanding, and increased the validity of the results. The companies are approached initially by mail and telephone conversation. The results showed that transformational leadership is positively related to leadership effectiveness and voice climate. The variables information sharing, LMX and pro-active behaviour are also positively related to leadership effectiveness.

Index

1. Introduction

"A manager does things right, a leader does the right things"

(Boselie, 2010, p. 219)

"What is the definition of leadership?" It depends on whom you are asking this question, as there are many different perceptions of leadership. These perceptions consist of the ideal vision about leadership, but also of the current situation. The following definition of leadership is used in this paper: "Leadership is influencing the behaviour of employees, by taking in a formal position pertaining to the employees. By using a particular leadership style, characteristics and motives by which the behaviour of employees could be influenced" (Stoker & Kolk, 2003). The difference between a leader and a manager is that a manager is concerned with budgeting, planning, organizing, solving problems and supervising. Where a leader is concerned with determining direction, aligning, motivating, and inspiring people (Stoker & Kolk, 2003). Boselie (2010, p. 219) makes a clear distinction between a manager and a leader: "A manager does things right, a leader does the right things" Taking into account the national culture with regard to leadership, it is usually conceptualized and investigated as a set of independent variables. It also has a pervasive influence on the leadership construal and leader behaviour of its members (Van der Vliert, 2006). Contextual factors, such as the leader its authority and discretion, but also the nature of the work, the attributes of subordinates, and the nature of the external environment are taken into account in the situational approach (Van der Vliert, 2006).

Leadership in Sri Lanka

Prior research about leadership in Sri Lanka is done. For example Kumarasinghe (2010) described leadership as follows: "Leadership extends beyond the knowledge of management processes. Managers tend to focus on processes while leaders focus on imaginative ideas. Leaders not only dream up ideas, but stimulate and drive other people to work hard and create reality out of ideas". Fonseka (2010) described the role of leadership as follows: "The role of leadership is essentially one of "establishing direction, aligning people, and inspiring" them to achieve the desired end." In challenging times strong leadership is needed, at such times employees tend to get emotionally drained and even the most loyal team members can

become pessimistic. Keeping the moral of the team high by maintaining a positive attitude, and team cohesion is very important in such situations; this could be done by continuous support and encouragement (Fonseka, 2010). A leader always has to remain focused on the project objectives and deliverables. Therefore technological knowledge alone is not sufficient for successful management of projects. Project managers and team leaders must enhance their knowledge of behavioural science to be a good leader (Fonseka, 2010). Therefore we can conclude that effective leadership is a critical factor in project success. It is imprudent to assign an individual who is conversant with only one specialized area of knowledge as a project manager or a team leader. (Fonseka, 2010). The team leader plays a vital role in assigning the right team to a project. He has to be very knowledgeable about the educational and skill levels of the team members and also about the factors that motivate each one of them (Fonseka, 2010). They also must possess strong oral and written communication skills. This is fundamental because of the conduct of frequent meetings and submission of periodic reports to management (Fonseka, 2010). Even though there is not one style, which is effective for all projects, this depends on the situation. However according to Fonseka (2010) a participative style, which promotes good teamwork and creative collaboration would be more suitable. Also in the study of Soysa (2009) it points out that transformational leadership can be underlying, but a flexible leadership style is needed for enhanced effectiveness. In this study the focus will be on which factors are related to leader effectiveness and voice climate. The research question is:

"What is the relationship between leader member exchange (LMX), transformational leadership, empowerment, values, pro-active behaviour, goal-focused leadership, information sharing, and the dependent variables: leadership effectiveness and voice climate?"

2. Theoretical framework

Leader member exchange (LMX)

The relationship between leaders and employees are the cornerstone of leadership, according to the LMX theory. This theory refers to the differing relationships that supervisors develop with subordinates within a work unit. According to Bass (1990) every LMX starts as a transactional social exchange but this can evolve to a transformational social exchange.

The two main studies done at LMX differ in essence. The study done by Liden and Maslyn (1998) focus on the friendship based relationship between leader and follower whereas Graen and Uhl-Bien (1995) focus on the professional relationship between leader and follower. Graen and Uhl-Bien (1995) developed the LMX7 to study the work relation between supervisor and subordinate. It answers the question about how effective the work relation between leader and follower is. This working relationship consist of trust, respect and mutual obligation which refers to the individual's assessment of each other in terms of their capabilities. This underlines the differences with the liking based dimension of interpersonal dimensions of interpersonal attraction and bonding suggested by others, which is described by Liden and Maslyn (1994). According to Graen and Uhl-Bien (1995) effective leadership occurs when leaders and subordinates have developed a mature work relation. This mature relationship can be reached by passing through the following stages. It begins with individuals who are strangers and engage in limited social exchanges, this is the testing process. The next stage is the acquaintance stage, this stage will be entered by social transactions which results relationships with greater amount of social exchange. Some of these dyads are able to advance even further to partnership, which experience a transformation from self-interest to a larger interest (Graen & Uhl-Bien, 1995).

According to Liden and Maslyn (1998) LMX does not consists of several stages which has to be completed but of four dimension. This four dimensions are: Contribution, loyalty, affect, and professional respect. This four dimensions implied LMX as a multidimensional construct in which an exchange might be based on one, two, three or all four factors. First the four dimensions will be spoken.

Contribution refers to the exchange of valued resources. These resources can be divided in two groups: physical resources like budgetary support, material, and equipment. As well as information and attractive task assignments (Liden & Maslyn, 1998).

Loyalty refers to the extent to which the leader and member are loyal to each other. This will show itself in the extent to which both leader and member publicly support each other's actions and character (Liden & Maslyn, 1998).

Affect refers to the mutual affection members of the dyad have for each other. This affection is primarily based on interpersonal attraction rather than work or professional values (Liden & Maslyn, 1998).

Professional respect refers to the perception of the degree of as well the leader as the follower of the reputation which each of them has built within and/or outside the organization and the perception of his/her line of work. This perception might be based on personal experience with the individual, comments about the person heard from colleagues, and awards, degree's, or other professional recognition achieved by the person (Liden & Maslyn, 1998).

Brower et al. (2000) asserts that the quality of the relationship between leaders and follower is mutually perceived, with balanced reciprocity in which both parties bring something of value to the exchange, and that the two individuals become interrelated. There should be no differentiation between a subordinate's and a supervisor's perception of the quality of the exchange. This corresponds with Paglis and Green (2002) who developed a questionnaire to measure the value contributed by the employee in an exchange relationship as well the value contributed by the leader in an exchange relationship. This exchange is described as reciprocal in nature, in which mutual expectations are being developed together with a set of understandings. Either the employee as the leader can make an offer to improve the relationship (Paglis & Green, 2002). Both the parties can determine his or her own level of involvement through the resources he or she is willing to contribute in support of the exchange relationship. If subordinates are seen as more loyal and committed to the company, supervisors rate the relationship with these subordinates as more positive. The immediate manager has an important role in communicating the extent to which employees are contributing to the organization, but also are the source of job assignments and growth and development for the employee (Paglis & Green, 2002). When the relationship has evolved to a mature relationship, similar levels of involvement should be reached (Paglis & Green, 2002). Duhlebon et al. (2011) found evidence in their study for explaining LMX by the leader behaviours and perceptions. According to this results they expect that the influence of leaders on LMX is higher than the influence of subordinates.

Employees differ in their way of thinking about speaking up as in role or ex role behaviour. Speaking up is related to voice climate, and previous research has shown a significant positive result of high quality relationship with the supervisor and voice climate (VanDyne et al., 2008). Van Dyne et al. (2008) found evidence for the positive impact of high quality LMX on voice climate. Ford and Seers (2006) also found evidence for the positive impact of high quality LMX on voice climate, they argue that in groups with high quality LMX relationships, employees are generally more likely to experience effective communication with their leader, and therefore feel challenged and appreciated (Ford & Seers, 2006). Effective leadership can take place when the relation between leader and subordinate is mature and both the leader and subordinate have the same expectations about the exchange based on contribution, loyalty, affect and professional respect. Therefore the following outcomes are expected:

Proposition 1a: LMX will show a positive relation with voice climate.

Proposition 1b: LMX will show a positive relation with effective leadership.

Transformational Leadership

According to Cardona (2000) transformational leadership is defined by a work-based exchange relationship. The leader promotes alignment by providing fair extrinsic rewards and by appealing extrinsic motivation of the employee. In this case the motivation comes from outside the person instead of appealing intrinsic motivation. Transformational leadership is usually viewed as a shared process, which involves the actions of leaders at different levels and in different sub-units of an organization. The influence of this process is to empower subordinates to participate in the process of transforming the organization. As a result major changes occur in the culture and strategies of an organization or social system (Yukl, 1989).

Transformational leaders are often described as being optimistic, hopeful, developmentally oriented, and of high moral character (Alexakis, 2011). As mentioned by Bass (2010) transformational leadership refers to the leader moving the follower beyond immediate self-interests through charisma, inspiration, intellectual stimulation, or individualized consideration. This is what elevates the follower's level of maturity and ideals as well as concerns for achievement, self-actualization, and the well-being of others, the organization

and society (Bass, 2010). A difference can be made between transformational leaders and transactional leaders in that transformational leaders are often seen as being too abstract, whereas transactional leaders are sometimes seen as being too mercenary. Both leaders are criticized for being too manipulative (Steers et al., 2012). Four components are of importance in transformational leadership:

Idealized influence: This component describes the role of the leader as sharing risks with subordinates and being consistent in conduct with underlying ethics, principles, and values. This makes the leader admired, respected, and trusted. Subordinates identify with their leaders and want to emulate their leaders. An important aspect in this domain for the leader is to consider subordinates' needs over his or her own needs (Bass et al., 2003).

Inspirational motivation: Leaders are role models, they motivate their subordinates by their behaviour and put challenge and meaning to their subordinates' work. The leader also encourage subordinates to envision attractive future states. Enthusiasm and optimism are displayed and individuals as well team spirit is aroused (Bass et al., 2003).

Intellectual stimulation: Leaders are stimulating their subordinates to be innovative and creative by reframing problems, approaching old situations in a new way and by questioning assumptions. Subordinates are actively involved in problem solution and innovative thinking, new ideas are welcome in this process of addressing problems and finding solutions (Bass et al., 2003).

Individualized consideration: Leaders do not only concern for performance outcomes but also pay attention to individual's need for achievement and growth. The mentoring and/or coaching role is present in this dimension. Subordinates are supported to develop their self by providing new learning opportunities in a supportive climate in which the individual is different in terms of needs and desires are recognized (Bass et al., 2003).

Transformational leadership and Leadership effectiveness, Voice climate

Morrison, Wheeler and Kamdar (2011) argue that voice climate is a result of social interaction and collective sense making. Two important factors in developing voice climate are leadership style and leader behaviour, due to the strong signals they can send about the likely consequences of voice behaviour (Morrison et al., 2011). Duhlebon et al. (2011) argue that transformational leadership creates a conducive environment in which employees are encouraged to be innovative and creative for reframing problems, by questioning assumptions. Furthermore leaders with a transformational leadership style encourage employees in innovative thinking and to come up with new ideas (Bass et al., 2003). They

will create a supportive environment in which there is room for self-development. Employees often react positively to leaders who try to motivate and inspire them (Duhlebon et al., 2011). Bass (1999) concluded that changes in the market has led to more need for transformational leaders and less transactional leaders if they would remain effective as leaders. Some important aspects of transformational leaders to remain effective are, empowering their subordinates by developing them into high involvement individuals. Autonomy and challenging work are of importance to create job satisfaction among employees (Bass, 1999). The influence of this process is to empower subordinates to participate in the process of transforming the organization. As a result major changes occur in the culture and strategies of an organization or social system (Yukl, 1989). From this findings the following is expected to be found:

Proposition 2a: A positive relation between transformational leadership and voice climate is expected to be found.

Proposition 2b: A positive relation is expected to be found between transformational leadership and leadership effectiveness.

Values

In prior research Bilsky and Schwartz (1994) defined values as "cognitive representations of the important human goals or motivations about which people must communicate in order to coordinate their behaviour". It refers to the concepts or beliefs about desirable end states or behaviours. They transcend specific situations, and guide selection or evaluation of behaviour and events. The motivational content of the value is the crucial feature of content that distinguishes one value (e.g. wisdom) from another (e.g. success) (Bilsky & Schwartz, 1994). This content distinguishing one value from another is the type of motivation or goal it represents.

Values have been defined in several ways, but some overlap can be found. In all these definitions of values, the qualities of values are treated as being latent constructs. These latent constructs, applied on multiple levels, are involved in evaluating activities or outcomes, and as having a general rather than a specific nature (Lord et al., 2001). Values like success, justice, freedom, social order, tradition, are used to motivate action and express and justify the solutions chosen by individuals, based on socially approved goals (Schwartz, 1999).

Lord et al. (2001) highlight two important functions of values. First, values can provide coherence and a sense of purpose to an individual's behaviours, because they are enduring and transcend situations. Second, values are a basis for generating behaviours that confirm to the needs of groups or larger social units, because they are normative standards. An important role for leaders is to influence the socialization processes and highlighting the relevance of behaviours to important social values. This is important for coordinating individual and group efforts to meet the requirements of larger social systems. Work values are standards that can be used to evaluate other people as well as to explain one's actions to others to emphasize the social aspects of values. Work values may be more central in an individual's value structure, and often have a more specific meaning and a general importance of work in modern lives. Lord et al. (2001) suggest that work values can serve as general constraints on the generation of work-related goals and behaviours. Goals and behaviour can be directly influenced by these work values and an individual's self-concept can be influenced indirectly by constraining aspects. These constraint operate continuously, most times outside of conscious awareness. Three identity levels are identified: individual, interpersonal, and collective. These levels have associated sets of values and have powerful effects on goals and behaviours (Lord et al., 2001).

Sosik et al. (2009) defined values as "concepts or beliefs about desirable end states or behaviours that transcend specific situations, guide selection or evaluation of behaviour and events, and are ordered by relative importance or intensity."

Brown and Trevino (2005) identified twenty two values which can be divided in four dimensions. These twenty two values are: "Altruism, Justice, Helpfulness, Teamwork, Equality, Experimentation, Variety, Creativity, Curiosity, Daringness, Obedience, Conformity, Self-Discipline, Tradition, Honour, Taking initiative, Ambition, Success, Directive, Admirable, Compete, Materialistic" (Brown & Trevino, 2005).

According to Brown and Trevino (2009) the four dimension of values can be subscribed to each of the following dimensions: 1. Self-enhancement, 2. Self-transcendence, 3. Openness to change, 4. Conservation.

The first two dimensions self-enhancement versus self-transcendence, refers to whether the values relate to individual or to collective interests. In which individual oriented values emphasize power, achievement, and success. Where collective oriented values stress altruism and universalism.

The last two dimensions, openness to change versus conservation, refers to values that are oriented toward change, experimentation, and flexibility or toward upholding tradition, meeting obligations, and seeking conformity (Brown & Trevino, 2009). Inthis study the focus will lie on self-enhancement versus self-transcendence.

Self-enhancement versus Self-transcendence: Self-transcendence emphasizes acceptance of others as equals and concern for their welfare. Whereas self-enhancement refers to values emphasizing the pursuit of one's own relative success and dominance over others (Bilsky & Schwartz, 1994).

According to Sosik et al. (2009) values of self-transcendence and self-enhancement represent an important higher-order grouping of individuals values which influence the moral dimensions of leadership. Self-transcendence in this concept is defined as altruistic interest in the welfare of others and is the importance placed on altruistic action stemming from a motive of other-directed selfless service. Self-enhancement is defined as the value that evokes a concern for the self and reflects the importance placed on egoistic and self-aggrandizing action stemming from a hedonistic motive. Values are important determinants in how people think of themselves or represents themselves to others. The collective self is mediating the relationship between self-transcendence values intensity and altruistic behaviour. This might even lead to higher managerial performance. In conclusion "Values of self-transcendence are of influence on the likeliness of a manager to make collective self-more salient and the independent self-less salient" (Sosik et al., 2009)

The managers' self enhancement values intensity is negatively related to the relational self, which reflects concern for a specific other's interest. A manager tends to operate from an individual self-identity when he or she is only interested in promoting a positive self-image, and puts the interests of specific others second. A manager's self-enhancement values intensity and its negative association with the relational self-concept could result in distrust, alienation, and lack of loyalty among employees, since mentoring and coaching are an important part of positive leadership developmental processes. This can even have an influence on the effectiveness of managerial performance (Sosik et al., 2009).

Ross et al. (1999) define the dimension self-transcendence versus self-enhancement as "opposes values that emphasise acceptance of others as equals and concern for their welfare (universalism and benevolence) to values that emphasise the pursuit of one's relative success and dominance over other (power and achievement)". A distinction has been made by Michie

and Gooty (2005) between self-transcendent values and self-transcendent behaviours. Self-transcendent values are: universal values, social justice, equality, broadminded, benevolent values, honesty, loyalty, and responsibility. Self-transcendent behaviours are: treat others fairly, treat others with respect, open to the ideas and opinions of others, transparent, forego self-interest for the common good (Michie and Gooty, 2005).

Fu et al. (2010) mentioned that self-enhancement values and self-transcendent values are often threatened as two independent dimensions. A leader who has a high level of self-transcendent values does not have automatically a low level of self-enhancement values, or vice versa. Leaders could differ in which value they rank higher in order, but have both self-transcendent and self-enhancement values. By treating these two variables as independent, subordinates responses can be examined to different combinations of leaders' value orientations (Fu et al., 2010).

Self-enhancement is also known as the motive to increase self-positivity, it is pervasive and could be consider as fundamental or universal. The universality of the self-enhancement motive is argued as less in East-Asian cultures. Self-enhancement is argued to be a Western phenomenon and individuals in East Asian cultures are argued to have no need for self-positivity (Gaerter et al., 2008).

Values and Leadership effectiveness

Prior research found that values, held by leaders, are related to their behaviours and effectiveness and a consistent relationship is shown between the personal values of managers and several criteria of managerial effectiveness. The leaders often have an example role for the follower by holding on to the values strongly, so that subordinates have a model on which they can focus and to which they can aspire (Kark et al., 2007).

There are three identity levels of focus at leadership activities. The first one is the individual level, the second one is the relational level, the third level is collective identities. In this study the focus will be on the relational level. According to Lord et al. (2001) leadership will work best when there is a match between the identity level of subordinates and the focus of the leader. Leaders are the most effective when the self-concept of subordinates is consistent with the identity level stressed by leaders, and the implications of the values that leaders stress. Thereby leaders need to be consistent in terms of the identity level and the values they stress, because if there is a lack of congruence it could cause ambiguity or a conflict with subordinates. In conclusion values correspond to individual versus collective identities and

leadership activities imply certain values. Therefore it is possible for leaders to directly and indirectly activate different levels of a subordinate's self-concept. Fu et al. (2010) also found evidence for the fact that when leaders are consistent in the values which they enhance, they will be more effective in being a leader than when they are not consistent in enhancing their values. When subordinates experience this inconsistency in values within leaders their commitment to the company will be lower and their attention to leave is higher. This outcome found by Fu et al. (2010) shows that not only leadership behaviour is of importance but that also the values which are enhanced by the leader are of great importance. The values enhanced by the leader are of great importance for subordinates performance whereas:

Proposition 3: Self enhancement is expected to show a positive relation with leadership effectiveness due to the positive leadership developmental processes (Sosik et al., 2009).

Empowerment

Empowerment is not a personality trait but a set of cognitions shaped by the working environment. It reflects the ebb and flow of people's perceptions about themselves in relation to their work environments. Empowerment is a continuous variable, in which people can be viewed as more or less empowered and specified to the work domain instead of a generalized construct enduring the life span (Spreitzer, 1995). Also Spreitzer (1995) and Chen et al. (2007) define empowerment as the intrinsic motivational concept of self-efficacy, which cannot be captured by a single component. Empowerment reflects an individual's orientation to his or her work role, which consists of four components. These four components are meaning, self-determination, competence, and impact. These will be discussed later in this section. Spreitzer (1995) and Chen et al. (2007) were not the only researchers who maintained more than one aspect in empowerment.

Quinn and Spreitzer (1997) defined two perspectives on empowerment. The first is the mechanistic approach and the second is the organic approach. The mechanistic approach is a top down approach in which empowerment is about delegating decision making, it starts at the top, the vision, mission, and strategy of the company has to be clarified. Tasks, roles, and rewards has to be clarified. Also responsibility has to be delegated and the individuals has to be hold accountable for the results (Spreitzer, 1997).

Individuals who believed in the organic approach see empowerment as a process of risk taking and personal growth. In this approach empowerment starts at the bottom by the understanding of employee's needs and beliefs. Leaders have an example role to encourage empowered behaviour, and they have to build teams to encourage empowered behaviour. Intelligence risk taking has to be encouraged and individuals has to be trust in their performing (Quinn and Spreitzer, 1997). Participation can be encouraged by leaders through involving employees in the decision making process, when it maintains decisions which are also affecting these employees. Besides that it will influence the encouragement of employees positively, and increasing the acceptance of decisions it will also improve the quality of decision making in the workplace (Yukl & Becker, 2006).

Yukl and Becker (2006) describe the process of decision making. This decision making process will have a great influence on empowering employees. To increase empowerment of the employees, power has first to be decentralized (Yukl and Becker, 2006). But only decentralizing the power is not enough, management programs and systems may be required to share information, knowledge and rewards among the employees at all levels. The empowerment of the employees can be increased by giving them access to information, funds, materials, and facilities which are needed to do the work effectively. By giving employees more access to information about the mission and performance of the organization, and making sure that they are aware of what is happening, and "up to date", then they will experience more empowerment (Yukl & Becker, 2006).

One step further in decentralizing power, and sharing information and knowledge with the employees is the decision making process. Yukl and Becker (2006) describe the process of decision making. This decision making process will have a great influence on empowering employees. By allowing employees to have representatives on key decision making bodies, organizations can greatly increase empowerment. There are four basic types of decision procedures described by Yukl and Becker (2006). These four types can be arranged on a continuum from no influence by others to a high level of influence. These four types of decision procedures are: autocratic, consultative, joint, and delegation. First, the autocratic decision making procedure, is characterized by making decisions by the leader without asking for the opinions of others. The second decision procedure is conductive decision making. In this type of decision making, leaders ask others for their opinion and ideas but they make the final decision alone, after considering others view. The third type of decision making procedure is joint decision making. In this type of decision making the decision is

made together by the leader and other relevant parties such as subordinates. The fourth type of leadership is delegation. In this type of decision making leaders give an individual or group the authority and responsibility to make a decision (Yukl & Becker, 2006).

Quinn and Spreitzer (1997) didn't focus only on how to empower people, but also on characteristics of an empowered person. First they describe how leaders can empower their employees, the following practices are part of the empowerment process and will show that empowerment is a process which can be influenced by leaders: information sharing, providing structure, developing a team-based alternative to hierarchy, relevant training opportunities has to be offered, and employees have to be rewarded for risks and initiatives they are expected to take. Empowerment has to be defined in terms of fundamental beliefs and personal orientation. This results in the four dimension of empowerment: meaning, self-determination, competence, and impact.

In which *meaning* is the value of a work goal or purpose which is judged by the individuals personal values, beliefs, ideals and standards. In short, individuals feel that their work is important for them (Spreitzer,1995). Also Yukl and Becker (2006) define meaningfulness as caring about a given task, it is the engine of empowerment, because when people care about their task or project they are energized to do their work (Yukl & Becker, 2006).

Competence is an individual's belief in his or her capability to do their work good and is also known as self-efficacy. Competence is analogous to effort performance expectancy, agency beliefs, and personal mastery (Spreitzer,1995). According to Yukl and Becker (2006) competence is analogous to self-efficacy or personal mastery of Bandura (1986). Also Yukl and Becker (2006) define competence as the individual's belief in his or her own capability to do their work task.

Self-determination reflects the autonomy of an individual in the initiation and continuation of processes and work behaviour. Self-determination also reflects the sense of choice an individual has in initiating and regulating actions. This reflects the degree of choice an individual has in deciding how to do their job (Spreitzer,1995). Yukl and Becker (2006) define self-determination of Spreitzer (1995) as choice. They say that this concept is similar to locus of control in which people with an internal locus of control orientation believe that their own actions have an influence on the events in their live. People who have an external locus of control orientation believe that the events in their live occur by causality or faith, this locus of control is also known as "locus of causality" (Yukl & Becker, 2006). In conclusion

self-determination or choice is defined as "the individuals sense of having a choice in initiating and regulating one's own work" (Yukl & Becker, 2006).

Impact determines if the individual has influence on the strategy, administrative, or operating outcomes at work. Impact is influenced by the work context and does not reflect a personality characteristic. It is about the feeling to add something, and that people listen to their ideas (Quinn & Spreitzer, 1997). Yukl and Becker (2006) also refer to impact as having influence on one's task environment. This concept builds on the concept of locus of control, and therefore, on the belief that an individual has influence on organization-level decisions, or the learned helplessness of someone. In conclusion impact is about the effect someone has on the strategy, administrative, or operating outcomes at work (Yukl & Becker, 2006).

Empowerment and Voice climate

These four cognitions reflect an active orientation work role, in which an individual wishes and feels able to shape his or her work role and context and together create an overall construct of psychological empowerment (Spreitzer, 1995). In the first place the leader should be empowered to be able to empower his or her employees, this will have his influence on the relation between both. Employees who score high on empowerment often have a better relation with their leader, and vice versa (Chen et al., 2007).

According to Duhlebon et al. (2011) leaders have to provide: support, challenging assignments, decision making capabilities, actions which should increase the perception of meaning, competence, self-determination and impact to develop and feel like they are contributing more to the work group. This enhances perceptions of impact and self-determination. The four cognitions of empowerment reflect an active orientation work role, in which an individual wishes and feels able to shape her work role and context and together create an overall construct of psychological empowerment (Spreitzer, 1995).

Impact is influenced by the work context and does not reflect a personality characteristic. It is about the feeling to add something, and that people listen to their ideas (Quinn & Spreitzer, 1997).

In conclusion self-determination or choice is defined as "the individuals sense of having a choice in initiating and regulating one's own work" (Yukl & Becker, 2006).

First they describe how leaders can empower their employees. The following practices are part of the empowerment process and will show that empowerment is a process which can be

influenced by leaders: information sharing, providing structure, developing a team-based alternative to hierarchy, relevant training opportunities has to be offered, and employees have to be rewarded for risks and initiatives they are expected to take (Quinn & Spreitzer, 1997).

To increase empowerment of the employees, power has first to be decentralized (Yukl and Becker, 2006). But only decentralizing the power is not enough, to share information, knowledge and rewards among the employees at all levels, management programs and systems may be required. The empowerment of the employees can be increased by giving them access to information, funds, materials, and facilities which are needed to do the work effectively. By giving employees more access to information about the mission and performance of the organization, and making sure that they are aware of what is happening, and "up to date", then they will experience more empowerment (Yukl & Becker, 2006). Therefore the following is expected to be found:

Proposition 4: In this study a positive relation between empowerment and voice climate is expected to be found.

Goal-focused leadership

Goal-focused leadership is based on the path-goal theory, which reflects a dyadic relation between leader and follower. The relationship between leader and follower is concerned with how leaders affect the motivation and satisfaction of these employees. The behaviour of the leader can be divided in four kind of behaviours two of them are path-goal behaviour well the other two are behaviours directed toward satisfying subordinate needs. The four kind of behaviours are (House,1996):

Directed path-goal clarifying leader behaviour. This behaviour is directed toward providing psychological structure for the employees. This can be done by scheduling and coordinating work, giving specific guidance, and clarifying policies, rules and procedures. Hence, the role ambiguity should be declined for the employees. Furthermore, it has to be more clear which goals have to be achieved and which role subordinates have in this and therefore for what they should be rewarded in terms of payment, advancement, job security, etc. (House,1996).

The second type of behaviour is supportive leader behaviour, this type of behaviour is directed toward the satisfaction of subordinates needs and preferences. Some examples are displaying concern for employees welfare, and creating a friendly and psychologically

supportive work environment. Supportive leader behaviour was asserted to be a source of self-confidence and social satisfaction. Thereby it should reduce stress and alleviate frustration of employees. Together it will lead to better job performance (House,1996). Supporting can be defined as showing acceptance, consideration, and concern for the needs and feelings of other people. These components of supportive leadership are of importance to build and maintain an effective interpersonal relationship Yukl et al. (2002).

The third type of behaviour is participative leader behaviour, leaders who enhance this type of behaviour encourage their employees to share their ideas and come up with suggestions. These ideas, suggestions and opinions are taken into account in the decision making process (House,1996). Involving subordinates in the decision making process is also according to Yukl et al. (2002) important in participative leadership. They define this process as consulting. This participative type of leadership has four main effects, the first is clarifying path-goal relationships concerning effort, work-goal attainment and extrinsic rewards. The second effect is increasing congruence between subordinate goals and organizational goals. The third effect is increasing subordinate autonomy and ability to carry out their intentions, which will lead to greater effort and performance. The fourth main effect will be increasing subordinate involvement and commitment (House,1996).

The fourth type of behaviour is achievement oriented behaviour. Leaders who enhance this type of behaviour encourage performance excellence by setting challenging goals, seeking improvement, emphasizing excellence in performance, and showing confidence in the subordinates skills, abilities and competences to succeed their task (House,1996). Developing can be seen as coaching, like providing opportunities to develop skills and confidence, but also facilitating skill learning by explaining how to solve a complex problem, asking questions that can help someone learn how to perform a task better and helping someone to learn from his or her mistakes (Yukl et al., 2002) .

Thus, the path-goal theory does not look at the effect of a leader on the whole organization, but only at the effect of leaders on the motivation and satisfaction of the employees who they are directly leading. An important element of the path-goal theory is that it is as well task oriented as person oriented. To ensure both employees satisfaction and effective performance it is necessary for the leader to provide incremental information, support, and resources. This makes the role of a leader instrumental (House,1996). The leader has to translate the organization's strategy into goals, and align the efforts of workers with these goals. Aligning

the efforts of the employees with the organizational goals is an important role of the leader. Good communication of the leader is the starting point of aligning employees' efforts with organizational goals is. The leader has to communicate effectively about the organizational goals, the organizational goals have to be developed in strategies of which all the employees are aware of. This will lead employees to develop high levels of person – organization goal congruence, this can be achieved by translate those goals to work unit goals priorities, and link the work of each employee to the organization's goal (Colbert & Whitt, 2009).

Task behaviour include short-term planning, this means deciding what to do, when to do it and how to do it, and who is going to do what. Planning is the most visible part of this process of clarifying responsibilities and objectives (Yukl et al., 2002). Clarifying responsibilities have as goal, to make sure that, everyone knows what to do and how to do it. It shows itself in setting specific task objectives, communicating plans, role expectations, and policies. It is the core component of instrumental, directive, behaviour in the path-goal theory. After clarifying the responsibilities, the next step is monitoring operations and performance (Yukl et al., 2002). Monitoring is gathering the information about the operations of the manager's organizational unit. This includes not only the progress of the work, and the performance of individual subordinates, but also the quality of products or services, and the success of projects or programs. Prior studies found evidence for the influence of monitoring on effectiveness. Leaders who do more monitoring were found to be more effective than leaders who did less monitoring. Therefore monitoring was related to leader effectiveness (Yukl et al., 2002).

Goal focused leadership and Leadership effectiveness

Path-goal theory concerns relationships between formally appointed superiors and subordinates in their day-to-day functioning. It is concerned with how formally appointed superiors affect the motivation and satisfaction of subordinates. It is a dyadic theory of supervision in that it does not address the effect of leaders on groups or work units, but rather the effects of superiors on subordinates (House, 1996). Attention is paid to psychological structure, the satisfaction of their subordinates and knowing what their needs and preferences are. Furthermore clarifying path-goal relationships concerning effort, work-goal attainment and extrinsic rewards, increasing congruence between subordinate and organizational goals, increasing subordinate autonomy and ability to carry out their intentions, and increasing subordinate involvement and commitment will have a positive effect on leadership effectiveness. Even as encourage performance excellence. These components of goal-focused

leadership together will show a positive relation with leadership effectiveness, because effective leadership depends on the match between leadership style and follower task relevant maturity, or task readiness (Bruno & Lay, 2008).

Proposition 5: Goal-focused leadership includes both ensure employees satisfaction and effective performance, therefore a positive relation with leadership effectiveness is expected to be found.

Information sharing

According to Bunderson and Boumgarden (2010) there are several conditions under which information is shared more easily between group members. One of this conditions is that when group members have an "expert role assignment", this means that they know they have the relevant information and accountability. This framework of who knows what encourages information sharing between group members. The formal leader who has a vertical role differentiation can facilitate the information sharing within this structure by ensuring that different pieces of information are shared and acknowledged during task related interaction. This supports the notion that information sharing in teams can be fostered by greater structure through clearly establishing who does what, who is responsible for what, and who reports to whom (Bunderson & Boumgarden, 2010).

Where Bunderson and Boumgarden (2010) mention the importance of knowing where to find the information, Langfred and Moye (2004) mention the importance of information asymmetry between leader and follower. An individual will share information with his leader if he or she has more knowledge about the particular topic than the supervisor has. If he or she does not have more knowledge about that particular topic than the supervisor has, he or she will not share information with his or her supervisor. So, it depends on the information asymmetry between the follower and the leader, if information will be or not be shared (Langfred & Moye, 2004). A subordinate can have more current and technical knowledge about the project he or she is working on, because the supervisor is the one who oversees not only, for example, the software engineer but also a graphics developer and a technical writer. Therefore there will be information related performance gains when the software engineer for example participates the decision making process. This subordinate has task-specific knowledge which can contribute to better decision making (Langfred & Moye, 2004). Thus, men can take advantage of letting subordinates participate in the decision making process in

how and when to complete the task (Langfred & Moye, 2004). Both aspects of information sharing, as well where to find the information and information asymmetry seems to be of importance. According to Magnus and De Church (2009) groups spend more time discussing shared information than sharing new "unshared" information. This unshared information is uniquely held by one group member. Uniqueness refers to the knowledge of team members from which the team can benefit. When uniqueness increases the teams pool of knowledge is expanding, and available for processing. This will increase the team task performance (Magnus & De Church, 2009).

Information sharing, Leadership effectiveness and Voice climate

Duhlebohn et al. (2011) concluded that the meaning of work for subordinates increases when there is information access. Kumarasinghe et al.(2010) studied the communication and inter-personal relationships between top an middle managers. They argue that supportive oral communication is positively related to the perception of the individuals and that managers who communicate well and attentively to their subordinates achieve better results in situations that involve nurturing and maintaining trustworthy relationships (Kumarasinghe, 2010). Sharing information depends on knowing where to find the right information and information asymmetry between subordinates and leader. If both aspects are in mind information sharing will occur which will have a positive impact on voice climate.

Proposition 6a: Information sharing is expected to show a positive relation with voice climate.

Proposition 6b: Information sharing is expected to show a positive relation with leadership effectiveness.

Pro-active behaviour

Prior research is done to pro-active behaviour by Bateman and Crant (1993). They mention that pro-active behaviour should be considered as a dynamic interaction process in which person, environment, and behaviour continuously influence one another. Bateman and Crant (1993) already mentioned that persons are not 'passive recipients of environmental presses'. The essential of pro-active behaviour according to Bateman and Crant (1993) is "…people are assumed capable of intentionally altering situations in ways other than selection, cognitive restructuring,(unintentional)e vocation, or (intentional) manipulation of social

responses by others. People can intentionally and directly change their current circumstances, social or non-social".

Bal, Chiaburu, and Diaz (2011) define proactive behaviour as "self-directed and future-focused actions whereby employees aim to bring about change, continue to gain acceptance as essential for optimal organizational functioning, especially in contemporary workplaces, characterized by rapid changes".

Bal et al. (2011) consider two behaviours that can be considered proactive, as outcomes. These two are knowledge sharing and taking charge. Knowledge sharing can be defined as sharing information, ideas, suggestions, and expertise by individuals which is organizational relevant.

Taking charge can be defined as employees voluntary and constructive efforts to affect organizationally functional change with respect to how work is executed (Bal et al., 2011).

Proactive behaviour shows itself in an individual through identifying opportunities and act on them, show initiative, and persevere until a meaningful change is achieved. Proactive individuals transform the organizations mission, find and solve problems, and take it on themselves to have an impact on the world around them. Whereas less proactive people are passive and reactive, they adapt to circumstances instead of changing them (Seibert, Crant & Kraimer,1999).

From the interactional psychology perception behaviour is both internally as externally controlled. From this view interaction consist between a person and his environment, whereby individuals select, interpret, and change situations. This has an positive impact on career success, because individuals who exert control over their work situation anticipate change more easily because of understanding the contingencies of their environment. Creating their own work environment consists of creating your own work methods, procedures, and task assignments and even exert influence over decisions affecting their pay, promotions, and the distribution of other organizational rewards (Seibert et al.,1999).

Also individuals who show proactive behaviour are more often involved in management activities, for example seeking out job and organizational information, obtaining sponsorship and career support, conducting career planning and persisting in the face of career obstacles. Individuals who show proactive behaviour also select and create situations that enhance the likelihood of high levels of job performance, and are more often likely to identify and pursue

opportunities for self-improvement, such as acquiring further education or skills needed for future promotions (Seibert et al., 1999).

Seibert et al. (1999) found significant evidence for a positive relation between proactive personality and employees current salary, the number of promotions received, and their career satisfaction. Thus objective and subjective career success are also associated with proactive personality.

Pro-active behaviour and Voice climate

Volmur, Spurk, and Niessen (2012) found a significant positive relationship between leadership and creative work involvement which is moderated by job autonomy. Job autonomy is defined as to what extent employees have something to say about scheduling their work, selecting the equipment they will use, and deciding which procedures to follow. Subordinates who show pro-active behaviour influence their work environment because proactive individuals transform the organizations mission, find and solve problems, and take it on themselves to have an impact on the world around them. This can be done by the component knowledge sharing. This involves sharing information, ideas and suggestions which are organizational relevant (Volmur et al., 2012). Therefore the following is expected to be found:

Proposition 7: Pro-active behaviour is expected to show a positive relation with voice climate.

Voice climate

Climate can be defined as the collective beliefs or perceptions about the behaviours, activities, and practices that are rewarded and supported in a given work environment (Morrison et al., 2012).

According to Spreitzer (1995a) the culture of the work unit is defined as what is valued, and what should be cared about. An important factor which influences the culture of the work unit is the statement of mission and vision. Clearly defined mission and vision is important in sending a clear signal to the employees about what is valued in the company. These values together with the participative actions of the senior management are important in creating an organizational climate (Spreitzer, 1995a).

A participative unit climate can be defined in terms of personality of an organization, and influencing the behaviour of its members, it shapes behaviours and moulds employees attitudes. Characteristic for a participative unit climate is the acknowledgement, creation, and liberation of employees, whether in non-participative climates control, order, and predictability are more present (Spreitzer, 1996). Further employees in a participative climate are showing more initiative and contribute actively to the organization instead of waiting for top-down command and control. Human resources are acknowledged as a success factor of an organization and employees are encouraged to be creative, and take initiative and are hold responsible for their actions. So far, a participative unit climate is argued to facilitate cognitions of empowerment (Spreitzer, 1996).

Voice is defined as change-oriented, promoting behaviour that emphasizes expression of constructive challenge intended to improve rather than merely critize (VanDyne et al., 1995; VanDyne and LePine, 1998) and can be predicted by the relationship with the supervisor. Voice is also speaking up when suggestions for change are needed and recommend modifications to standard procedures, even when others disagree. New ideas and suggestions facilitate a dynamic organization's environment to improve itself continuously (VanDyne & LePine, 1998).

Voice climate refers to the discretionary verbal communication of the shared perception, ideas, opinions or suggestions within a group with the intent to improve organizational or unit functioning (Franzier & Bowler, 2012; Morrison, Wheeler, & Kamdar, 2012). Absence of voice can have negative implications for group performance, therefore it is important to take voice climate serious. Groups are characterized by interdependence, divergent perspectives, shared responsibility, and diffuse expertise. This has as result that the effectiveness of the unit depends on communication, sharing knowledge, and speaking up with ideas and suggestions (Morrison et al., 2012).

The opposite of voice climate is the climate of silence, which refers to a work climate with an absence of voice. This is the result of believing that it is dangerous to speak up, therefore suggestions and ideas will not be shared. According Morrison et al. (2012) there is a continuum of which the shared beliefs of speak up range, from extremely negative (climate of silence) to extremely positive (speaking up is very safe and worth the effort). Individuals will weigh the potential risk and benefits before speaking up. One important factor in deciding if

speaking up will be worth the effort, are the beliefs about voice within the individual's immediate environment.

Leadership effectiveness

According to Bruno and Lay (2008) the effectiveness of a leader depends on the leadership style which they enhance, and if this leadership style is appropriate for the current situation. This statement comes forth from the situational leadership theory which assumes that effective leadership depends on the match between leadership style and follower task relevant maturity, or task readiness. The tri-dimensional leader effectiveness model measures three aspects of leadership behaviour. These three aspects are: style, style range or flexibility, and style adaptability or leadership effectiveness. Every person is different and so is there leadership style and behaviour , a person's leadership style is a combination of task behaviour and relation behaviour. Task behaviour can be explained as "the extent to which leaders are likely to organize and define the roles of the members of their group" (Bruno and Lay, 2008, p.679). Task behaviour is more related with the transactional leadership style. Relation behaviour is more related with the transformational leadership style and can be explained as "the extent to which leaders are likely to maintain personal relationships between themselves and the members of their group. (Bruno and Lay, 2008, p.679). Whereas Bass (1999) mentioned that the best leaders contain components in their leadership style of both transactional and transformational, because the components of transformational leadership are augmenting the transactional leadership style in leadership effectiveness. Avery et al. (2003) studied the relationship between leader experience and effectiveness, and they have defined several predictors of leadership effectiveness. Leader's experience, experience in the job of his/her subordinates and experience under high stress conditions are assessed as predictors of leader effectiveness. Schyns and Schillings (2010) mentioned two criteria of effectiveness, the first are hard criteria of effectiveness, such as company performance, and the second are soft criteria, such as job satisfaction. Also a distinction can be made between favourable and unfavourable attributes. In which sensitivity, intelligence, dedication, dynamism/charisma, and strength are examples of favourable attributes, and unfavourable attributes are tyranny and masculinity. Leaders with predominantly favourable attributes are seen as more effective (Schylings & Schillings, 2010).

Another description of effective leaders comes from O'Shea et al. (2009). They describe optimal leaders as leaders who score high transformational, high-contingent, and low passive. All these three variables are critical in making the pattern effective. Leaders who show the optimal pattern show also more positive outcomes (O'Shea et al, 2009). According to Yukl et al. (2002) managers should take an active role in developing skills an confidence of their subordinates to be an effective leaders. Also recognizing, which involves praising your subordinates and showing appreciation is important when goals are achieved. This will have an positive effect on the subordinates contribution to the company (Yukl et al., 2002).

Bruno and Lay (2008) focused on situational leadership. Readiness in situational leadership contains three components, a follower has to demonstrate the ability, and willingness to accomplish a specific task. Ability here is defined as the knowledge, experience, and skill needed to accomplish the task, and willingness is defined as confidence, commitment, and motivation for accomplishing the task (Bruno & Lay, 2008). Leaders will struggle most the time with behaving effectively and ethically, because they are tied to achieving in a competitive situation within rational means whatever it takes to win or succeed. Organizational interests therefore need special attention, sometimes at the cost of the interests of outside stakeholders or even the interests of individual group members (Michie & Gooty, 2005). The success of the organization is directly, by compensation, and indirectly, by reputation, connected to the leader's individual success and well-being, this self-interests is automatically promoted (Michie & Gooty, 2005).

Research Model

Transformational leadership (So)	
Information sharing (L,S)	**Leadership effectiveness (So)**
Values (L, S): *Self-enhancement, Openness to change, Conservation*	
Goal-focused leadership (So)	
LMX (So)	
Pro-active behaviour (L)	

*L=Leaders, So=Subordinates, S=Self report

*L=Leaders, So=Subordinates, S=Self report
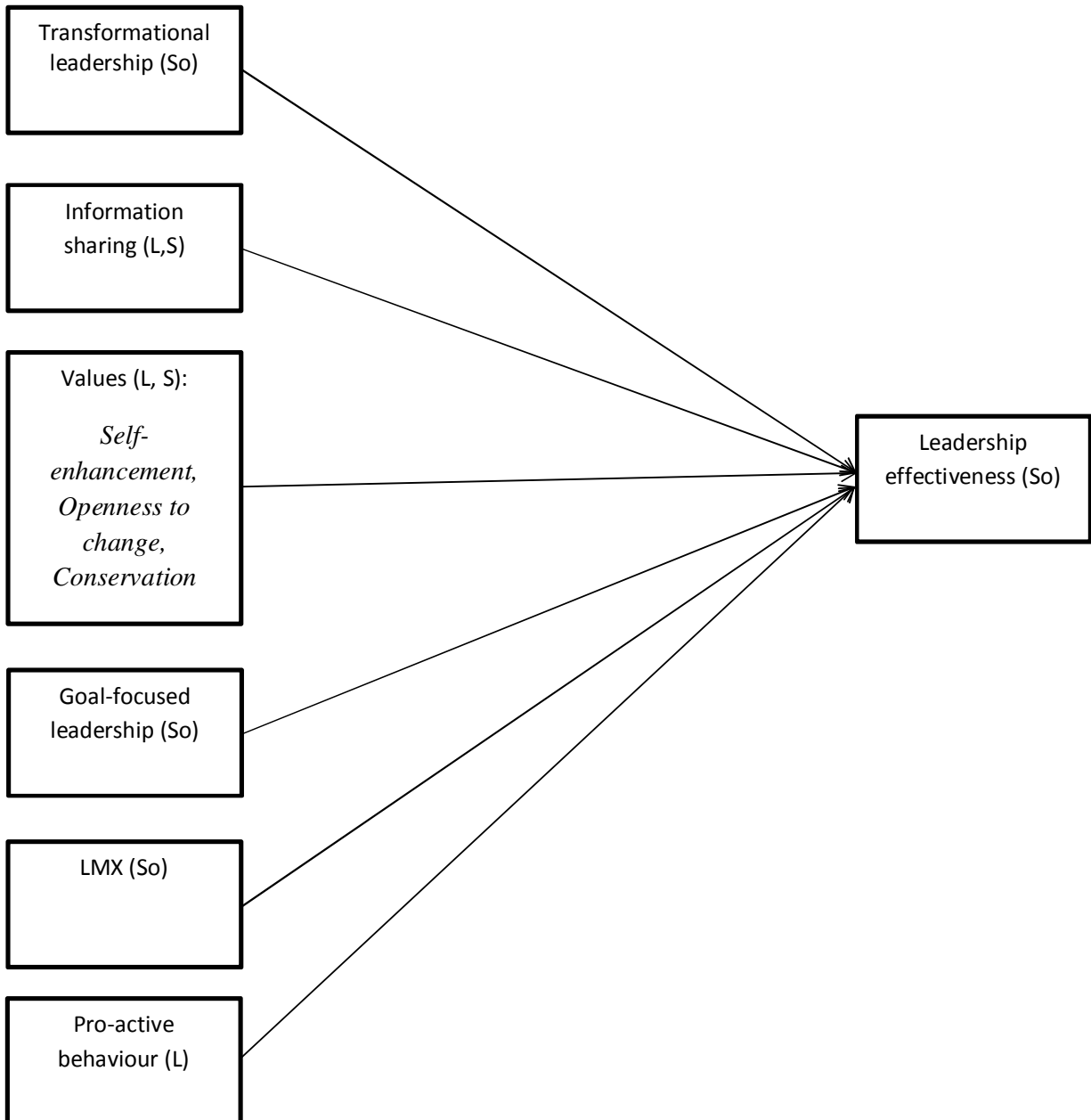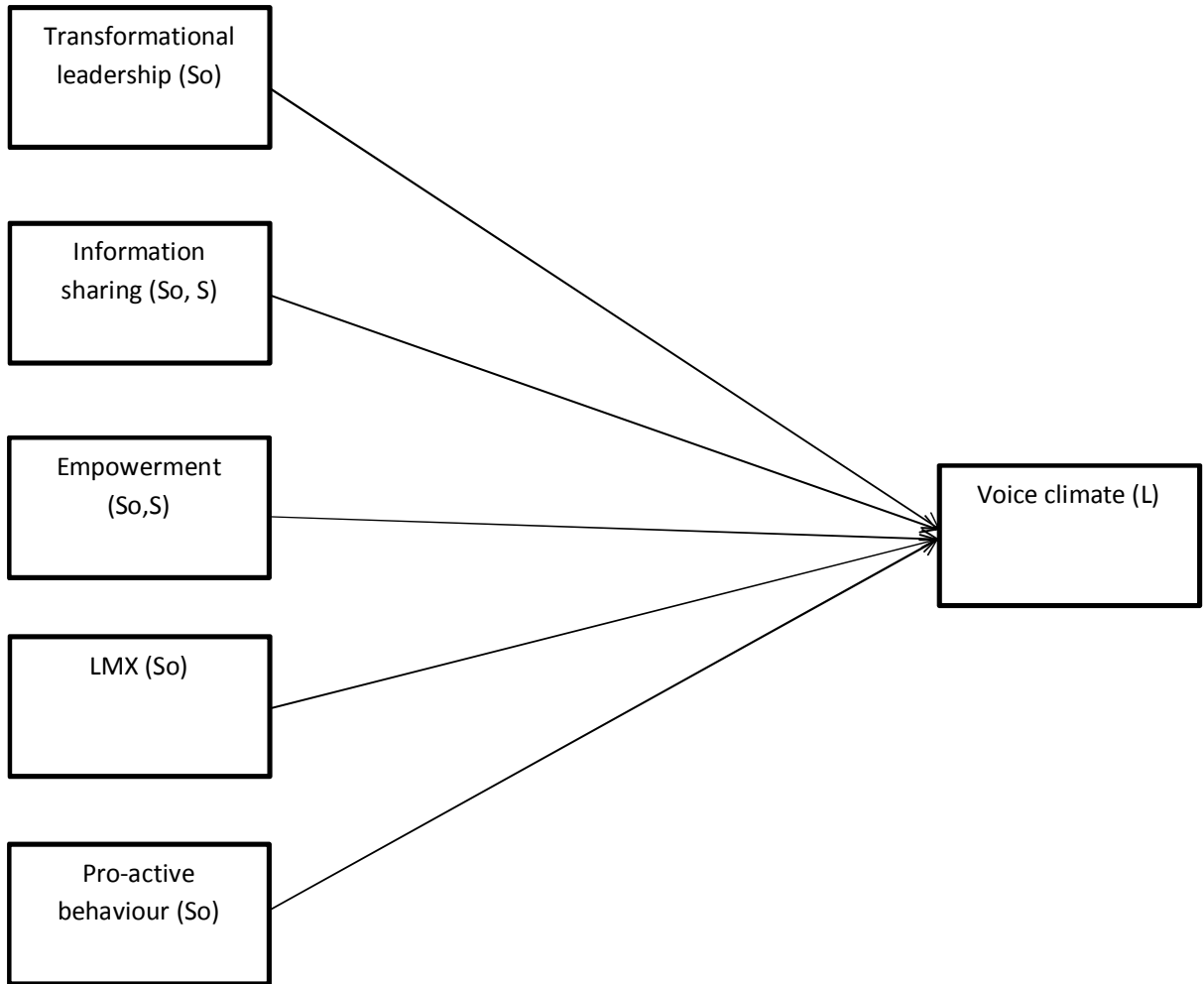
3. Methodology

In this chapter the mixed method will be discussed as being the wright approach for doing an explanatory research in the field of leadership.

An explanatory study answers the question: What is/are? The primary goal of explanatory research is to understand the nature or mechanisms of the relationship between the independent and dependent variable. In this study in the field of leadership is to understand the nature or mechanism of the relationship between the predictors and LMX and leader effectiveness.

Mixed method approach

An explanatory study can be done by both quantitative numeric data and qualitative narrative data. By combining these two approaches to a mixed method approach the strength of each approach can be maximized, while making up for the weaknesses of the approaches. The mixed method approach can develop more complete and complementary understandings, and increase validity of results (Stentz et al., 2012).

Mixed methods research is a research design with philosophical assumptions as well as methods of inquiry. Mixed methods approach as a methodology involves philosophical assumptions that guide the direction of the collection and analysis and mixture of qualitative and quantitative approaches in many phases of the research process. The focus lies on collecting, analysing, and mixing both quantitative and qualitative data in a single study. The mix of both quantitative and qualitative approaches should provide a better understanding of research problems than either approach alone (Stentz et al., 2012). The mixed-methods approach is not only an upcoming trend but was used and discussed several years ago by historical researcher like Cronbach (1975). This mixed method approach is very useful in the nature of complex leadership research problems. This provides support for extending beyond mere quantitative numbers or qualitative words. Using both experimental studies in laboratory and fieldwork contexts for purposes of corroboration for example can provide the most complete data set to conduct analysis. A disadvantage of this mixed-method approach is that researchers have to learn about multiple methods, and also the several manners of mixing them appropriately. But the more complete analysis which results from the mixed-methods approach makes it worthwhile.

The mixed methods approach consist of several elements in which a mixed method approach can differ. These differences in element which will be explained below lead to a diversity in mixed method designs. Each situation will ask for a distinctive mixed-method design. First the elements of the mixed methods approach will be explained, thereafter the mixed- method design forthcoming from these elements will be discussed.

Key elements

There are four elements which are central to designing a mixed methods study: The extent of interaction, the relative priority, the timing, and where and how they are mixed. The first key element is the interaction between quantitative and qualitative study components, this interaction is characterized by whether they are kept independent from one another or interact with one another. When the quantitative and qualitative components are kept independent from one another they are conducted separately and only mixed during the overall interpretation at the end of the stage of a study, such as during data analysis (Stentz et al., 2012). This approach will be used in the study to leadership.

The second key element is priority. Priority explains which method, quantitative or qualitative, is of more importance for the study. Several situations are possible. The quantitative method can be of higher importance than the qualitative method. Or the qualitative method can be of higher importance than the quantitative method. Another possibility is that both the quantitative and the qualitative method are equal to each other, and that they complement each other.

The third element is timing. Timing describes in which order the data is collected, analysed and interpreted by the researcher. There is a distinction to make in concurrent timing, sequential timing, and multiphase combination timing. Concurrent timing means that the researcher executes both the quantitative and qualitative data during a single stage of the study. Sequential timing means that first the one type of data is collected and analysed before the other type of data is collected and analysed. Multiphase combination timing means that the researcher implement multiple phases in which sequential timing or concurrent timing are included (Stentz et al., 2012).

The fourth and last element is mixing, this refers to when and how the two different types of data are integrated. The mixing of data can occur at any of the four major steps in a research process: 1. During interpretation, 2. During data analysis, 3. During data collection, 4. During the research design process. The choice between these four stages will lead to one of the four

mixed methods designs: convergent parallel design, the explanatory sequential design, the exploratory sequential design, and the embedded design.

Design

The first design is convergent parallel design. In this design both the quantitative components and qualitative components are concurrently timed during the same phase of the research process. In this design the quantitative and qualitative methods are of equal importance. The quantitative and qualitative components are kept independent, but are mixed during the results stage. In this results stage the overall interpretation is made. This design could be used when the results from one type of data has to be confirmed with those of another. But also for developing a multifaceted, complementary picture of a phenomenon can be helped by this design (Stentz et al., 2012).

The second design is the explanatory sequential design. Two distinct interactive phases are included in this design. First it begins with the collection and analysis of quantitative data. The quantitative data is often of higher importance than qualitative data for giving answer to the research question. Following the qualitative data will be gathered and analysed to follow-up the quantitative data. When quantitative results need further in-depth explanation this explanatory sequential design could be useful.

The third research design is the exploratory sequential design. Even as the explanatory sequential design this design also consists of two phases. But the exploratory sequential design begins with the collection and analysis of qualitative data. Thus the qualitative data is of higher importance in this design. Quantitative data is used by researchers to build on the initial qualitative results. When initial qualitative results need further testing this exploratory sequential design is useful (Stenz et a., 2012).

The fourth and last design is the embedded design. Researchers collects and analyses both quantitative and qualitative data. This data is collected in an overall traditional quantitative or qualitative design. For example, a qualitative component is added to a quantitative design. When a traditional design, this could be a case study or experiment, needs to be enhanced with another type of data, the embedded design could be useful.

In the following section the quantitative and qualitative research aspects of the study will be explained.

Quantitative research

What describes quantitative research is that there is only one truth, an objective reality that exists independent of human perception, according to the ontological position of the quantitative paradigm. In this setting the investigator and the investigated are independent entities, this means that the investigator can study a phenomenon without influencing it or being influenced by it. The goal of quantitative research is to measure and analyse causal relationships between variables within a value-framework. Data can be conducted for example through highly structured written surveys, or oral administered questionnaires with a limited range of predetermined responses. The sample size of a quantitative study is often much larger than those used in qualitative research to ensure that samples are representative (Sale et al., 2002).

Johnson and Onwuegbuzie (2004) summarized the strengths and weaknesses of quantitative research in the following table:

Table 1: Strengths and Weaknesses of Quantitative Research

Strengths	Weaknesses
• Testing and validating already constructed theories about how (and to a lesser degree, why) phenomena occur. • Testing hypotheses that are constructed before the data are collected. Can generalize research findings when the data are based on random samples of sufficient size. • Can generalize a research finding when it has been replicated on many different populations and subpopulations. • Useful for obtaining data that allow quantitative predictions to be made. • The researcher may construct a situation that eliminates the confounding influence of many variables, allowing one to more credibly assess *cause-and-effect* relationships.	• The researcher's categories that are used may not reflect local constituencies' understandings. • The researcher's theories that are used may not reflect local constituencies' understandings. • The researcher may miss out on phenomena occurring because of the focus on theory or hypothesis *testing* rather than on theory or hypothesis *generation* (called the *confirmation bias*). • Knowledge produced may be too abstract and general for direct application to specific local situations, contexts, and individuals.

• Data collection using some quantitative methods is relatively quick (e.g., telephone interviews). • Provides precise, quantitative, numerical data. • Data analysis is relatively less time consuming (using statistical software). • The research results are relatively independent of the researcher (e.g., effect size, statistical significance). • It may have higher credibility with many people in power (e.g., administrators, politicians, people who fund programs). • It is useful for studying large numbers of people.	

Qualitative research

Qualitative research relies the deeper structures of leadership phenomena, in which quantitative research fail to understand these underlying structures. With qualitative research the questions 'how' and 'why' can be studied (Congot, 1998). Congot (1998) stated that "they are like book covers which highlight in their titles an important discovery, yet are missing the explanatory chapters within.

Bryman (2004) said: "Qualitative research on leadership tends to give greater attention to the ways leaders and styles of leadership have to be or tend to be responsive to particular circumstances." Qualitative researchers recognize as well the importance of leader behaviour as they make clear the significance of more mundane instrumental forms of behaviour, such as ensuring the need for adequate resources for subordinates to get the job done. Also the outcomes of leader behaviour and styles studied by qualitative research are more mundane than recent quantitative research on leadership with its emphasis on vision, charismatic leadership, and transformational leadership (Bryman, 2004).

Some disadvantages of qualitative research are that is it based on interpretetivism and constructivism. These are two concepts which are based on one's construction of reality and

reality is changing over time. In the qualitative study the investigator and the participant are interactively linked. Some examples of qualitative methods are in-depth and focus group interviews and participant observation. In this study the face-to-face interview will be applied (OpdenAkker, 2006). The samples used by qualitative research are often more smaller than the samples in quantitative research. The samples are used not because they are representative of a larger group, but to provide important information (Sale et al., 2002).

Johnson & Onwuegbuzie, 2004 summarized the strengths and weaknesses of qualitative research in the following table:

Table 2: Strengths and Weaknesses of Qualitative Research

Strengths	*Weaknesses*
• The data are based on the participants' own categories of meaning. • It is useful for studying a limited number of cases in depth. • It is useful for describing complex phenomena. • Provides individual case information. • Can conduct cross-case comparisons and analysis. • Provides understanding and description of people's personal experiences of phenomena (i.e., the "emic" or insider's viewpoint). • Can describe, in rich detail, phenomena as they are situated and embedded in local contexts. • The researcher identifies contextual and setting factors as they relate to the phenomenon of interest. • The researcher can study dynamic processes (i.e., documenting sequential patterns and change).	• It is difficult to make quantitative predictions. • It is more difficult to test hypotheses and theories. • It may have lower credibility with some administrators and commissioners of programs. • It generally takes more time to collect the data when compared to quantitative research. • Data analysis is often time consuming. • The results are more easily influenced by the researcher's personal biases and idiosyncrasies

• The researcher can use the primarily qualitative method of "grounded theory" to generate inductively a tentative but explanatory theory about a phenomenon. • Can determine how participants interpret "constructs" (e.g., self-esteem, IQ). • Data are usually collected in naturalistic settings in qualitative research. • Qualitative approaches are responsive to local situations, conditions, and stakeholders' needs. • Qualitative researchers are responsive to changes that occur during the conduct of a study (especially during extended fieldwork) and may shift the focus of their studies as a result. • Qualitative data in the words and categories of participants lend themselves to exploring how and why phenomena occur. • One can use an important case to demonstrate vividly a phenomenon to the readers of a report. • Determine *idiographic* causation (i.e., determination of causes of a particular event).	

Mixed method research

Although the quantitative and the qualitative paradigm are very different from each other they can be successfully combined in the mixed method approach. This could be viewed from several viewpoints according to Sale et al. (2002).

First, the quantitative and qualitative approach share the same goal of understanding the world in which we live, therefore they can be combined successfully. Also qualitative

research and quantitative research share a unified logic, and the same rules of inference applies on both the research methods (Sale et al., 2002).

The second view on combining quantitative research and qualitative research, is that these two paradigms share the bases of theory-ladeness of facts, fallibility of knowledge, in determination of theory by fact , and a value-ladened inquiry process. The quantitative and qualitative approach are also united by a shared commitment to improving and understanding the human condition. A common goal of disseminating knowledge for practical use, and a shared commitment for rigor, conscientiousness, and critique in the research process also bind these two paradigms (Sale et al., 2002).

The third view on combining these methods, is that there are some particular fields in which this mixed-methods approach could be useful. Nursing is a could example of such a field even as leadership, because the phenomena's in this filed are of such a complexity that data is required from a large number of perspectives. The broad spectrum of both qualitative and quantitative methods are of great importance in such a complex fields (Sale et al., 2002).

The fourth view states that the debate of combining quantitative and qualitative methods will not be resolved in the near future and therefore researchers should not spend their time about discussing this subject (Sale et al., 2002).

Some arguments are given against these four views discussed above. The first one is that none of the views above describe the underlying assumptions behind the paradigmatic differences between the quantitative and qualitative approach. Another complicated issue which we can ask ourselves is the following: "How can the results be similar if the two paradigms are supposedly looking at different phenomena? (Sale et al.,2002)" According to Sale et al. (2002) achieving similar results could be a matter of perception. Results which are obtained via multiple methods research reflects what the researchers may think what happened instead of the truth. This could be the result of simplifying the situation under the study. The truth in this case can't be outdated because of a lack of information about the disagreement between quantitative and qualitative results. Another possibility for seemingly concordant results could be that both results from qualitative as well as from quantitative data are, in fact, quantitative. This is because a frequency count on responses to open-ended questions actually is not qualitative research (Sale et al., 2002).

In conclusion the mixed method approach has its advantages and disadvantages even as the quantitative method and qualitative method. One of the most important advantaged of mixed methods is that the strength of the quantitative and qualitative approach can be maximized, while making up for the weaknesses of the approaches, develop more complete and complementary understandings, and increase validity of results (Stentz et al., 2012). Johnson and Onwuegbuzie (2004) summarized the strengths and weaknesses of mixed method research in the following table:

Table 3: Strengths and Weaknesses of Mixed Research

Strengths	*Weaknesses*
• Words, pictures, and narrative can be used to add meaning to numbers. • Numbers can be used to add precision to words, pictures, and narrative. • Can provide quantitative and qualitative research strengths (i.e., see strengths listed in Tables 1 and 2). • Researcher can generate and test a grounded theory. • Can answer a broader and more complete range of research questions because the researcher is not confined to a single method or approach. • The specific mixed *research designs* discussed in this article have specific strengths and weaknesses that should be considered (e.g., in a two-stage sequential design, the Stage 1 results can be used to develop and inform the purpose and design of the Stage 2 component). • A researcher can use the strengths of an additional method to overcome the weaknesses in another method by using both in a research study.	• Can be difficult for a single researcher to carry out both qualitative and quantitative research, especially if two or more approaches are expected to be used concurrently; it may require a research team. • Researcher has to learn about multiple methods and approaches and understand how to mix them appropriately. • Methodological purists contend that one should always work within either a qualitative or a quantitative paradigm. • More expensive. • More time consuming. • Some of the details of mixed research remain to be worked out fully by research methodologists (e.g., problems of paradigm mixing, how to qualitatively analyse quantitative data, how to interpret conflicting results).

• Can provide stronger evidence for a conclusion through convergence and corroboration of findings. • Can add insights and understanding that might be missed when only a single method is used. • Can be used to increase the generalizability of the results. • Qualitative and quantitative research used together produce more complete knowledge necessary to inform theory and practice.	

Conclusion

For this explanatory study in the field of leadership the mixed method approach is the most suitable, because leadership is a complex field with multiple components.

To study this relation between leader and follower and his predictors the mixed method approach should provide a better understanding of the underlying structures and outcomes than, that either approach alone could (Stentz et al., 2012). As we've seen earlier in this paper this mixed method approach is very useful in the nature of complex leadership research problems. This provides support for extending beyond mere quantitative numbers or qualitative words. The mixed method of this explanatory study will exist from semi-structured interviews as well written questionnaires in which concurrent timing is applied. Both quantitative and qualitative data are conducted during a single stage of the study (Stentz et al., 2012).

In conclusion the convergent parallel design is used in this study. The quantitative components and qualitative components are concurrently timed during the same phase of the research process, and the quantitative and qualitative methods are of equal importance. Following the quantitative and qualitative components are kept independent, but are mixed during the results stage. In this results stage the overall interpretation is made (Stentz et al., 2012). This will lead to more adequate answers and more complete and complementary understandings, and increase validity of results (Stentz et al., 2012).

Instrumentation

Because of the advantages of the mixed method approach this approach will be useful in an explanatory study in the field of leadership. It will give more insight in the underlying structure in this complex field, than would have only quantitative research or only qualitative research. The mixed method of this explanatory study will exist from semi-structured interviews as well written questionnaires. First the semi-structure interview will be discussed, thereafter the questionnaire will be explained.

Participants

The respondents are top managers and their subordinates within companies in Sri Lanka. As mentioned above the leader with his direct subordinates represent one unit in which to analyse the predictors of leader-member exchange. Data is collected from twenty units. Managers at the same hierarchy level are interviewed. Only top managers are interviewed, instead of all managers. The managers were contacted by mail or phone to ask for their participation. Data is collected in six weeks in which twenty leaders are interviewed each an hour and also filled out the questionnaire which takes fifteen minutes. The interview questions are checked by a Sri Lankan employee from the company where I have my working location and from where conducting the interviews and questionnaires are arranged, to make sure that the questions are well formed. Their subordinates have filled out the questionnaire of fifteen minutes too. After processing the interviews, they will be sent to the interviewee for a check of reality. After approval the interviews will be analysed according to the preconceived structure.

The questionnaires are analysed using SPSS. After both types of data are analysed they will be compared with each other to see if and what the similarities and dissimilarities are.

Semi-structured interview

First the top managers will be interviewed about their relation with their subordinates. This will be a semi-structured interview. The interview is self-developed with as bases questionnaires about this specific topic, which will be specified on leader behaviour. The questions about the relation of the leader with the follower are based on the leader-member-exchange (LMX) questionnaire. First the most important and central questions are selected from the leader behaviour questionnaire, second these questions are converted to open ended questions for the semi-structured interview. The same manner of question developing is used for the questions about the relation from the leader with an employee. The LMX questionnaire will be used for these questions. The most important and interesting questions

will be used to convert to open-ended questions for the semi-structured interview. In converting these questions of the questionnaires of existing sources it was important to keep in mind, that the questions need to be objective. Any value judgment had to be removed from the open-ended questions. To make sure that there will be no value judgement in the open ended questions, these questions are read by two more people. It will be a semi-structured interview because of the open ended questions, but during the interview there is also room to elaborate on interesting answers, or when the answer is not complete questions which are not on the paper are included. Questions like: can you describe a relation with an employee with who you have a good work relation? And how does this relation differ from the relation with an employee with who you have a less good work relation? How is your attitude towards an employee with who you have a good relation? How is your attitude toward an employee with who you have a minor relation? How do you describe yourself as leader, and what do you think is the effect of your behaviour on the relation with your subordinates? This interview is conducted to reveal the underlying structure and components of a good leader-member relation. This semi-structured interview will be an addition on the quantitative data with the same priority as the quantitative data will have. From the semi-structured interview I'll hope to reveal the leader behaviour and the relation with his or her employees. To decrease the bias of social accepted answering, after the interview, which will last an hour, the top managers will be asked to fill in a questionnaire about their relation with their subordinates.

The method used for coding in this study is inductive in native, this means that answers to the interview questions are coded by analyst's interactions with the data (Carsten, 2010). The interviews are coded and analysed according to Miles and Huberman (2007). To code the semi-structured interviews a respondent number (ID number) is attached to each interviewee, also with this person is noted if the interview confirmation is received by the interviewee. Second another table is formed in which the ID number is attached together with the number of the question and the response of the interviewee on that question. This will repeat itself for all the questions for each respondent. After all the responses are entered per respondent, the responses are sorted per question so an overview of the answers per question are presented. After sorting the responses a set of codes is developed (table 1); first the categories are coded and during reviewing the data emergent codes will be added and specific terms will be taken into account in the emergent coding process. A second person reviewed and coded the data for a second opinion and to see if the coded categories are not too broad or specific. (Miles & Huberman, 2007).

After this, themes, patterns, and relationships will be identified and attention will be paid to similarities and differences in the sets of data. A summary is made and discussed with the focal person who also give his opinion on the coding of the categories. This will help to see the data from a distance and will shed a new light on it which tends to be helpful for synthesizing the findings from the data (Miles & Huberman, 2007).

Questionnaire

The questionnaire is developed from existing sources. These existing questionnaires of transformational leadership, values, empowerment, pro-active behaviour, goal-focused leadership, voice climate, and leadership effectiveness are combined to one questionnaire. The questionnaire will be specified on the leader, and the same questionnaire will be specified on the follower, both the questionnaires will take ten to fifteen minutes to fill out. This way common source bias will be avoided by splitting the data and a distinction can be made between the leaders perception and the subordinates perception instead of putting it all together. The questionnaires will be hand out on paper and have to be filled out anonymous, after filling out the questionnaires the employees should hand them in without consultation. This will lead to representable data which will be analysed with SPSS.

Demographic variables

In this part of the questionnaire the employees are asked to their gender, age, how many years they are working at the company and the unit which they are working now and how many years they are working with the same supervisor. The leaders had almost the same questions except from the question how many years they are working with the same supervisor. Questions which are different for the leader, which were excluded on the employees questionnaire are, how many years are you the manager of this department and to how many people do you have daily leadership.

Empowerment

The construct of empowerment from Spreitzer (1995) is measuring four components meaning, competence, self-determination, and impact. The Cronbach's alpha coefficient for the overall empowerment construct is .72. The four dimensions of empowerment all have a satisfying Cronbach's alpha of above .80. All the items used a 7-point Likert response format ranging from strongly disagree to strongly agree, the confirmatory factor analysis suggested that the four dimension were distinct from each other.

The dimension meaning consist of three items and contains a Cronbach's alpha of .85. Items of the dimension meaning are: The work I do is meaningful, the work I do is very important to me, my job activities are personally meaningful to me.

The second dimension, competence consist also of three items and contains a Cronbach's alpha of .84. Items of the dimension competence are: I am confident about the ability to do my job, I am self-assured about my capability to perform my work, I have mastered the skills necessary for my job.

The third dimension, self-determination consists of three items and contains a Cronbach's alpha of .80. Items of the dimension self-determination are: I have significant autonomy in determining how I do my job, I can decide on my own how to go about doing my work, I have considerable opportunity for independence and freedom in how I do my job.

The fourth and last dimension is impact, this dimension consists also of three items and contains a Cronbach's alpha of .85. Items of this dimension are: My impact on what happens in my department is large, I have a great deal of control over what happens in my department, I have significant influence over what happens in my department.

LMX

The leader-member-exchange construct of Liden and Maslyn (1998) has a Cronbach's alpha of .89 and consists of four dimensions: affect, loyalty, contribution, and professional respect scales. The response format used is the 7-points likert scale, ranging from strongly disagree to strongly agree. To avoid common source bias the questions which are asked in the survey where both identical for the leader and their employees. The questions asked in the leader survey are about the employee ("my employee…") and the questions asked in the employee survey are about the supervisor ("My supervisor.."). The validity of the scale is supported by the 4-factor model using exploratory factor analysis, and is confirmed by using CFA with independent samples (Liden & Maslyn,1998).

The first dimension, affect, consists of three items with a Cronbach's alpha of .90. An example item for the employee questionnaire is: I like my supervisor very much as a person. An example item for the leader questionnaire is: I like my employees very much as person.

The second dimension, loyalty, consists also of three item and has a Cronbach's alpha of .74.

An example of an item of the employee questionnaire is: My supervisor defends my work actions to a superior, even without complete knowledge of the issue in question. An example

of an item of the leader questionnaire is: My employees defend my work actions to a superior, even without complete knowledge of the issue in question.

The third dimension, contribution, consists of three items and has a Cronbach's alpha of .57. An example of an item of the employee questionnaire is: I do work for my supervisor that goes beyond what is specified in my job description. An example of an item of the leader questionnaire is: I do not mind working my hardest for my employees.

The fourth dimension, professional respect, consist of three items and has a Cronbach's alpha of .89. An example of an item of the employee questionnaire is: I admire my supervisor's professional skills. An example of an item of the leader questionnaire is: I admire my employees professional skills.

Voice climate
The voice climate construct of Morrison, Wheeler-Smith, Kamdar (2012) has a Cronbach's alpha of 0.94 and consists of six items. The response format used is the 7-points likert scale, ranging from strongly disagree to strongly agree. In this construct subordinates are asked: *The extent to which "you feel you are capable of effectively doing each of the following"* with the items below such as: develop and make recommendations concerning issues that affect the team. Then they are asked to give their own perception and what they think the perception is of their supervisor. In the questionnaire of the leader the leader is asked in this construct: *The extent to which "members of your team feel they are capable of effectively doing each of the following".* Hence common source bias will be excluded.

Goal-focused leadership
The construct of Goal focused leadership used from Colbert and Witt (2009) has a Cronbach's alpha of 0.90 and consists of five items. The response format is a 5-point likert scale which range from 1 strongly disagree to 5 strongly agree. An item example is: This supervisor follows up to make sure the job gets done. This construct is only present in the questionnaire for the follower.

Pro-active behaviour
The proactive behaviour construct of Seibert et al. (1999) has a Cronbach's alpha of 0.86 and consists of ten items. To avoid common source bias the questions which are asked in the survey where both identical for the leader and their employees. The items in both the questionnaires of as well the employees and the leader asked to indicate how frequently or infrequently you engaged in each of the activities below. The response format used is the 7-

points likert scale, ranging from strongly disagree to strongly agree. For all the items employees as well leaders are asked to fill in their own perception and what they think is the perception of their employees in the questionnaire of the leader and to the employees is also asked what they think is the perception of the supervisor. An example of an item in the questionnaire of an employee is: "My supervisor adopt improved procedures for doing his or her job". An example of an item in the questionnaire of the leader is: "My employee often tries to adopt improved procedures for doing his or her job"

Information sharing

The information sharing construct of Bunderson & Boumgarden (2010) has a Cronbach's alpha of 0.95 and consists of five items. To avoid common source bias the questions which are asked in the survey where both identical for the leader and their employees. The items in both the questionnaires of as well the employees and the leader are asked in the first person "I…" and contains information sharing with the employee in the questionnaire of the leader and contains information sharing with the supervisor in the questionnaire of the employee. The response format used is the 7-points likert scale, ranging from strongly disagree to strongly agree. The first four items are derived from Bunderson and Boumgarden (2010) the fifth item is derived from Langfred and Moye (2004). An example of the first four items in the questionnaire of the employee is: "I freely share information with my supervisor". The fifth item is: "I freely provide my personal expertise and insight". An example of the first four item in the questionnaire of the leader is: "I freely share information among members of my team". The fifth item is: "I freely provide my personal expertise and insight".

Values

The construct value of Brown and Trevino (20009) consists of four dimensions furthermore a distinction is been made between the construct for employees and the construct for leaders. The response format used is the 7-point likert scale, -1 means opposed to my values, 0 means not important, to 7 which means of supreme importance. For the construct of the employees:

The dimension of *self-transcendence* has a Cronbach's alpha of 0.83. An example item is: Altruism (caring, assisting others).
The dimension *self-enhancement* has a Cronbach's alpha of 0.71. An example item is: Ambition (having high aspirations).
The dimension *openness to change* has a value of 0.78. An example item is: Experimentation (trying new things).

The dimension *conservation* has a Cronbach's alpha of 0.77. An example item is: Tradition (preserving customs).

The construct value for the leader are the same as for the construct of the employee:

The dimension of *self-transcendence* has a Cronbach's alpha of 0.78.

The dimension *self-enhancement* has a Cronbach's alpha of 0.70.

The dimension *openness to change* has a Cronbach's alpha of 0.78.

The dimension *conservation* has a Cronbach's alpha of 0.77.

The four dimensions are analysed separately.

MLQ (transformational leadership and leadership effectiveness)

The construct transformational leadership and leadership effectiveness is measured by dimensions of MLQ of Avolio & Bass (2004) and MLQ has an overall Cronbach's alpha of 0.77. To avoid common source bias employees is asked to assess the extent to which the statements are apply able on their supervisor. While leaders is asked to rate the extent to which the statements apply to them as supervisor. The response format exist of a 5-point likert scale ranged from 1 not at all to 5 frequently. If not always.

Transformational leadership consists of four dimensions:

Idealized influence, which is measured by Idealized influence (attributed) contains four items and has a Cronbach's alpha of 0.75. An example item is: Instils pride in me for being associated with him/her.

Idealized Influence (Behavior) has a Cronbach's alpha of 0.70 and contains four items. An example item is: Talks about his/her most important values and beliefs.

Inspirational motivation has a Cronbach's alpha of 0.83 and contain four items. An example item is: Talks optimistically about the future.

Intellectual stimulation has a Cronbach's alpha of 0.75 and contain four items. An example item is: Re-examines critical assumptions to question whether they are appropriate.

Individualized consideration: Has a Cronbach's alpha of 0.77 and contains four items. An example item is: Spends time teaching and coaching.

Leadership effectiveness is also measured within this construct. The dimension effectiveness has a Cronbach's alpha of 0.82 and contains four items. An example item is: My supervisor…. Leads a group that is effective. For the questionnaire for the leaders an example item is: I….Lead a group that is effective.

The dimension leadership effectiveness is analysed apart from the four dimensions of transformational leadership, which are also analysed separately.

4. Data procedure

Qualitative data: Coding and categorizing

Table 4: Coding categories and definition

Code	Definition	Leaders
Leadership Definition	*What is your definition of leadership?*	**(N=20)**
Fonseka's definition (FD)	Goal setting, communication, leader's capabilities, establishing direction, aligning people, and inspiring them to achieve the desired end.	N=13
Inspirational motivation (IM)	role models, Motivation by behaviour, challenging and give meaning to the work, encourage. Enthusiasm, optimism.	N=10
Individualized consideration (IC)	attention for individual's need for achievement and growth, mentoring, coaching, supporting, recognition.	N=8
Idealized influence: (II)	sharing risks with subordinates and is consistent in conduct with underlying ethics, principle, and values.	N=1
Leadership in Practice	*Can you put this definition of leadership into practice at your daily work?*	**N=20**
Fonseka's definition (FD)	Goal setting, communication, leader's capabilities, establishing direction, aligning people, and inspiring" them to achieve the desired end."	N=11
Inspirational motivation (IM)	role models, Motivation by behaviour, challenging and give meaning to the work, encourage. Enthusiasm, optimism.	N=8
Individualized consideration (IC)	attention for individual's need for achievement and growth, mentoring, coaching, supporting, recognition.	N=6
Idealized influence: (II)	sharing risks with subordinates and is consistent in conduct with underlying ethics, principle, and values.	N=3

Motivation	*How do you motivate your employees?*	N=20
Achievement oriented behaviour (AOB)	Setting challenging goals, seeking improvement, emphasizing excellence in performance, and showing confidence in the subordinates skills, abilities and competences to succeed their task (House,1996).	N=10
The organic approach (OA)	Leaders have an example role to encourage empowered behaviour, and they have to build teams to encourage empowered behaviour. The team leader plays a vital role in assigning the right team to a project. He has to be very knowledgeable about the educational and skill levels of the team members and also the factors that motivate each one of them (Fonseka, 2010).	N=7
The mechanistic approach (MA)	The vision, mission, and strategy of the company has to be clarified. Tasks, roles, and rewards has to be clarified. Also responsibility has to be delegated and the individuals has to be hold accountable for the results (Spreitzer, 1997).	N=6
Supportive leader behaviour (SB):	Directing toward the satisfaction of subordinates needs and preferences.	N=6
Relationship	*How would you describe your relationship with your employees? (relationship based on work or also based on friendship)?*	**N=20**
Mix of work and personal relation (MR)	The relationship leaders enhance with their subordinates are both work related as personal related in which these two are equal important to one another.	N=9
Personal life interrelated in the work relation (PW)	The relation leaders enhance with their subordinates is work related but the personal life of the subordinate has an important role in this relationship.	N=6

Work related (WR)	The relation leaders enhance with their subordinates is work related	N=5
Personal relationship	*How important is the personal relationship with your employees for you?*	**N=20**
Very Important (VI)	The personal relationship is very important	N=12
Important related to work (IW)	The personal relationship is important, because it has it influence on the work.	N=4
No Personal relation (NP)	There is no personal relationship.	N=2
Limited (LI)	The personal relationship is very limited	N=1
Differences in relationship	*What are the differences in the relationship you have with your employees, and how does one express this, in daily work?/ What contributes to this differences? (liking someone as a person or are their professional capabilities of greater importance)?/ If you have a good relationship with one person, how does this affect your behaviour toward that particular person?*	**N=20**
No difference (ND)	There is no difference in the relationship they have with their employees or they won't show it.	N=9
Difference in work relation (DW)	They only have a difference in the work relation, due to the project someone is working on, or the function someone has. This is also influenced by someone's skills and abilities.	N=9
Difference in personal relation (DP)	A difference in the relationship due to the person's character, and liking someone more.	N=3
Interaction	*Do you have more interaction with employees with whom you have a good relationship?*	**N=20**
Work Related (WR)	The amount of interaction is related to the job or function someone has.	N=8
No Difference in interaction	There is no difference in the amount of interaction between subordinates	N=7
Personal related (PR)	The amount of interaction is related to the personal relation	N=5

Guidance/Help	*Are you willing to apply extra efforts in mentoring, coaching, and guiding, this person beyond those normally required?/ Do you help your employees more than what is prescribed in your job description?*	**N=20**
Training and development (TD)	Training and support given to fulfil the job requirements.	N=15
Guidance/Help personal level (PL)	Help given at personal problems	N=12
Guidance in starting phase (SP)	Guidance and help given in the first few months/ start phase	N=5
Guidance/Help when needed/asked for (WN)	Help and guidance given in work context when asked for	N=4
Skills, abilities, and competences	*How do you infer about your employees skills, abilities and competences?/ Do your employees need a lot of steering?*	**N=20**
Guidance (GD)	Guidance is given during the work or during meetings	N=10
Job Capability (JC)	Subordinates are capable to do their job	N=10
Training and development (TD)	Training and development accomplished and needed to fulfil the job requirements	N=7
Highly skilled and experienced (HSE)	Subordinates are highly skilled and experienced	N=5
Steering (ST)	Subordinates need steering	N=4
Strengths and weaknesses (SW)	Using subordinates strength and weaknesses	N=4
Decision making process	*Do you ask your employees for advice in the decision making processes?/ What role do your employees have in the decision making processes, (come up with their own ideas or is the decision made as group)?*	**N=20**
Ideas and suggestions given by employees (IS)	Ideas and Suggestions are given by the employees.	N=20

Joint decision making (JD)	The decision is made together by the leader and other relevant parties such as subordinates.	N=10
The conductive decision making (CD)	Leaders ask others for their opinion and ideas but they make the final decision alone, after considering others view.	N=9
Delegation (DE)	Leaders give an individual or group the authority and responsibility to make a decision (Yukl & Becker, 2006).	N=3

Quantitative analysis

For analysing the data obtained from the questionnaires SPSS, version 21 is used. First the data file is controlled for empty fields. Thereafter a factor analysis is done for controlling the data on validity for the several components of the questionnaire and the reliability analysis (tested for Cronbach's alpha) has been done for the several components of the questionnaire. The variables are tested on normality with usage of Q-Q plots, followed by a descriptive analysis for a general few on the data. Thereafter a correlational analysis with Spearman's rho is done to see which variables shown a significant correlation with the dependent variables leadership effectiveness and voice climate. Spearman's rho is used because this coefficient is a non-parametric statistic which can be used when data is strongly skewed but also when it is not sure if the data is normally distributed. The data in this study are not all non-normal distributed, therefore spearman's rho is used. With spearman's rho first the data is ranked where after Pearson's equation will be applied to those ranks. Therefore the outcome of spearman's rho is the same as when Pearson's correlation is used when data is normally distributed. Correlations are shown between subordinates view on leadership effectiveness and transformational leadership rated by the subordinates, information sharing rated by the leaders, self-report of values of the leaders, goal-focused leadership rated by subordinates, LMX rated by subordinates and pro-active behaviour rated by leaders. Correlations are shown between leaders' views on voice climate and leader member exchange rated by subordinates, transformational leadership style rated by subordinates, information sharing rated by subordinates, self-report of empowerment of subordinates, pro-active behaviour rated by subordinates.

5. Results qualitative data

Twenty business leaders participated in the interviews. The questions are open ended. Therefore the answers can contain more concepts than one. The answers are coded and analysed. The results are presented below. Each concept is illustrated by one or two quotations.

5.1. Leadership definition: Fonseka's definition, Idealized influence, Inspirational motivation, Individualized consideration.

The definition of Fonseka about leadership is represented by most of the leaders, but also three concepts of transformational leadership are represented. Components of idealized influence, inspirational motivation and individualized consideration, are mentioned in the definitions of leadership.

5.1.1. Fonseka's definition

The majority of the leaders (65%, n=13) used the terms goal setting, communication, leader's capabilities, establishing direction, aligning people, and inspiring in their definition of leadership. They are noted as ingredients which are needed to achieve the desired aims.

> "Leadership is about having set goal my mind about what's need to get done by this division. We have financial resources, human resources and equipment so when you take this human resources, combining human resources with the other resources finance and equipment and everything else to achieve the pre-set goal that I've in my mind, there should be a long-term goal as well as a short term goal. What do you want to achieve in 3 months and where do you want to be in 3 years. When you identified that set path than we want to lead this sets of resources to achieve that."

> "Before I came here I was military, leadership takes different angles in different situations. Leadership is how you are able to motivate people to give their whole hard to the corporation to achieve your objective. That is what a leader should do in a few words."

5.1.2 Inspirational motivation

Half of the leaders (50%, n=10) mentioned being a role model and make sure the work is challenging and meaningful for themself and their subordinates. To encourage your subordinates enthusiasm and optimism are needed.

> "You've to be with the team hands on role up the sleeves, taking it forward. But you're not always giving line directions. It's like a rugby team pass the ball. In my opinion you have to get involved and all roll together."

5.1.3 Individualized consideration

Almost half of the leaders (40%, n=8) mention attention for individual's need for achievement and growth, mentoring, coaching, supporting, and recognition in their definition of leadership.

> "My definition is: when you lead, these other people should be able to act independently with my guidance. I should train them to do their work as much as independently. "

5.1.4 Idealized influence

A small percentage of the interviewees (5%, n=1) mentioned sharing risks with subordinates and being consistent in conduct with underlying ethics, principles, and values in their definition of leadership.

> "Leadership is an act, giving examples to others, and motivating them to achieve the target. You always have to be as an example to others and you have to be in the front, lead them, motivate them, share whatever the problems you get in day to day business and also acting as a leader and living with them."

5.2 Leadership in practice: Fonseka's definition, Idealized influence, Inspirational motivation, Individualized consideration.

In this part of the interview, leaders were asked if they can put their definition of leadership in practice. In general, the leaders were quite able to put their definition of leadership in practical words.

5.2.1 Fonseka's definition.

55% (n=11) of the leaders who mentioned Fonseka's definition as leadership definition, say they can practice it in daily work.

> "Yes, I've to look after all the operation projects in this group, I have to manage all the operational work and call it with consultants client and contact for the meeting negotiating and things, implement the project on time. we get a work program and scope of work. in a given period we have to complete the project."

5.2.2 Inspirational motivation

40% (n=8) of the leaders mentioned inspirational motivation in their definition of leadership, and the same amount of leaders can put this type of leadership in practice.

> "Sure, I went in my life this is what I'm practising and I've achieved most of the targets with that. Because I'm always into the subject I'm working with them. Not like that I say you do this you do that. When I go sit with them I have noticed that the productivity is more rather than when I give them instructions."

5.2.3 Individualized consideration

30% (n=6) of the leaders mentioned individualized consideration in their definition of leadership, and the same amount of leaders can put this type of leadership in practice.

> "Yes, this means that my people do their work independently and if they need clarification they will come to me."

5.2.4 Idealized influence

15% (n=3) of the leaders mentioned idealized influence in their definition of leadership, and the same amount of leaders can put this type of leadership in practice.

> "Yes, I mean in leadership you have in all your aspects to lead your team, be in front. You can drive your colleagues you have to show what your values are, what ethics and working standard you develop. As a leader you need to carry.

5.3 Motivation: The mechanistic approach, The organic approach, Supportive leader behaviour, Achievement oriented behaviour.

Four concepts of motivation are distinguished, in which achievement oriented behaviour is the most mentioned concept. The mechanistic approach, the organic approach, and supportive leader behaviour are approximately equal in size.

5.3.1 Achievement oriented behaviour

Half of the subordinates (50%, n=10) mentioned achievement oriented behaviour as their approach to motivate their subordinates. Leaders mentioned setting challenging goals, seeking improvement, emphasizing excellence in performance, and showing confidence in the subordinates skills, abilities and competences to succeed their task (House,1996).

"Monitoring and see if the people are moving in that direction is the most important thing. " …." To motivate these people under my supervision, we have given different departments different KPI's, when monitoring these KPI's we see if they achieve something, we appreciate them for that. At the same time when they are facing some issues sometimes we are guiding them and I keep sometimes very tuff control over them. "…" The main thing we are doing is giving some appreciation to them. For example, worker of the month, we sometimes have small get together for uplifting the moral. And we have an open door environment."

5.3.2 The organic approach

About one third of the leaders (35%,n=7) use the organic approach to motivate their subordinates. Leaders mention to take in an example role to encourage empowered behaviour, and building teams to encourage empowered behaviour (Fonseka, 2010).

"First you need to be an example. You need to work as a team member. You have to be an example so they would follow you. I think that the critical factor is team work, so we have to motivate them to work as a team. "

5.3.3 The mechanistic approach

One third of the leaders (30%, n=6) use the mechanistic approach to motivate their subordinates. This approach means clarifying vision, mission, and strategy of the company together with clarifying tasks, roles, and rewards (Spreitzer, 1997).

"We give the task to them. Normally we are doing the task on incentive bases apart for the salary were paying them the additional time work, if they get more money they have to work fast. For the meter we measure the price. For the motivational you give them some amount of rupees per meter, then they work fast and earn more. How more productive they are they get paid more."

5.3.4 Supportive leader behaviour

One third of the leaders (30%, n=6) noted supportive leader behaviour as their approach to motivate their subordinates by directing toward the satisfaction of subordinates needs and preferences.

"You have to support them. Sometimes we have a project and look together at how do we do it. I check with these people and say let's achieve this targets. Some people are looking for promotions, rewards, some want to change their roles."

5.4 Relationship: Work related, Personal life interrelated in the work relation, Mix of work and personal relation.

The relationship leaders enhance with their subordinates can be separated in work related relationship, a mix of work related relationship and personal relationship in which both types are approximately equal. Or work related relationship in which the personal relationship is of great importance and therefore the personal relation is interrelated within the work relation. Some relations show also friendship, but most relationships are work related in which the person's private life is an important factor. The most given reason for the importance of personal life interrelated with the work relation is that knowing the subordinates and knowing their personal problems and issues to deal with is necessary because it influences their work. Another reason mentioned why the personal life of their employees is an important factor in their working relations is that pay attention to it is part of the Sri Lankan culture which is reflected in almost every organizational culture.

5.4.1 Mix of work and personal relation

Almost half of the leaders (45%, n=9) mention their relationship with their subordinates as a mix of work and personal relationships. The importance of these two relationships is seen as equal.

> "We share personal information, and when it's raining, I come by car and ask to my colleague if I have to pick them up from the rail station. The personal aspect is important, it's important that as manager you have human feelings, it gives you respect. It shows in just small things, as manager I look after my employees and my employees look after me and show respect. When it comes to feelings I try to help them. When we go to lunch, we don't talk about office, but about his family, this young girl's mother, about personal, small talk. That's very important."

5.4.2 Personal life interrelated in the work relation

One third of the leaders (30%, n=6) describe the relation they have with their subordinates as a work relation in which one's personal life is interrelated.

> "I always try to have a very good peer with them because it is very, very important. The relationship is based on both personal and work level. We cannot expect good work from the people if we don't have a good relationship on personal level. I have to know if you are today capable to do that task, without having that human touch you don't get the work down."

5.4.3 Work related

One fourth of the leaders (25%, n=5) describe their relationship with their subordinates as only work related, in which the person's private life is not of importance.

> "Only work based not on friendship. There is no small talk or talking about personal life, like family or someone problems."

5.5 Personal relationship: Very important, Important related to work, Limited, No personal relation.

5.5.1 Personal relationship is very important

Most of the leaders (60%, n=12) classified the personal relationship as very important.

> "Sound and very strong, we know what there up, we know their day to day lifestyle there weekend lifestyle, sometimes we meet during the weekend even. Sri Lanka is a small country so we are meeting each day, weekends and also holidays, so our relation is very strong. That is the national culture. The nation is such as the organization as such. So the national culture you can find in the organizational culture."

5.5.2 The personal relationship is very important in relation to work

Almost one fourth of the leaders (20%, n=4) mentioned the personal relationship as important in relation to work.

> "It is work based as well as personal based. You know if you understand the Sri Lankan culture, you also work as a family friends environment and it is not only work

related. It's like we used to talk to each other their families and friendship and we used to go to trips together."

5.5.3 Limited or no personal relationship

A few leaders (15%, n=3) classify the personal relationship as not important or there is a limit which must not be exceeded, and therefore there is no question of a personal relationship.

"I think it should be minimum, you should know their background. If I get to attached with any of these people on personal level then making a decision at prime time's becomes an issue. Like with appraisal, if I'm friendly with one person more then with the rest of the crowd than my judgement when it comes to appraisal would be biased. This doesn't mean that I don't have to know what is happening in these persons life, I need to know. Because for example, when I'm assigning work for someone if his wife is pregnant I can't send him for work 300 km further. It's a fine line."

"Only work based not on friendship. There is no small talk or talking about personal life, like family or someone's problems."

5.6 Differences in relationship: No difference, Difference in work relation, Difference in personal relation

Most leaders answered that there is no difference in the relationship they have with their subordinates, and even when there are differences felt they won't show it. Secondly, some leaders described that they felt a difference in the work relationship they enhance with their subordinates, and just a few leaders mentioned to feel a difference in their personal relationship with his or her subordinates. The reasons given for differences in the work relationship are a subordinate's outcome, performance, loyalty, background, skills and knowledge. Reasons for differences felt in the personal relationship are, sharing the same interests and ideas, the amount of contact they have with that subordinate, background, and also the performance of the subordinate, and their loyalty to the company and their skills and knowledge.

5.6.1 No difference

Almost half the leaders (45%, n=9) mention that there are no differences in the relationships they have with their group of subordinates.

"No different level of people, everyone has its own strength which makes the team a real team."

5.6.2 Difference in work relation

Almost half of the leaders (45%, n=9) mention that there are differences in the work relations they have with their group of subordinates.

"Each person is different, when you have 2 people they are different so your relationship is different. Same level of qualifications, you can't treat them as machines and expect the same output. The way in giving directions is different. You need constant precedes and policies which is the same for everybody. But the way we communicate is different. I don't need to bias anybody but to get that output, you have to make sure that your message is clear and how to do that differs per person."

5.6.3 Difference in personal relation

A few leaders (15%, n=3) mention that there is a difference in the personal relationship with their subordinates.

"Sometimes you build a special relationship with somebody, you like to invite that person or you get invited to that person but that does not mean that everybody should know that."

5.7 Interaction: Difference in interaction related to work, Difference in interaction related to the person, No difference shown.

The most important factors contributing to more interaction with their subordinates is the urgency or complexity of the project or task someone is working on. Just a few leaders mentioned that friendship has an effect on the interaction. The function or task of the subordinate hardly contribute to the difference in the relationship a leader has with his or her subordinates. The knowledge, skills, experience and intelligence sometimes have an influence on work related communication.

5.7.1 Difference in interaction related to work

Almost half of the leaders (40%, n=8) mention to have a difference in the amount of interaction with their subordinates, due to work related factors such as the function someone has or the urgency of the project someone is working on.

"It depends on the issue, it doesn't go as person to person but as issue to issue. Interaction is based on the action instead of the person. The interaction depends on the task or project someone is working on."

5.7.2 No difference shown

About one third of the leaders (35%, n=7) mentioned that there is no difference in the amount of interaction with their subordinates.

"No there is no difference and I make it a point not to give anybody a specific task to make it closer."

5.7.3 Difference in interaction related to person

One fourth (25%, n=5) of the leaders mention to have a difference in the amount of interaction with their subordinates, due to personal factors such as same interests and ideas.

"If someone has not a good relationship, he won't come at my office to tell something with problems or suggestions. When people have a good peer with me then they will open up and good things will come, because they come up with ideas and suggestions to discuss."

5.8 Guidance/ Help: Personal level, When needed/asked for, starting phase, training

Most of the leaders focused on providing guidance and help on the personal level. An explanation for this leader behaviour is the national culture. Another relevant concept in this context is providing guidance and help when needed. This means that the subordinates don't need regularly help or guidance in their daily work but if needed, guidance and help is given. Third, guidance in work is only given in the starting phase. After this phase subordinates tend to be seen as capable to manage their work by themselves. Fourth, leaders mentioned helping not only in the form of guidance, mentoring or helping on the personal level but also giving training to meet the required skills to do the job. Just two of the twenty leaders mentioned the importance of daily guidance.

5.8.1 Training and development

When the subordinate is not capable enough to manage his or her tasks related to the job most of the employees (75%, n=15) mention that guidance and help is given in the form of training

and development. This way knowledge and skills will be acquired in order to fulfil the job requirements.

> "Yes I will. It's not friendship, if we find a person who can come up in his career, we feel he can do a better job, for them we try to motivate him to achieve higher targets, so we can send them for the outside training, promotions. This is based on work relation. If we see he puts effort in his job and he is doing very well, we appreciate his hard work and motivate them further."

5.8.2 Personal level

More than half of the leaders (60%, n=12) mention to help their subordinates with personal problems.

> "If a person has a problem I have to see what I can do for that person. When someone has a chronic illness I can give support in finding a doctor."

5.8.3 Guidance in starting phase

A quarter of the leaders (25%, n=5) mentioned that guidance is only given in the first few months, also known as the starting phase.

> "Newcomers yes, they need guidance for two, three months, than we can step back. It's for all the same."

5.8.4 When needed, or asked for

Almost a quarter of the leaders (20%, n=4) mention to give help and/or guidance in the work context when they see it is necessary or when their subordinates ask for help.

> "Yes, I'm willing. They are all individuals their all different. Some needs more guidance some need little guidance. When needed I give this guidance. But when it comes to work they work independent, only on difficult parts they come to me."

5.9 Skills, abilities and competences: Strengths and weaknesses, Job capability, steering, training and development, highly skilled and experienced, guidance.

> People are capable to do their job and therefore leaders look for their strengths and weaknesses, if this is not sufficient for the task, they get educated through training or through help from a more experienced subordinate so they can develop their skills to

do the task. Most subordinates don't need a lot of guidance and are capable to do their daily work on their own. Directions are given and problems are talked over during meetings. But some people do need more guidance or are working according a fixed structure.

5.9.1 Guidance

Half of the leaders (50%, n=10) mention that guidance is given during the daily work and/or during regular meetings. During the daily work guidance is given on the work floor to improve employees skills. During the meetings the achieving goals will be spoken and the progress of on-going projects

"We've ones a week a meeting, we tell what the problems are and discuss it."

5.9.2 Job capability

Half of the leaders (50%, n=10) see their subordinates as capable to do their job. They have the skills to manage their function and accomplish their tasks on their own. A little to no guidance is needed, and subordinates measure up to the job requirements.

"They have the capabilities to their daily work"

5.9.3 Training and development

If subordinates lack the required job skills, about one third of the leaders (35%, n=7) mention that training and development is given in order to develop the skills of their subordinates to meet the job requirements.

"No after training, they know what they should do. There is a structure in which they can work. When there are problems or system changes they need some help."

5.9.4 Highly skilled and experienced

One fourth of the leaders (25%, 5) classify their subordinates as highly skilled and experienced. They don't need guidance or steering, because they have the knowledge and experience to fulfil their job and bring a project to the desired outcome.

"Everyone who's working here is highly educated. If they make mistakes it is mainly because they are not concentrated."

5.9.5 Strengths and weaknesses

Almost one fourth of the leaders (20%, n=4) mention making use of their subordinates strengths and weaknesses.

> "Everyone has his own strengths and weaknesses, we make use of these strengths, skills, abilities and competences. When struggling with a problem help is asked from employees who know more about this topic."

5.9.6 Steering

Almost one fourth of the leaders (20%, n=4) mention that their subordinates need steering in order to do their job. Subordinates can work according a fix structure, but if work has to be done outside this framework guidance and steering is needed.

> "Still we haven't reached that stage, they still need a lot of guidance."

5.10 Decision making process: Autocratic decision making procedure, conductive decision making, Joint decision making, Delegation.

Ideas and suggestions are given by employees. This 'voice behaviour' of employees is mentioned by almost all the leaders except one. Twelve of them mentioned that decisions are made common and eight leaders take the final decisions. Four leaders mentioned that some decisions which don't have a large financial impact are taken by the employees themselves.

5.10.1 Ideas and suggestions

All the leaders (100%, n=20) mention to give subordinates the opportunity to express their ideas and suggestions, before making a decision.

> "All the time, It's a must for them to come up with suggestions, ideas, and solutions. Ideas must come from below because those are the people doing the work and understand and feel what exactly happens. They are the guys with the recommendations. They are the heart of the company."

5.10.2 Joint decision making

Half of the leaders (50%, n=10) mention to make joint decisions. In this process the decision is made together with his or her subordinates, due to their experience and knowledge of this particular subject .

> "Decisions are made by the team because we believe, 10 people can make a better decision than one person."

5.10.3 Conductive decision making

Almost half of the leaders (45%, n=9) mention to use the conductive decision making approach when decisions need to be made. Subordinates have the opportunity to come up with ideas and suggestions, this is encouraged by the leader, but the final decision is made by the leader.

"The decision is conclusive, I collect the ideas and make the decision."

5.10.4 Delegation

A few leaders (15%, n=3) give an individual or group the authority and responsibility to make a decision. This is done when the decision is not of a large financial scope, and only when the subordinate has a lot of experience and knowledge on this subject.

"If it's a small decision they make the decision their self, we don't want all the decision to come up here, than nothing will get moving if all the decisions has to be made from here, but if the decision is large, like financial impact or time impact they have to consult the head office or at least we get informed."

5.11 Summary

- The definition of Fonseka of effective leadership is a result of prior research on leadership in Asian countries. It is also represented in the answers from the leaders about their definition of leadership and how to put it in practice. Another outcome of this study are three components of transformational leadership: Idealized influence, Inspirational motivation, and individualized consideration. A mix of these leadership styles appears to be most common.

- In order to motivate their subordinates, four approaches are mentioned: the mechanistic approach, the organic approach, and supportive leader behaviour which are all equal present to motivate their subordinates. The fourth approach moreover, is achievement oriented behaviour. This approach, is mentioned by half of the leaders. A mix of these four motivation approaches is most common.

- The relationship between leader and subordinate can be separated in three types of relationships. Work related relationship, relationship in which the personal life is of great importance and interrelated in the work relationship, and a mix of work and

personal relation in which the work relation and personal relation are of equal importance. Most leaders mentioned that there are no differences in the relationship they have with their subordinates. A few leaders mention difference in the relationship they have with their subordinates, this is mostly influenced by performance, loyalty, background, skills and knowledge. More personal reasons for having a closer relationship with someone are sharing the same interests and ideas, and the amount of contact hours they have with their subordinates.

- The amount of interaction depends mostly on the job or function someone has and/or the urgency of the project someone is working on.

- Guidance and help given on a personal level is a common phenomenon, due to the national culture which can be found back in the organizational culture. Further guidance and help is given when someone new is starting with the job or a new project or system is implemented. Guidance and help is also given when needed. This is mostly done by training programs.

- The leaders are positive about the capability of their subordinates. Subordinates are capable to do their jobs, and leaders make use of their strengths and weaknesses. Training and guidance are given to develop subordinates' capabilities to meet the job requirements. Just a few leaders mentioned that their subordinates need a lot of steering, on work processes with a fixed structure.

- The decision making process, is a process in which the subordinates are given opportunities to share ideas and suggestions. Most leaders indicate that decisions are made together. A smaller amount of leaders mention that they make the final decision after collecting ideas and suggestions. Just a few leaders delegate the decision making process, especially when the decision does not have a large impact on finance or time schedules.

6. Conclusion

According to the interviewed Sri Lankan business managers, leadership is an act of goal setting, communication, establishing direction, aligning people, and inspiring people to achieve the desired end. The leader's capability is an important factor in this. Showing motivation behaviour and being a role model are important concepts of being an effective leader. A leader should also challenge their subordinates and give meaning to the work, by encouraging the subordinates and showing optimism and enthusiasm. Furthermore attention must be shown for individual's need for growth, by mentoring, coaching, supporting and what they achieved should be recognized. Thereby sharing risks with subordinates and being consistent in conduct with underlying ethics, principles, and values is a factor mentioned in the definition about leadership. Or in other words, moving the subordinate beyond self-interests through charisma, inspiration, intellectual stimulation, or individualized consideration. Most of the time they can put this actions into practice in their daily work.

The way managers motivate their subordinates is in line with the general vision on definition of leadership and also with the theory about empowerment of Quinn and Spreitzer (1997). Setting goals, seeking improvement, emphasizing excellence in performance, and showing confidence in the subordinate skills, abilities and competences to succeed their task are the core concepts to motivate the subordinates to achieve a common goal together. Furthermore the leader must be an example to encourage empowered behaviour, because of the vital role the leader plays in assigning the right team to a project. The leader's skills are of importance, and he or she must be knowledgeable about the educational and skill levels of the team members and also the factors that motivate each one of them. Depending on the maturity level of the employees, freedom is given to take responsibility for the work they do. By supportive leader behaviour the leader will do the best he can to directing toward the satisfaction of subordinates needs and preferences. Hereby the vision, mission, and strategy of the company has to be clarified even as the tasks, roles, and rewards. In short, motivation is a combination of the organic approach and the mechanistic approach in which the organic approach is used to achieve the desired goal(s) what can be derived from the mechanistic approach.

The relationship between leader and subordinates can be described in general as a relationship in which the personal and work relation is of equal importance. Another relationship often mentioned is the work relationship in which the personal life is interrelated

and of great importance. In this type of relationship the personal life is of great importance, the given reason for the importance of the personal life interrelated in the work relation is the impact of the personal life on the job performance. People spend most of their time on work, therefore the personal life should be interrelated in the work relationship. This will lead to a closer relationship and knowledge about peoples personal life which can be of use in assigning a certain task or function. The most managers acknowledge the importance of the personal life in the work relation, but there are also some managers who mention that there is a certain limit and that the integration of the personal life in the work environment must be minimized as much as possible.

Most leaders do not experience a difference in the relationship with his or her subordinates. If they may experience a difference in the relationship he or she has with his or her subordinates it is work related. This is influenced by someone's skills and abilities. Only in a few cases a difference in the relationship is experienced due to the person's character and by liking someone more. This is parallel with the interaction a leader has with his or her subordinates. If there is a difference in the amount of interaction a leader has with his or her subordinates it is in most cases influenced by the urgency of a project someone is working on instead of influence due to liking one person more. This does not mean that there always is a difference in the amount of interaction the leader has with his or her subordinates, in most cases the amount of interaction is equal to all the subordinates.

Help and guidance given by the leaders as well on the work level as on the personal level is quite common. Guidance given on the work level happens when subordinates ask for it or when the leader detects some struggling or problems. Guidance is given as well on the work floor as during weekly meetings. But in general subordinates are capable to do their job, and intensive guidance is only given during the first three months also called the starting phase, or when a new system is implemented. Than guidance is given in the form of training and development to fulfil the job requirements. On personal level help is also given, because of the importance of someone's personal life. You can think of giving the telephone number of a good doctor when someone is sick, giving a day off when a child is sick, but also giving advice when someone has personal problems. Due to the personal life which is interrelated in the work relationship this is possible.

During the decision making process the subordinates is given the freedom to come up with ideas and suggestions. This is according to participative leader behaviour. After collecting

these ideas and suggestions the final decision is made by the leader which is called conductive decision making or a joint decision will be made in which the subordinates voice is taken into account. Yukl et al. (2002) define this decision making process as consulting and in prior research the main effects of this approach are important in participative leadership. In some cases were a decision has not a large impact on finance or time span the leaders give an individual or group the authority and responsibility to make a decision. This depends on the expertise of the subordinate on this subject.

7. Results quantitative data

Of the twenty leaders eventually twelve leaders returned the questionnaires. Of this twelve leaders eleven leaders are man and one leader is a woman. The mean age is 42 with a standard deviation of 10.5 and a minimum of 29 and a maximum of 60. The average number of years working for the company is 8 years with a standard deviation of 6.2 and a minimum of one year and a maximum of 19 years. The average number of years of being a leader in the same unit is 6.5 with a standard deviation of 5.6 and a minimum of one year and a maximum of 29 years. The average number of subordinates to whom one is giving leadership is 49.8 with a standard deviation of 83.7 and a minimum of two and a maximum of 250.

From this twenty units forty four subordinates returned the questionnaires which where all useful. Of this forty four subordinates 59.1% are man (n=26) and 36.4% are woman (n=16) two subordinates didn't fill in their gender. The average age is 32 with a standard deviation of 7.5 and a minimum of 20 and a maximum of 48. The average number of years working for the company is 6.3 with a standard deviation of 6.6 and a minimum of one year and a maximum of 21 years. The average number of years working for the leader is 4 with a standard deviation of 4.5 and a minimum of one year and a maximum of nineteen years.

In table 5 the descriptive statistics are presented. The most notable distinctions between leader and subordinate are found in the variables Leader member exchange in which the leaders score three points lower than the subordinates. The variable openness to change shows a difference of almost four points, in which the subordinates score higher as the leaders. The variable empowerment shows a difference of five points in which the score of the leaders is five points higher as the score of the subordinates, the score on empowerment represent a self-report of both leader and subordinate. The variable voice climate shows a difference of four points in which the subordinates score four points higher as the leaders. For the variable transformational leadership style the leaders scoring six points higher as the subordinates, in which the subordinates rated their leaders and the leaders filled out a self-report.

	N	Mean	Std. Deviation
Leadership effectiveness (So)	44	16.4091	2.52723
Leadership effectiveness (L)	12	17.6667	1.92275
LMX (So)	44	67.0455	12.65454
LMX (L)	12	64	8.96458
Self-transcendence (So)	43	29.7674	3.16105
Self-transcendence (L)	13	32.964289	3.2671793
Openness to change (So)	43	27.9535	3.87884
Openness to change (L)	13	30.089285	3.4633674
Conservation (So)	43	28.6512	4.37462
Conservation (L)	13	29.803571	4.0839804
Self Enhancement (So)	43	39.2791	4.68699
Self Enhancement (L)	13	38.294643	6.6622137
Information sharing (So)	44	29.4318	4.47940
Information sharing (L)	13	29.741072	4.0278287
Pro-active behaviour (So)	42	56.7381	9.20514
Pro-active behaviour (L)	13	54.8929	12.50699
Empowerment (So)	44	48.7727	4.55899
Empowerment (L)	13	53.0357	5.49368
Voice Climate (So)	44	34.7273	4.56154
Voice Climate (L)	13	30.856788	10.9403299
Goal focused leadership (So)	40	21.1500	2.86938
Transformational Leadership (So)	42	78.7381	9.45608
Transformational Leadership (L)	12	84.1667	6.53429

[1]L=Questionnaire filled by leaders, So Questionnaire filled by leaders by subordinates, S=Self report.

In table 6 the correlations between the proximal variables and voice climate are shown with spearman's rho, because of non-normality of the data. As you can see in table 6 significant correlations are found for transformational leadership and voice climate.

Table 6: Correlational analyses research variables

	1	2	3	4	5	6
1.Voice Climate (L)	1					
2.Empowerment (So)	.162	1				
3.Information sharing (So)	.279	.387**	1			
4.Pro-active behaviour (So)	.170	.436**	.375*	1		
5.Leader Member exchange (So)	.122	.386**	.429**	.460**	1	
6.Transformational leadership (So)	.352*	.041	.229	.513**	.517**	1

*Correlation is significant on level 0.05 (two tailed). **Correlation is significant on level 0.001 (two tailed).
[1]L=Questionnaire filled by leaders, So Questionnaire filled by leaders by subordinates, S=Self report.

In table 7 significant correlations are found for LMX, pro-active behaviour, information sharing, transformational leadership and leadership effectiveness.

Table 7: Correlational analyses leadership effectiveness

	1	2	3	4	5	6	7	8
1.Leadership effectiveness (So)	1							
2.Goal focused leadership (So)	.281	1						
3.LMX (So)	.305*	.305*	1					
4.Conservation (So)	.107	.086	-.157	1				
5.Self enhancement (L)	.226	.126	-.110	.692**	1			
6.Information sharing(L)	.353*	.220	.129	.248	.447**	1		
7.Transformational leadership (So)	.548**	.627**	.490**	-.002	.094	.315*	1	
8.Pro-active behaviour (L)	.456**	.415**	.267	.414**	.304*	.226	.402**	1

*Correlation is significant on level 0.05 (two tailed). **Correlation is significant on level 0.001 (two tailed).
[1]L=Questionnaire filled by leaders, So=Questionnaire filled by leaders by subordinates, S=Self report.

8. Summary and Conclusion

The scores on the tested variables are in most cases about the same between leader and subordinates. A few variables show significant differences between leaders and subordinates; subordinates score higher on the variables leader member exchange, openness to change and voice climate and lower on the variables empowerment and transformational leadership.

Proposition 1b is supported by the statistical findings. This means that LMX shows a positive relation with effective leadership. This is in line with the expectations based on the literature, in which it is stated that a mature relation between leader and subordinates is needed to create an environment in which there is room for effective leadership. This mature relation arises when leader and subordinates have the same expectations about the exchange based on contribution, loyalty, affect and professional respect (Paglis & Green, 2002).

Furthermore, significant positive correlations are found between transformational leadership and voice climate. This finding supports proposition 2a in which a positive relation was expected between transformational leadership and voice climate. This is in line with the expectations based on the literature, in which it is stated that leadership style and leader behaviour are of importance in developing voice climate due to the strong signals leaders can send about the likely consequences of voice behaviour (Morrison et al., 2011). Proposition 2b is also supported, a significant positive relation is found between transformational leadership and leadership effectiveness. This is in line with the expectations based on the literature, in which is stated that a more transformational leadership style is needed to remain effective as a leader (Bass,1999).

Proposition 6b is supported, information sharing is significant positively related to leadership effectiveness. In line with the literature, information sharing was expected to have a positive relation with leadership effectiveness, because knowledge is shared and can be used by others. Kumarasinghe (2010) also mentioned that better results can be achieved due to proper communication between managers and subordinates.

As last, proposition 7 is supported by the findings. Proactive behaviour is significant and positively related to voice climate. This is in line with the expectations based on the literature, because subordinates who show pro-active behaviour take it on themselves to have an impact on the world around them (Volmur et al., 2012).

For the propositions 1a, 3, 4, 5 and 6a no significant relations are found. Proposition 1a assumed to find a positive relation between LMX and voice climate. Proposition 3 assumed to find a relation between self enhancement and leadership effectiveness. Proposition 4 assumed to find a relation between empowerment and voice climate. Proposition 5 assumed to find a relation between goal-focused leadership and leadership effectiveness. Proposition 6a assumed to find a relation between information sharing and voice climate. Neither of them shows a significant correlation on leadership effectiveness or voice climate, a reason for this can be the small sample size.

9. Discussion

In this study the quantitative data supports the qualitative data. In the qualitative data the explanation of Fonseka's definition about leadership is mostly mentioned by the interviewed leaders. This means that most leaders see the following aspects as most important for leadership: Goal-setting, communication, leader's capabilities, establishing direction, aligning people, and inspiring them to achieve the desired end. Furthermore, two components of transformational leadership came forward in the answers the leaders gave in the interview: Inspirational motivation and individualized consideration. This last is supported by the quantitative data, because transformational leadership is found to be positively related to leadership effectiveness and voice climate. The other two components, idealized influence and intellectual stimulation, did not come forward in the answers of the interviewed leaders. This means that the interviewed leaders mentioned inspirational motivation and individualized consideration as important aspects of leadership and that they also show this type of leadership behaviour according to their subordinates. Finally, transformational leadership is positively related to both leadership effectiveness and voice climate which is of importance for the business performance.

In order to motivate their subordinates, the leaders mentioned to show achievement oriented behaviour, a dimension of goal-focused leadership, in which they focus on setting challenging goals, seeking improvement, emphasizing excellence in performance, and showing confidence in the subordinates skills, abilities and competences to succeed their task (House,1996). Furthermore, the studied leaders apply the organic approach, being a dimension of empowerment, to motivate their subordinates in which they take on an example role to encourage empowered behaviour, and they have to build teams to encourage empowered behaviour. The leader has to be very knowledgeable about the educational and skill levels of the team members and also about the factors that motivate each one of them for directing toward the satisfaction of subordinates' needs and preferences, which is called supportive leader behaviour; a dimension of goal-focused leadership (Fonseka, 2010). At last, leaders in this study applied also the mechanic approach in which the vision, mission, and strategy of the company together with subordinates tasks, roles, and rewards are clarified (Spreitzer, 1997). Goal-focused leadership and empowerment are both represented in the answers of the interviewed leaders, but there is no relation found for neither of them between leadership effectiveness and voice climate. A reason for this can be the small sample, a

bigger sample is needed to see if a relation can be found between goal-focused leadership, empowerment and leadership effectiveness or voice climate.

The variable LMX is positively related to leadership effectiveness, but there is not a relation found between LMX and voice climate. A reason for this can be the small sample size. First, a relationship between leader and subordinate which is represented as well on personal level as work level is mentioned. Second, a work relation in which the personal life is of great importance is mentioned by the interviewed leaders. The relation between leader and subordinates is based on work, but there is also attention for the personal life. Leaders mentioned in the interview that the personal life has its influence on the work condition. Therefore, it is of importance to have some knowledge for leaders about the subordinates personal lives. Most leaders mentioned that there are no differences in the relationship they have with their subordinates. From this findings we can say, that this type of relation between leaders and subordinates, in which the personal lives of subordinates are of great importance, has a positive relation with leadership effectiveness. This is also supported by the quantitative data.

A significant positive relation is found in this study between pro-active behaviour and leadership effectiveness and a positive relation is found between information sharing and leadership effectiveness. This supports the findings of the interviews. Leaders mentioned in the interviews that they will help their subordinates and guide them when needed. This depends on the subordinates' capabilities, knowledge and experience. These factors are also taken into account in how much job autonomy a subordinate has. The amount of interaction between leader and subordinates depends on the urgency of the task or project the subordinate is working on. Ideas and suggestions are asked from the subordinate so a conjunctive decision or a joint decision can follow. Depending of the impact on finance and time schedule, decisions are delegated when the subordinates have the expertise in this particular field. This is all part of pro-active behaviour and information sharing in which pro-active behaviour reflects the behaviour of the leader evaluated by the subordinates and information sharing is a self-report from leaders perspective. In conclusion, subordinates feel like they are heard and that leaders actively take into account subordinates' ideas and suggestions, according to the leaders. This results in a positive relation with leadership effectiveness.

This study has some limitations. One of this limitations is that there is a common method bias in the leader effectiveness model. This is a result of answers given by subordinates on the variables which should show a relation with leadership effectiveness which is also rated by the subordinates. The variable information sharing is the only exception, because this variable is a self-report of the leaders. Even though this part of the study is of importance, because these findings still provides useful information. For further research common method bias can be avoided, by letting leaders' supervisors rate their leader effectiveness. Another limitation of this study is the small sample size. For further research a bigger sample size should be pursued. Yet these findings are of importance, because Sri Lanka is an emerging economy and this study gives a renewing view on effective leadership which is of importance to make a company successful. Furthermore, little research is done to effective leadership in emerging economies, so this study is a good addition to the existing literature.

10. Reference list

Alexakis, G. (2011). Transcendental leadership: The progressive hospitality leader's silver bullet. *International Journal of Hospitality Management,* 30: 708–713.

Avery, D.R., Tonidandel, S., Griffith, K.H., Quinones, M.A. (2003) The impact of multiple measures of leader experience on leader effectiveness. New insights for leader selection. *Journal of Business Research*, 56: 673– 679.

Avolio, B.J. & Bass, B.M. (2004). *Multifactor leadership questionnaire.* Retrieved on 2 May 2013 from www.mindgarden.com.

Bal, P.M., Chiaburu, D.S. & Diaz, I. (2011). Does psychological contract breach decrease proactive behaviors? The moderating effect of emotion regulation. *Group & Organization Management,* 36(6): 722– 758.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive view.* Englewood Cliffs, NJ: Prentice-Hall.

Bass, B. M., & Avolio B. J. (1990). The implications of transactional and transformational leadership for individual, team, organizational development. *Research in Organizational Change and Development*, 4: 231-272.

Bass, B.M (1999). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology*, 8 (1): 9-32

Bass, B.M., Avolio, B.J., Jung, D.I. & Berson, Y. (2003). Predicting unit performance by assessing transformational and transactional leadership. *Journal of Applied Psychology,* 88 (2): 207–218.

Bass, B.M. (2010). Two decades of research and development in transformational leadership. *European Journal of Work and Organizational Psychology,* 8(1): 9-32.

Bateman, T.S. & Crant, J.M. (1993). The proactive component of organizational behavior: a measure and correlates. *Journal of Organizational Behavior,* 14 (2): 103-118.

Bilsky, W. & Schwartz, S.H. (1994). Values and personality. *European journal of personality,* 8:163-181.

Boselie, P. (2010) *Strategic Human Resource Management: A Balanced Approach.* Europe:McGraw-Hill Education.

Brower, H.H., Schoorman, F.D., Tan, H.H. (2000). A model of relational leadership: The integration of trust and leader–member exchange. *Leadership Quarterly,* 11(2): 227–250.

Brown, M.E., Trevino, L.K. & Harrison, D.A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational Behavior and Human Decision Processes*, 97: 117–134.

Brown, M.E. & Trevino, L.K. (2009). Leader–follower values congruence: are socialized charismatic leaders better able to achieve it? *Journal of Applied Psychology,* 94(2): 478–490.

Bruno, L.F.C. & Lay, E.G.E. (2008). Personal values and leadership effectiveness. *Journal of Business Research,* 61: 678–683.

Bryman, A. (2004). Qualitative research on leadership: A critical but appreciative review. *Leadership Quarterly*, 15: 729-769.

Bunderson, J.S. & Boumgarden, P. (2010). Structure and learning in self-managed teams: Why "bureaucratic" teams can be better learners. *Organization Science,* 21(3): 609–624.

Cardona, P. (2000). Transcendental leadership. *The Leadership & Organization Development Journal,* 21(4): 201-206.

Carsten, M.K., Uhl-Bien, M., West, B.J., Patera, J.L. & McGregor, R. (2010). Exploring social constructions of followership: a qualitative study. *The Leadership Quarterly,* 21: 543–562.

Chen, G., Kirkman, B.L., Kanfer, R., Allen, D. & Rosen, B. (2007). A multilevel study of leadership, empowerment, and performance in teams. *Journal of Applied Psychology,* 92(2): 331–346.

Chen, C.Y., Mao, H.J., Hsieh, A.T., Liu, L. & Yen, C. (2013). The relationship among interactive justice, leader–member exchange, and workplace friendship. *The Social Science Journal,* 50: 89–95.

Colbert, A.E. & Whitt, L.A. (2009). The role of goal-focused leadership in enabling the expression of conscientiousness. *Journal of Applied Psychology,* 94(3): 790–796.

Conger, J.A. (1998). Qualitative research as the cornerstone methodology for understanding leadership. *Leadership Quarterly,* 9(1): 107-121.

Cronbach, L. J. (1975). Beyond the two disciplines of scientific psychology*. American Psychologist,* 30(2), 116–127.

Dulebohn, J.H., Bommer, W.H., Liden, R.C., Brouer, R.L. & Ferris, G.R. (2011). A meta-analysis of antecedents and consequences of leader-member exchange: integrating the past with an eye toward the future. *Journal of Management,* 38(6): 1715-1759.

Fonseka, A.T. (2010). Factors affecting the completion of information technology projects in Sri Lanka. *Sri Lankan journal of management,* 2010 (14/15), 12- 33.

Ford, L.R. & Seers, A. (2006). Relational leadership and team climates: Pitting differentiation versus agreement. *The Leadership Quarterly,* 17: 258–270.

Franzier, M.L. & Bowler, M. (2012). Voice climate, supervisor undermining, and work outcomes: a group-level examination. *Journal of Management.* Retrieved on 28 May 2013 from http://jom.sagepub.com/content/early/2012/02/07/0149206311434533.

Fu, P.P., Tsui, A.S., Liu, J., & Lan L. (2010). Pursuit of whose happiness? Executive leaders' transformational behaviors and personal values. *Administrative Science Quarterly*, 55(2): 222-254.

Gaertner L., Sedikides C., & Chang, K. (2008). On pancultural self-enhancement well-adjusted taiwanese self-enhance on personally valued traits. *Journal of Cross-Cultural Psychology*, 39(4): 463-477.

Gardner, W.L., Avolio, B.J., Luthans, F., May D.R. & Walumbwa F. (2005). Can you see the real me? A self-based model of authentic leader and follower development. *Leadership Quarterly*, 16(3): 343-372.

Graen, G.B. & Uhl-Bien, M. (1995). Relationship based approach to leadership. Development of LMX theory of leadership over 25 years: applying multi-level multi-domain perspective. *Leadership Quarterly,* 6(2), 219-247.

House, R.J. (1996). Path-goal theory of leadership: Lessons, legacy, and a reformulated theory. *Leadership Quarterly,* 7(3): 323-330.

Johnson, R.B., Onwuegbuzie, A.J. (2004). Mixed methods research. A research paradigm whose time has come. *Educational Researcher,* 33(7): 14–26.

Kark, R., & Van Dijk, D. (2007). Motivation to lead, motivation to follow: The role of the self-regulatory focus in leadership processes. *Academy of Management Review,* 32(2): 500-528.

Kumarasinghe, S. & Hoshino, Y. (2010). The role and perceptions of middle managers and their influence on business performance: the case of sri lanka. *International Business Research,* 3(4), 3-16.

Langfred, C.W. & Moye, N.A. (2004). Effects of task autonomy on performance: an extended model considering motivational, informational, and structural mechanisms. *Journal of Applied Psychology,* 89(6): 934–945.

Liden, R.C. & Maslyn, J.M. (1998). Multidimensionality of leader-member exchange: an empirical assessment through scale development. *Journal of Management,* 24(1): 43-72.

Lord, R.G., & Brown, D.J. (2001). Leadership, values, and subordinate self-concepts. *Leadership Quarterly*, 12: 133–152.

Mesmer-Magnus, J.R. & De Church, L.A. (2009). Information sharing and team performance: a meta-analysis. *Journal of Applied Psychology,* 94(2): 535–546.

Michie, S. & Gooty J. (2005). Values, emotions, and authenticity: Will the real leader please stand up? *Leadership Quarterly*, 16(3): 441-457.

Miles, M.B. & Huberman, M. (1994). *Qualitative Data analysis*. California: Sage Publications.

Morrison, E.W., Wheeler-Smith, S.L. & Kamdar, D. (2011). Speaking up in groups: a cross-level study of group voice climate and voice. *Journal of Applied Psychology,* 96(1): 183–191.

O'Shea, P.G., Foti, R.J., Hauenstein, N.M.A. & Bycio, P. (2009). Are the best leaders both transformational and transactional? A pattern-oriented analysis. *Leadership,* 5(2): 237–259.

Paglis, L.L. & Green, S.G. (2002). Both sides now: supervisor and subordinate perspectives on relationship quality. *Journal of Applied Social Psychology,* 32(2): 250-276.

Podsakoff, P. M., Bommer, W.H., Podsakoff, N.P., & MacKenzie S.B. (2006). Relationships between leader reward and punishment behavior and subordinate attitudes, perceptions and behaviors: A meta-analytic review of existing and new research. *Organizational Behavior and Human Decision Processes*, 99: 113-142.

Quinn, R.E. & Spreitzer, G.M. (1997). *The road to empowerment: seven questions every leader should consider.* Organizational dynamics, Retrieved on 26 April 2013, from http://ceo.usc.edu/pdf/G973315.pdf.

Rafferty, A. E., & Griffin, M.A. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. *Leadership Quarterly*, 15: 329-354.

Rockstuhl, T., Dulebohn, J.H., Ang, S. & Shore, L.M. (2012). LMX and culture. A meta-analysis of correlates of LMX across 23 countries. *Journal of Applied Psychology,* 97(6): 1097–1130.

Roe, R. A., & Ester P. (1999). Values and work empirical findings and theoretical perspective. *Applied Psychology: An International Review*, 48(1): 1-21.

Ros, M., Schwartz, S. H. & Surkiss, S. (1999). Basic individual values, work values, and the meaning of work. *Applied Psychology: An International Review,* 48(1): 49-71.

Schyns, B. & Schillings, J. (2010). *Implicit leadership theories: think leader, think effective?* Journal of Management Inquiry, Retrieved on 1 March 2013, from http://jmi.sagepub.com/content/early/2010/07/26/1056492610375989.

Sale, J.E.M., Lohfeld, L. H. & Brazil, K. (2002). Revisiting the quantitative qualitative debate. implications for mixed method research. *Quality & Quantity,* 36: 43–53.

Schwartz, S.H. (1999). A theory of cultural values and some implications for work. *Applied Psychology: An International Review,* 48(1): 23–47.

Schriesheim, C.A., Castro, S.L., Zhou, X., & DeChurch, L.A. (2006). An investigation of path-goal and transformational leadership theory predictions at the individual level of analysis. *Leadership Quarterly*, 17: 21-38.

Seibert, S.E., Crant, J.M. & Kraimer, M.L. (1999). Proactive personality and career success. *Journal of Applied Psychology,* 84(3): 416-427.

Sosik, J.J., Jung, D., & Dinger, S.L. (2009). Values in authentic action examining the roots and rewards of altruistic leadership. *Group & Organization Management*, 34(4): 395-431.

Sosik, J.J. (2005). The role of personal values in the charismatic leadership of corporate managers: A model and preliminary field study. *The Leadership Quarterly,* 16(2): 221-244.

Soysa, R.S. (2009). *The effect of leadership practices towards a successful software project.* Retrieved on 4 January 2013, from http://dl.lib.mrt.ac.lk/theses/bitstream/handle/123/1030/92984.pdf?sequence=1.

Spreitzer, G.M. (1995). An empirical test of a comprehensive model of intrapersonal empowerment in the workplace. *American Journal of Community Psychology,* 23(5): 601-629.

Spreitzer, G.M. (1995a). Psychological empowerment in the workplace: dimensions, measurement, and validation. *The Academy of Management Journal*, 38(5): 1442-1465.

Spreitzer, G.M. (1996). Social structural characteristics of psychological empowerment. *The Academy of Management Journal,* 39(2): 483-504.

Steers, R.M., Sanchez-Runde, C. & Nardon, L. (2012). Leadership in a global context: New directions in research and theory development. *Journal of World Business,* 47: 479–482.

Stentz, J.E., Clark, V.L. & Matkin, G.S. (2012) Applying mixed methods to leadership research. A review of current practices. *The Leadership Quarterly*. 23: 1173–1183.

Stern, P.C., Dietz, T., Guagnano, G.A. (1998). A brief inventory of values. *Educational and Psychological Measurement,* 58(6): 984-1001.

Stoker, J.I. & Kolk, N.J. (2003) *Grip op Leiderschap. Toegankelijke modellen en praktische inzichten.* Deventer: Kluwer.

VanDyne, L., Cummings, L.L. & McLean Parks, J. (1995). Extra-role behaviors: In pursuit of construct and definitional clarity. *Research in Organizational Behavior,* 17: 215-285.

VanDyne, L. & LePine, J.A. (1998). Helping and voice extra-role behaviors: evidence of construct and predictive validity. *The Academy of Management Journal,* 41(1): 108-119.

VanDyne, L., Kamdar, D. & Joireman, J. (2008). In-role perceptions buffer the negative impact of low LMX on helping and enhance the positive impact of high LMX on voice. *Journal of Applied Psychology,* 93(6), 1195–1207.

Van der Vliert, E. (2006). Autocratic leadership around the globe : do climate and wealth drive leadership culture? *Journal of Cross-Cultural Psychology,* 37(42), 42-59.

Van Der Weide, J.G., & Wilderom, C.P.M. (2004). Deromancing leadership: What are the behaviors of highly effective middle managers? *International Journal of Management Practice*, 1(1): 3-20.

Volmur, J., Spurk, D. & Niessen, C. (2012). Leader–member exchange (LMX), job autonomy, and creative work involvement. *The Leadership Quarterly*, 23: 456–465.

Yukl, G. (1989). Managerial leadership: a review of theory and research. *Journal of Management,* 15(2): 251-289.

Yukl, G. (2006). *Leadership in organizations.* New York: Elsevier.

Yukl, G., Gordon, A., & Taber, T. (2002). A hierarchical taxonomy of leadership behavior: Integrating a half century of behavior research. *Journal of Leadership & Organizational Studies*, 9(1):15-32.

Yukl, G. (2002). *Leadership in organizations* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

Yukl, G. (2008). How leaders influence organizational effectiveness. *The Leadership Quarterly*, 19: 708-722.

Yung, D.I. (2001). Transformational and transactional leadership and their effects on creativity in groups. *Creativity Research Journal*, 13(2): 185-195.

11. Appendix

Interview

Name….

Company….

What is your function at ……(Company)? Are you leading a department or
a project (what type)?

How long have you been working at ….(Company) in this function?

1. What is your definition of leadership?

2. Can you put this definition of leadership into practice at your daily work?

3. How do you motivate your employees?

Relation based:

4. How would you describe your relationship with your employees? (relationship based
on work or also based on friendship)?

5. How important is the personal relationship with your employees for you?

6. What are the differences in the relationship you have with your employees, and how
does one express this, in daily work?

7. What contributes to this differences? (liking someone as a person or are their
professional capabilities of greater importance)?

8. Do you have more interaction with employees with whom you have a good
relationship?

9.. Do employees with whom you have a good relationship differ in their function and tasks in comparison with employees with whom you have a lesser relationship?

10. If you have a good relationship with one person, how does this affect your behaviour toward that particular person?

11. Are you willing to apply extra efforts in mentoring, coaching, and guiding, this person beyond those normally required?

12. Do you help your employees more than what is prescribed in your job description?

Work based:

13. How do you infer about your employees skills, abilities and competences?

14. Do your employees need a lot of steering?

15. Do you ask your employees for advice in the decision making processes?

16. What role do your employees have in the decision making processes, (come up with their own ideas or is the decision made as group)?

Thank you for your cooperation,

I will work the interview out, and sent it to you for a check so there would be no mistakes. Is that okay?

Do you have any questions left for me?

About the questionnaire

This questionnaire will take about 15 minutes and has to be filled in anonymous. Because every question asks for your opinion there will be no wrong answers.

We are affiliated with the University of Twente, a world-wide well respected university with a lot of international students, and we assure you that your answers will be confidential. Likewise, the answers are not traceable to individuals.

Thank you for your cooperation.

About myself

My name is Danielle Poppe, I'm from the Netherlands (Europe) and I'm graduating for my Master Business Administration.

I have a Bachelor in Psychology and that's why I'm interested in management behaviour in emerging economies.

Demographic variables

Gender	M/F	
Age	...	year
How many years are you working for this company?	...	year
How many years do you work at this unit?	...	year
How many years are you the manager of this department?	...	year
About how many people do you have daily leadership?		

Empowerment

To what extent do you agree with the following statements:	Strongly disagree				Strongly agree
I am confident about my ability to do my job	1	2	3	4	5
I am self-assured about my capabilities to perform my work activities	1	2	3	4	5
I have mastered the skills necessary for my job	1	2	3	4	5
I have significant autonomy In determining how I do my job	1	2	3	4	5
I can decide on my own how to go about doing my work	1	2	3	4	5
I have considerable opportunity for independence and freedom in how I do my job	1	2	3	4	5
My impact on what happens in my department is large	1	2	3	4	5
I have a great deal of control over what happens in my department	1	2	3	4	5
I have significant influence over what happens in my department	1	2	3	4	5
The work I do is very important to me	1	2	3	4	5
My job activities are personally meaningful to me	1	2	3	4	5
The work I do is meaningful to me	1	2	3	4	5

Relation with your employees

To what extent do you agree with the following statements:	Strongly disagree						Strongly agree
I like my employees very much as persons	1	2	3	4	5	6	7
My employees are the kind of persons one would like to have as a friend	1	2	3	4	5	6	7
My employees are a lot of fun to work with	1	2	3	4	5	6	7
My employees defend my work actions to a superior, even without complete knowledge of the issue in question	1	2	3	4	5	6	7
My employees would come to my defence if I were "attacked" by others	1	2	3	4	5	6	7
My employees would defend me to others in the organization if I made an honest mistake	1	2	3	4	5	6	7
I help my employee that goes beyond what is specified in my job description	1	2	3	4	5	6	7
I am willing to apply extra efforts, beyond those normally required, to help my employees to meet the work goals	1	2	3	4	5	6	7
I do not mind working my hardest for my employees	1	2	3	4	5	6	7
I am impressed with my employees knowledge of their jobs	1	2	3	4	5	6	7
I respect my employees knowledge of and competence, on the job	1	2	3	4	5	6	7
I admire my employees professional skills	1	2	3	4	5	6	7

Leadership behaviour and leadership effectiveness

Rate the extent to which the following statements apply to you as supervisor.				

	Not at all	Once in a while	Sometimes	Fairly often	Frequently. If not always
I re-examine critical assumptions to question whether they are appropriate	1	2	3	4	5
I talk about my most important values and beliefs	1	2	3	4	5
I seek differing perspectives when solving problems	1	2	3	4	5
I talk optimistically about the future	1	2	3	4	5
I instil pride in others for being associated with me	1	2	3	4	5
I talk enthusiastically about what needs to be accomplished	1	2	3	4	5
I specify the importance of having a strong sense of purpose	1	2	3	4	5
I spend time teaching and coaching	1	2	3	4	5
I go beyond self-interest for the good of the group	1	2	3	4	5
I treat others as individuals rather than just as a member of a group	1	2	3	4	5
I act in ways that build others' respect for me	1	2	3	4	5
I consider the moral and ethical consequences of decisions	1	2	3	4	5
I display a sense of power and confidence	1	2	3	4	5
I articulate a compelling vision of the future	1	2	3	4	5
I consider an individual as having different needs, abilities, and aspirations from others	1	2	3	4	5
I get others to look at problems from many different angles	1	2	3	4	5
I help others to develop their strengths	1	2	3	4	5
I suggest new ways of looking at how to complete assignments	1	2	3	4	5
I emphasize the importance of having a collective sense of mission	1	2	3	4	5
I express confidence that goals will be achieved	1	2	3	4	5

I am effective in meeting others' job-related needs	1	2	3	4	5
I am effective in representing others to higher authority	1	2	3	4	5
leadership behaviour and leadership effectiveness	1	2	3	4	5
I lead a group that is effective	1	2	3	4	5

The questions below are about to what extent you as supervisor share information with your employees.

To what extent do you agree with the following statements:	Strongly disagree						Strongly agree
I freely share information among members of my team	1	2	3	4	5	6	7
When I get information that affects the team, I am quick to share it	1	2	3	4	5	6	7
I work hard to keep others up-to-date on my activities	1	2	3	4	5	6	7
I keep all team members 'in the loop' about key issues affecting the team	1	2	3	4	5	6	7
I freely provide my personal expertise and insight	1	2	3	4	5	6	7

Voice climate

The extent to which "members of your team feel they are capable of effectively doing each of the following"	definitely not capable						definitely capable
develop and make recommendations concerning issues that affect the team	1	2	3	4	5	6	7
speak up with ideas for new projects or changes in procedures	1	2	3	4	5	6	7
Communicate opinions about work issues to others in this group even if his/her opinion is different and Others in the group disagree with him/her their	1	2	3	4	5	6	7
keep well informed about issues where his/her opinion might be useful to this work group	1	2	3	4	5	6	7
get involved in issues that affect the quality of work life here in this group	1	2	3	4	5	6	7
speaks up in this group with ideas for new projects or changes in procedures	1	2	3	4	5	6	7

Values

To what extent do you normally use the following values to guide your work?								
(-1 stands for opposed to my values, 1 for not important, and 7 stands for of supreme importance)								
Altruism (caring, assisting others)	-1	1	2	3	4	5	6	7
Justice (treating others fairly)	-1	1	2	3	4	5	6	7
Helpfulness (working for the welfare of others)	-1	1	2	3	4	5	6	7
Teamwork (working together, cooperation)	-1	1	2	3	4	5	6	7
Equality (ensuring equal opportunity for all)	-1	1	2	3	4	5	6	7
Experimentation (trying new things)	-1	1	2	3	4	5	6	7
Variety (welcoming novelty and change)	-1	1	2	3	4	5	6	7
Creativity (innovating, thinking outside the box)	-1	1	2	3	4	5	6	7
Curiosity (pursuing interests, inquisitiveness)	-1	1	2	3	4	5	6	7

Daringness (seeking adventure, taking risks)	-1	1	2	3	4	5	6	7
Obedience (meeting obligations, dutiful)	-1	1	2	3	4	5	6	7
Conformity (following the rules, fitting in)	-1	1	2	3	4	5	6	7
Self-discipline (exercising self-restraint)	-1	1	2	3	4	5	6	7
Tradition (preserving customs)	-1	1	2	3	4	5	6	7
Honor (showing deference to senior employees)	-1	1	2	3	4	5	6	7
Taking initiative (enterprising, inventiveness)	-1	1	2	3	4	5	6	7
Ambition (having high aspirations)	-1	1	2	3	4	5	6	7
Success (achieving, accomplishing)	-1	1	2	3	4	5	6	7
Directive (you want others to do what you to told them to do)	-1	1	2	3	4	5	6	7
(Want to be Admired) Admirable	-1	1	2	3	4	5	6	7
Compete (focused on rivalry / competition)	-1	1	2	3	4	5	6	7
Materialistic (you would like a lot of money and / or expensive things)	-1	1	2	3	4	5	6	7

Pro-active behaviour

Perception of myself							Indicate how frequently or infrequently you engaged in each of the activities below:	Perception of my employee						
Strongly disagree						strongly agree		strongly disagree						strongly agree
1	2	3	4	5	6	7	My employee often tries to adopt improved procedures for doing his or her job	1	2	3	4	5	6	7
1	2	3	4	5	6	7	My employee often tries to change how my job is executed in order to be more effective.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	My employee often tries to bring about improved procedures for the work unit or department.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	My employee often tries to institute new work methods that are more effective for the company.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	My employee often tries to change organizational rules or policies that are non-productive or counterproductive.	1	2	3	4	5	6	7
1	2	3	4	5	6	7	My employee often make constructive suggestions for improving how things operate within the organization.	1	2	3	4	5	6	7

1	2	3	4	5	6	7		1	2	3	4	5	6	7
1	2	3	4	5	6	7	**My employee often tries to correct a faulty procedure or practice.**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**My employee often tries to eliminate redundant or unnecessary procedures.**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**My employee often tries to implement solutions to pressing organizational problems**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**My employee often tries to introduce new structures, technologies, or approaches to improve efficiency.**	**1**	2	3	4	5	6	7

About the questionnaire

This questionnaire will take about 15 minutes and has to be filled in anonymous. Because every question asks for your opinion there will be no wrong answers.

We are affiliated with the University of Twente, a world-wide well respected university with a lot of international students, and we assure you that your answers will be confidential. Likewise, the answers are not traceable to individuals.

Thank you for your cooperation.

About myself

My name is Danielle Poppe, I'm from the Netherlands (Europe) and I'm graduating for my Master Business Administration.

I have a Bachelor in Psychology and that's why I'm interested in management behaviour in emerging economies.

Demographic variables

Gender	M/F	
Age	....	year
How many years are you working for this company?	....	year
How many years do you work at this unit?	....	year
How many years do you work formally with your supervisor?	....	year

Empowerment

To what extent do you agree with the following statements:

	strongly disagree	disagree	neutral	agree	strongly agree
I am confident about my ability to do my job	1	2	3	4	5
I am self-assured about my capabilities to perform my work activities	1	2	3	4	5
I have mastered the skills necessary for my job	1	2	3	4	5
I have significant autonomy In determining how I do my job	1	2	3	4	5
I can decide on my own how to go about doing my work	1	2	3	4	5
I have considerable opportunity for independence and freedom in how I do my job	1	2	3	4	5
My impact on what happens in my department is large	1	2	3	4	5
I have a great deal of control over what happens in my department	1	2	3	4	5
I have significant influence over what happens in my department	1	2	3	4	5
The work I do is very important to me	1	2	3	4	5
My job activities are personally meaningful to me	1	2	3	4	5
The work I do is meaningful to me	1	2	3	4	5

Relation with supervisor

To what extent do you agree with the following statements:

	strongly disagree				strongly agree		
I like my supervisor very much as a person	1	2	3	4	5	6	7
My supervisor is the kind of person one would like to have as a friend	1	2	3	4	5	6	7

My supervisor is a lot of fun to work with	1	2	3	4	5	6	7
My supervisor defends my work actions to a superior, even without complete knowledge of the issue in question	1	2	3	4	5	6	7
My supervisor would come to my defence if I were "attacked" by others	1	2	3	4	5	6	7
My supervisor would defend me to others in the organization if I made an honest mistake	1	2	3	4	5	6	7
I do work for my supervisor that goes beyond what is specified in my job description	1	2	3	4	5	6	7
I am willing to apply extra efforts, beyond those normally required, to meet my supervisor's work goals	1	2	3	4	5	6	7
I do not mind working my hardest for my supervisor	1	2	3	4	5	6	7
I am impressed with my supervisor's knowledge of his/her job	1	2	3	4	5	6	7
I respect my supervisor's knowledge of and competence, on the job	1	2	3	4	5	6	7
I admire my supervisor's professional skills	1	2	3	4	5	6	7

Leadership behaviour and Leadership effectiveness

Assess the extent to which the statements apply to your supervisor

My supervisor....	Not at all	Once in a while	Sometimes	Fairly often	Frequently. If not always
Re-examines critical assumptions to question whether they are appropriate	1	2	3	4	5
Talks about his/her most important values and beliefs	1	2	3	4	5
Seeks differing perspectives when solving problems	1	2	3	4	5
Talks optimistically about the future	1	2	3	4	5
Instils pride in me for being associated with him/her	1	2	3	4	5
Talks enthusiastically about what needs to be accomplished	1	2	3	4	5
Specifies the importance of having a strong sense of purpose	1	2	3	4	5
Spends time teaching and coaching	1	2	3	4	5
Goes beyond self-interest for the good of the group	1	2	3	4	5

Treats me as an individual rather than just as a member of a group	1	2	3	4	5
Acts in ways that builds my respect	1	2	3	4	5
Considers the moral and ethical consequences of decisions	1	2	3	4	5
Displays a sense of power and confidence	1	2	3	4	5
Articulates a compelling vision of the future	1	2	3	4	5
Considers me as having different needs, abilities, and aspirations from others	1	2	3	4	5
Gets me to look at problems from many different angles	1	2	3	4	5
Helps me to develop my strengths	1	2	3	4	5
Suggests new ways of looking at how to complete assignments	1	2	3	4	5
Emphasizes the importance of having a collective sense of mission	1	2	3	4	5
Expresses confidence that goals will be achieved	1	2	3	4	5
Is effective in meeting my job-related needs	1	2	3	4	5
Is effective in representing me to higher authority	1	2	3	4	5
Is effective in meeting organizational requirements	1	2	3	4	5
Leads a group that is effective	1	2	3	4	5

Goal-focused leadership

To what extent do you agree with the following statements:

	strongly disagree	disagree	neutral	agree	strongly agree
My supervisor provide direction and define priorities	1	2	3	4	5
My supervisor clarify specific roles and responsibilities	1	2	3	4	5
My supervisor translate strategies into understandable objectives and plans	1	2	3	4	5
My supervisor link the unit's mission to the mission of the company overall	1	2	3	4	5

My supervisor follow up to make sure the job gets done	1	2	3	4	5

The questions below are about to what extent you as employee share information with your supervisor.

To what extent do you agree with the following statements:

	strongly disagree						strongly agree
I freely share information with my supervisor	1	2	3	4	5	6	7
When I get information that affects the team, I am quick to share it	1	2	3	4	5	6	7
I work hard to keep others up-to-date on my activities	1	2	3	4	5	6	7
I keep all team members 'in the loop' about key issues affecting the team	1	2	3	4	5	6	7
I freely provide my personal expertise and insight	1	2	3	4	5	6	7

Pro-active behaviour

Indicate how frequently or infrequently you engaged in each of the activities below.

Perception of myself   Perception of my supervisor

strongly disagree						strongly agree		strongly disagree						strongly agree
1	2	3	4	5	6	7	**My supervisor adopt improved procedures for doing his or her job**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**My supervisor tries to change how my job is executed in order to be more effective.**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**My supervisor tries to bring about improved procedures for the work unit or department.**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**My supervisor tries to institute new work methods that are more effective for the company.**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**My supervisor tries to change organizational rules or policies that are non-productive or counterproductive.**	1	2	3	4	5	6	7

104

1	2	3	4	5	6	7	**My supervisor make constructive suggestions for improving how things operate within the organization.**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**My supervisor tries to correct a faulty procedure or practice.**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**My supervisor tries to eliminate redundant or unnecessary procedures.**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**My supervisor tries to implement solutions to pressing organizational problems**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**My supervisor tries to introduce new structures, technologies, or approaches to improve efficiency.**	1	2	3	4	5	6	7

Voice climate

The extent to which "you feel you are capable of effectively doing each of the following"

Perception of myself								Perception of my supervisor						
definitely not capable						definitely capable		definitely not capable						definitely capable
1	2	3	4	5	6	7	**develop and make recommendations concerning issues that affect the team**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**speak up with ideas for new projects or changes in procedures**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**Communicate my opinion about work issues to others in this group even if my opinion is different and others in the group disagree with me**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**keep well informed about issues where my opinion might be useful to this work group**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**get involved in issues that affect the quality of work life here in this group**	1	2	3	4	5	6	7
1	2	3	4	5	6	7	**speak up in this group with ideas for new projects or changes in procedures**	1	2	3	4	5	6	7

Values

To what extent do you normally use the following values to guide your work?

(-1 stands for opposed to my values, 1 for not important, and 7 stands for of supreme importance)								
Altruism (caring, assisting others)	-1	1	2	3	4	5	6	7
Justice (treating others fairly)	-1	1	2	3	4	5	6	7
Helpfulness (working for the welfare of others)	-1	1	2	3	4	5	6	7
Teamwork (working together, cooperation)	-1	1	2	3	4	5	6	7
Equality (ensuring equal opportunity for all)	-1	1	2	3	4	5	6	7
Experimentation (trying new things)	-1	1	2	3	4	5	6	7
Variety (welcoming novelty and change)	-1	1	2	3	4	5	6	7
Creativity (innovating, thinking outside the box)	-1	1	2	3	4	5	6	7
Curiosity (pursuing interests, inquisitiveness)	-1	1	2	3	4	5	6	7
Daringness (seeking adventure, taking risks)	-1	1	2	3	4	5	6	7
Obedience (meeting obligations, dutiful)	-1	1	2	3	4	5	6	7
Conformity (following the rules, fitting in)	-1	1	2	3	4	5	6	7
Self-discipline (exercising self-restraint)	-1	1	2	3	4	5	6	7
Tradition (preserving customs)	-1	1	2	3	4	5	6	7
Honour (showing deference to senior employees)	-1	1	2	3	4	5	6	7
Taking initiative (enterprising, inventiveness)	-1	1	2	3	4	5	6	7
Ambition (having high aspirations)	-1	1	2	3	4	5	6	7
Success (achieving, accomplishing)	-1	1	2	3	4	5	6	7
Directive (you want others to do what you to told them to do)	-1	1	2	3	4	5	6	7
(Want to be Admired) Admirable	-1	1	2	3	4	5	6	7
Compete (focused on rivalry / competition)	-1	1	2	3	4	5	6	7
Materialistic (you would like a lot of money and / or expensive things)	-1	1	2	3	4	5	6	7