Henley Business School

University of Reading

On the front foot: creating agile leaders for the 21st Century

by

Jane Rosser

Student Number: 22025325

Submitted in partial fulfilment of the requirements for the degree of Master of Science

Executive Summary

The increasing pace of technological change is reaching the stage where organizations are no longer able to introduce step change initiatives that can then be embedded in subsequent periods of stability: change is becoming a continuous process, requiring unprecedented levels of organizational agility.

To meet the associated challenges organizations need different cultures, different structures and a different type of leadership. Definitions of the style of leadership required include eupsichian, agile, transformational and vertical; all of which have much in common.

While the qualities of transformational leadership include an ability to encourage and draw upon the input of as many people in the organisation as possible, it is no longer enough to have leadership confined to the boardroom, let alone one CEO. In order to have the highest levels of responsiveness and adaptability organizations need to have dispersed transformational leadership.

Truly agile organizations comprise people working toward the same goal, communicating freely, in full cooperation with each other, accepting and been given responsibility to take the initiative. This requires a totally different organizational culture; a culture created by people who think and behave differently and processes that facilitate flow rather than restrict it.

It has been suggested that transformational leadership is less a set of disciplines and more a state of mind. Research has established that personal values, not personality or emotional intelligence, are directly related to transformational leadership potential.

The particular qualities associated with transformational leadership correspond with those attributable to the values of self-direction, universalism and benevolence in the Schwartz system of values, and those associated with transactional leadership are associated with the values of power and achievement. In the Schwartz system these value sets directly oppose each

other; i.e. they serve opposing objectives: the former promoting cooperation, sustainability, wide-framed thinking and long-term planning, the latter promoting competition, narrow-framed thinking and the pursuit of short-term objectives.

In the evolutionary, hierarchical interpretation of the Schwartz system used in Dominant Needs Analysis, the values associated with transformational leadership correspond with Abraham Maslow's self-actualizing people, i.e. those with needs toward the top of his hierarchy. Consequently the ability to think and behave in accordance with these values cannot be acquired simply by looking at behaviours, but through a more fundamental mind-shift: a change in values.

Mentoring from transformational leaders has been shown to help transactional leaders, but in order to achieve the deeper mind-shift required, values-based coaching using the hierarchical values framework seems to offer the greatest potential.

Conversations with those responsible for leadership development in large organizations suggest that, while there is a broad understanding of the need to improve organizational agility and encourage transformational leadership, and of the potential offered by coaching, the focus is on behaviours not the drivers. Consequently, the likelihood is that many organizations are more likely to create more 'pseudo-transformational' leadership than the real thing. This being the case there would seem to be huge potential in increasing the awareness of the importance of values and how they can be used to provide a framework for coaching.

Acknowledgements

Table of Contents

Chapter 1 Introduction

The following paragraphs outline background thinking, references and the context in relation to this research project and provide an overview of the structure and content.

1.1 Background thinking and terms of reference

The initial motivation to become a coach evolved from an impulsive desire to help people fulfil their potential. When working in previous roles - sales, sales training and subsequently in HR there was an increasing awareness of a natural affinity for listening to people, an interest in learning about what they wanted to do and then coming up with ideas about how they might go about achieving their goals: who to talk to, what they might try, etc. This was helped by a number of personal abiding interests: business, people and a desire to run and own a business; all of which indirectly led to a move into the world of coaching.

In order to help people fulfil their potential there are two things they may need help with. The first and most important is to understand what is going on in the world; particularly the bit of it that they are most immediately concerned with. The second is to understand what makes people tick. If people don't understand themselves it is more difficult for them to know what they want and, if they should get it, whether it will suit them. Similarly if individuals don't understand what's going on in the world it makes it very much more difficult for them to realise their true ambitions.

The world is changing. We can no longer live in isolation in our local communities and career specializations or rely on continuing to work with familiar technology. Jobs for life are an endangered species (Askenazy & Galbis, 2007). We are likely to be one degree of separation away from someone living on the other side of the world as a consequence of transnational social spaces (Cleveland, Rojas-Méndez, Laroche, & Papadopoulos, 2016)(Hannerz, 1990). Many of the processes we relied on just a few years ago have now have become obsolete (Nedelkoska, 2013).

Much of the change is driven by technological innovation, which is creating new opportunities and presenting new challenges on a daily basis. The faster and more frequently these opportunities and challenges come our way the less prepared we are for them (Kumar Basu, 2015). As the old adage says: 'fail to prepare, prepare to fail'.

For someone who is interested in people and business, there has never been such an interesting time to be alive. As a coach seeking to help people in business, never before has there been such potential or a requirement for coaching. As a consequence, the challenge to be, and continue being, a masterful and effective coach has never been greater.

It could be said that a coach doesn't need to be up to speed on all the changes taking place now, and likely to take place in the wider world, because the role is not to advise but to listen and facilitate personal growth. In reality coaches do not, and should not be coaching in a bubble: clients like to feel the person coaching them is familiar with the type of challenges they face. The coach's role is to help people realize their potential, and since this can be dependent on the environment they are in, as great an understanding of that changing, increasingly global and interconnected environment can only be beneficial; especially given awareness and trust are two of the core elements of good coaching (Passmore, 2016).

Technological and scientific advances not only affect the world in which our clients operate, but also the knowledge available to us as coaches in respect of how the human mind works (Boyatzis, 2014). Advances in neuroscience and genetics have allowed scientists to look inside us to see what makes us tick. We are no longer dependent on what we can infer from the behaviours we observe.

The field of evolutionary psychology, supported by the work of molecular biologists, neuroscientists, geneticists and other scientists is updating and replacing the theories of behaviourists (Brayne, 2002). This presents the coach with opportunities and challenges: opportunities to learn and find better ways of

understanding and helping clients, and challenges relating to falling behind and failing our clients through lack of awareness, or the ability to make use of the latest advances in our collective knowledge.

The inspiration for the investigation rises from all of the above. It is clear that many established organizations are now faced with such a variety of challenges, and from so many directions, that they are struggling to keep up, "technology and business disruption are fuelling the demand for a new organisation" (Bersin, 2016:1).

Organisations are vulnerable to start ups that can change their business sector model overnight. Uber being an example of such a paradigm shift. An idea which started as an app in 2010 is now a business that employs virtually no-one, does not own any of the vehicles or employ any of the drivers on which it depends, yet has become the dominant global force in its sector in less than a decade: in 2015 it was worth over $62bn (Wikipedia, 2016).

The challenges organisations have in facing up to the business challenges of the 21st century are mirrored by the challenges facing their employees. As a consequence of this increasing pace of change employees are given more options, have greater expectations and higher aspirations, all of which create less stability and the requirement to develop and be constantly up to date with new skills (Nevin, 2016)(Kumar & Babu, 2015). It would appear that aligning the interests of organizations and people so they can most effectively serve each other's interests is an extraordinarily complex and difficult challenge. It requires a holistic approach: one that accommodates both the needs of the individual and the organisation.

The above paragraphs outline the frame of reference for both the 21st century organization and the 21st century coach. Both must understand the big picture changes going on in the world and how these will affect their business at the macro level - strategy and markets, and the micro level - their people, on which their success depends. The ability to understand their people: what makes them tick, what makes them happy, what they are capable of, what makes them anxious, how they frame propositions, how independently minded and rational

they are, how they respond to others and to change, whether they are competitive or cooperative, how creative, to what extent they can work without direction, etc. This is aligned with a need to be able to create structures and systems that enable their people to work cooperatively, yet give them the varying degrees of freedom and support they require.

It was against this background that the research has been undertaken to determine the views academics, writers, business leaders and practitioners have regarding: the big picture changes and their implications for business and society; what the organizations of the future will have to look like if they are to survive and flourish; what type of leaders will be required to drive these organizations forward; what type of employees will be required; how far along the path to creating such organizations are some of the major players in the market; what are the obstacles that stand in their way; what learning and development initiatives are they using: and, what might be the best way to move from the current to future successful state.

As a practitioner and someone who takes great interest in the area of change it was not possible to begin with an entirely blank sheet of paper. For the reasons explained above, the need for greater organizational agility and the growing interest in transformational leadership could hardly have escaped my attention. Consequently the title of the dissertation and the structure of the literature review reflected this.

1.2 Overview of structure and key content

In order to provide a background to answer the preceding questions, the review of current thinking has been structured under the following headings:

- The demands facing leadership in the 21st century
- The type of leadership required for the 21st century
- The challenges of implementing agile and transformational leadership in the 21st century
- Current leadership interventions

- What needs to be done to create 21st century leaders and agile organisations

Having gained a view from the literature review of the big picture issues of technological and sociological change, theoretical frameworks and the current state of knowledge, the objective of the interviews and the key content of the research was to ascertain:

- What future challenges are leaders of large organizations going to be faced with?
- What type of leadership do they think is going to be required to meet these challenges?
- What needs to be done to create this type of leadership and a future facing organization?
- What are the barriers to achieving these aims and how might they be overcome?

Information relating to what organizations are actually doing is not so freely available as the more theoretical, research based information mined for the literature review. By speaking to individuals from large organizations it was hoped to capture an accurate picture of the practicalities involved in bringing about organizational change in the current challenging environment.

The interviewees were chosen as a consequence of their having responsibility for, or being otherwise exposed to, organizational and leadership development in large organizations. In essence what was wanted was to capture their take on how the world was changing, the impact this would have on their business, how their organization might need to change to meet any challenges arising, whether a different type of leadership was going to be needed and how their learning and development initiatives were being shaped in the light of all this.

Chapter 2 Review of current thinking

The purpose of this literature review is to examine the topic "on the front foot: creating leaders for the 21st century". Whilst undertaking the review thought was given as to the relevance of the material and its importance in relation to the following areas:

- The demands facing leadership in the 21st century
- The type of leadership required for the 21st century
- The challenges of implementing agile and transformational leadership in 21st century
- Current leadership interventions
- What needs to be done to create 21st century leaders and agile organisations

2.1 The demands facing leadership in the 21st century

There are some significant challenges facing business leaders in the 21st century; a number of which are considered below.

The increasing pace of technologically driven change. The idea that technological innovation is changing the world of business is not new. Moore's 'law' suggests technological capacity is doubling every 10 years (Moore, 2006), the speed and rate of this change is increasing exponentially, with knowledge gained in one area being applied to other areas (Hagel et al 2013).

What is new is that this innovation fuelled change is becoming continuous; impacting on both the way we do business and our culture (Steiber, 2014). The fact that change can no longer be seen as a series of predictable steps (Graetz and Smith, 2010) is acknowledged at government level (Department for Business Innovation & Skills, 2014); the suggestion being that a different approach to change management is needed. There is broad agreement in the literature that all industries will be impacted in some way by this rapid pace of technological change. The Economist Intelligence Unit is of the view the

greatest impact will be on: the increasing importance of big data; the rise of micro-entrepreneurs – technology is reducing the importance of perspiration relative to inspiration; enabling micro-entrepreneurs to outcompete many middle sized organizations, resulting in the reduced need for middle managers; economic growth not being linked to job growth; location becoming less important; customers being involved in the creation of products, and; organizations needing to become more transparent. (Watson, 2012).

Similarly Gartner's Top 10 Strategic Technology Trends for 2016 include: the rise of 'the internet of things' (i.e. products, devices, buildings and services that communicate with each other via the Internet); the increasing use of virtual and physical experiences, and; major advances in 3D printing: allowing goods to be produced independently (Woods, 2015). These are among predicted trends for just one year! One wonders what the trends will be for 2020, and if business leaders will be in a position to deal with them.

2.1.1 Readiness for a new ways of working

For leaders there are wider implications of this continual tide of technological change, as explored in Deloitte's Global Capital Trends of 2015. This report suggests now is a time for creativity, bold leadership and a fundamental re-imagining of the practices HR leaders have used for years. It observes that the working world as we see it is changing, the barriers between work and life as well as those of national boundaries are all disappearing. There is an increasingly global economy with rapidly growing virtual channels. Their research involving 3,300 business and HR leaders in 106 countries found leaders unprepared for this and what lies ahead; with work required in such areas as culture and engagement, leadership, learning and development and HR. (Pelsteret et al, 2015)

These findings also link with the 2012 IBM survey of Chief Executives which found that less than half were in a state of readiness to deal with even the anticipated changes (IBM, 2012).

Following on from this Bersin by Deloitte (2015) suggests that leadership, engagement, retention, culture and inclusion are priorities for organizations, and, despite annual engagement surveys consistently producing disappointing results year after year (Gallup's State of the Global Workplace report states only 13% of the global workforce is engaged (O'Boyle and Harter, 2015)), less than half of leaders know what to do to improve matters. The relationship between engagement and organizational performance is well known (Salanova et al, 2005), however, it will become increasingly important as organisations need to cope with external social, market and technological change while also having to compete with the rising tide of 'micro-entrepreneurs' mentioned earlier (Watson, 2012).

Interestingly, across the globe more and more of us are working remotely. Burg noted in 2013 that 97% of Deloitte's staff were working in virtual teams and envisaged a truly mobile future. She suggests that although this way of working enables us to enjoy the ability to gather information and communicate with each other, the other side of remote working is isolation: the loss of direct interpersonal relationships that build friendships and encourage engagement (Burg, 2013).

2.1.2 Change practices not working

Key factors that determine the success of any organisational change are the leaders' abilities to deal with the beliefs staff have about the proposed change, building readiness for change and maintaining staff engagement through change (Armenakis and Harris, 2009).

This is reiterated by Kruse (2012) and in McKinsey's 'Inconvenient Truths About Change Management', which lists nine reasons why organizations have struggled to deal with change in the past. Engagement is cited along with the need to address and cater to differently motivated people, and some leader specific reasons such as leaders believing they are the change, leaders aren't that influential and good intentions aren't enough (Keller and Aiken, 2009).

Similarly Kotter lists some key failings when implementing organisational change, including: not establishing a sense of urgency or creating a powerful guiding coalition, lack of vision, not communicating the vision strongly enough or removing obstacles to the new vision, not planning and creating short-term wins, and declaring victory too soon. (Kotter, 2008).

Currently it is thought that 70% of organisational changes fail (Kotter, 1996; Keller & Aiken, 2009). Although this figure should perhaps be treated with some caution (Hughes, 2011), it is likely that all of the above factors will be exacerbated by the increasing pace and global nature of change, and in order to increase the success rate some new solutions need to be found.

As if the above didn't already present enough of a challenge, increasing public awareness and expectations in the areas of governance, ethics, social responsibility and the environment place additional demands on leaders. Any idea that scandals on the scale of Enron, WorldCom, Bernie Madoff and Barclays involvement in Libor manipulation are things of the past were dispelled by the more recent events at Tesco, FIFA and VW, to name but a few (James, 2015; Peston, 2009; FSA, 2011; CNN, 2015; Farrell, 2015).

In order for an organisation to be successful in the future Carnall emphasises the importance of innovation in all areas of organisation; drawing on networks of all employees, and including the external customer base. This results in creative, cooperative, situation specific problem solving, supported by loose structures and experiential learning in line with a shared understanding of the company mission. (Carnall, 2007)

It would appear from the literature that what is needed to make organizations fit for the 21st century are organizations and leaders with particular qualities (Horney, et al, 2010; Barton et al, 2012).

2.2 The type of leadership required for the 21st century

What emerges from the literature review is that the qualities that meet the above demands come under the umbrellas of agile and transformational leadership

The linking of 'agile' with leadership is often attributed to Iococca, suggesting agile leaders have the following qualities: ability to handle ambiguity, curiosity, creativity, courage, conviction, emotional resilience, critical thinking, vision and flexibility (Iococca and Witney, 2007).

These qualities are similar to those prescribed by Bass for transformational leadership (Bass and Avolio, 1994), which in turn echo the qualities of eupsychian management described by Maslow in 1965 (Maslow et al, 1998), for some, these qualities are just the basic requirements of good leadership (Branson, 2015).

Eupsychian management is associated with the thinking and behaviour of 'self-actualized' people. (Maslow, 1998) Table 1 (on the next page) compares the characteristics of self-actualized people with those of transformational leaders (Bass, 1990).

Bass and Avolio further characterized transformational leadership by the 4'i's:

Idealized Influence (II) - the leader "walks the talk"
Inspirational Motivation (IM) - have the ability to inspire and motivate followers.
Individualized Consideration (IC) - demonstrate genuine concern for the needs and feelings of others.
Intellectual Stimulation (IS) - the leader challenges followers to be innovative and creative. (Bass and Avolio, 1994)

Maslow - self-actualized people are:	Bass - transformational leaders:
• able to judge situations accurately and honestly • at ease with themselves, others and their environment nature. • accept human nature with all its flaws with humour and tolerance • independently minded, able to act autonomously, without reliance on the direction, approval or acceptance of others • true to self – natural and spontaneous • frequently centred on a mission that apparently transcends personal needs – focussing on the needs of others and wider environmental concerns • appreciative of simple things with an "innocence of vision" like that of an artist or child • inclined toward having deeper, loving relationships with others • able to laugh at themselves • compassionate and humane	• emphasize intrinsic motivation and positive development of followers • raise awareness of moral standards • highlight important priorities • foster higher moral maturity in followers • create an ethical climate (share values, high ethical standards) • encourage followers to look beyond self-interests to the common good • promote cooperation and harmony • use authentic, consistent means • use persuasive appeals based on reason • provide individual coaching and mentoring for followers • appeal to the ideals of followers • allow freedom of choice for followers

Table 1 The qualities of Maslow's self-actualized people and Bass's transformational leaders

Cossin and Caballero (2013) have also documented the close relationship between eupsychian management and transformational leadership.

The 'Agile' movement has its roots in the software development industry. According to Leybourn (2013) its principles were formalised before Iococca in 2001 in the Agile Software Development Manifesto. This declared 'agile' is a value system not a process, which comprises four core values:

- individuals and actions over processes and tools
- customer requirements over comprehensive documentation
- customer collaboration over contract negotiation
- responding to change over following a plan (Various, n.d.)

Leyborn suggests that leaders of agile organizations facilitate the development of flexible, multidisciplinary and cooperative teams in which high levels of personal autonomy are encouraged by a culture in which: it is OK to fail, all required information is freely available and staff are free to make and act upon decisions (Leybourn, 2013).

The looseness of these systems and its four core values place the demands of agile/transformational leadership on all staff, which prohibits a directive, transactional leadership style.

Key to this flexibility is the idea of agile learning, not dissimilar to Kolb's learning cycle. Flaum and Winkler identify four pillars of agile learning:

- **innovation** (facilitated by new experiences, wider knowledge and the ability to see things from many perspectives)
- **performing** (remaining present and engaged: observing, listening and quickly processing information)
- **reflecting** (looking for and eagerly processing third party feedback to re-evaluate assumptions and achieve better understanding)
- **risking** (preparedness to take on unfamiliar situations and environments not for thrill but for the opportunity of progress)

and one de-railer: **defending** (being closed, sensitive to, avoiding or habitually defensive against criticism) (Flaum and Winkler, 2015)

2.3 The challenges of implementing agile and transformational leadership in the 21st century

In 2006 the IBM CEO declared "hierarchical, command and-control approaches simply do not work anymore. They impede information flows inside companies, hampering the fluid and collaborative nature of work today" (Nye, 2006: 1). However, if creating agile organizations filled with budding transformational leaders was easy by now this topic would be dead.

The literature identifies that there are considerable challenges in creating agile organisations and transformational leaders; some of which are identified below.

Walking the talk - while many leaders talk the talk they find the 'walk' more difficult, and remain transactional. They remain dependent on extrinsic motivation via regulation, reward and punishment (Judge and Piccolo, 2004): Therefore although they show an open and interactive style in public, it is often not consistent with the way they actually operate in practise (Brousseau et al, 2006). A requirement of transformational leadership is personal integrity (or authenticity): defined as when a person's actions are consistent with their espoused values (Yukl, 2010).

What and how – many of the leadership models explain 'what' but lack details of 'how', which results in the potential for abuse (Gill, 2002); a consequence of which is 'pseudo-transformational leadership', in which transactional leaders attempt to go through the motions of transformational leadership but are ultimately unable, once again, to walk the talk.

The combination of soft vs. hard - agile and transformational leadership can be seen as 'soft' (lacking structure and process as identified in the loose pillars of the Agile Movement above) and therefore not the way to get things done; as opposed to 'hard' transactional based leadership; but, as Nye (2006) points out, soft and hard based leadership can work together. Benefits are to be had from combining 'hard', which generates short-term value creation and 'soft', which generates long-term trust approaches (Beer and Nohria, 2000). Even the hardest of organizations recognise this: the US army states: "the two styles can

complement each other and frequently do" – transactional being good for the 'here and now' and transformational for 'strategic and fundamental change' (Kendrick, 2014: 31).

Costs and benefits of transactional and transformational leadership

Transactional leadership is attractive because it is: easy to understand – 'to do this you need to do that', is often the established way of doing things, addresses specific challenges and people can be trained to do it; while transformational leadership is more abstract, less easy to understand, doesn't address specific situations and seems more dependent on innate character traits (Yukl,1999). The short-term costs associated with transactional leadership are likely to be low and it offers greater certainty, while the short-term costs of transformational leadership are likely to be high and it may offer no guarantees.

Required facets. In order for an individual to be a truly agile and transformational leader the individual must have and use all the characteristics defined by Bass and Avolio (Bass,1999). Osama Bin Laden or Adolf Hitler may have satisfied some of the criteria, however, they failed to satisfy the moral, ethical and concern for others criteria (Glenn Rowe, 2010) and can therefore not be classed as agile or transformational leaders

Joiner and Josephs (2007) suggest not everyone is cut out for leadership agility. This begs the questions: is agile and transformational potential an innate quality (i.e. just something an individual has) and, if so, where does it come from?

There has been extensive research into its relationship with Big Five personality traits but, despite weak positive correlations with agreeableness and extraversion, personality was found not to be a significant factor (Bono and Judge, 2004).

Emotional Intelligence has also been suggested (Goleman, Boyatzis, & McKee, 2001), but again was not found to be significant (Føllesdal et al, 2010).

The strongest indicator of transformational leadership are values. Using the Multifactor Leadership Questionnaire (MLQ) and executive values scales

derived from Luque et al (2008) strong correlations were established between economic values (e.g. effect on firm profitability and cost control) and transactional leadership, and between stakeholder values (e.g. employee relations issues (well-being, safety and working conditions) and the welfare of the local community) and transformational leadership. (Groves and LaRocca, 2011) Similar results were established when using a Q-test to identify self-enhancing (transactional) and self-transcending values (transformational) in Chinese executives (Fu et al, 2010).

In a draft Royal Holloway University of London research paper it is suggested that personal values are a determinant of transformational leadership potential. (Griffiths, 2016) This complements research suggesting a misalignment between employee and organizational values is a significant reason why major change initiatives fail (Burnes and Jackson, 2011).

The benefits of transformational and agile leadership in organizations, once established, include higher levels of performance. This can be contrasted with ongoing costs associated with devising and implementing an endless stream of new change initiatives to be handed down by transactional leaders, and its association with a lack of innovation and the failure of major change programmes. Once established, the long-term benefits of transformational leadership are great and can be delivered at low cost, while the long-term costs of transactional leadership may be too great to bear.

2.4 Current leadership interventions

From the literature review it would appear that many organizations, such as IBM, Nike, AmEx, Hewlett Packard and Microsoft have adopted structural and process driven organizational design initiatives to become more agile, (Worley and Lawler, 2010).

Captial One, as part of its strategy to become more agile, now recruits on potential employee's attitudes to change and ability to collaborate. It also pushed decision-making down a flattened organization and moved away from

titles and grading. However, a resultant lack of coordination in the use of change management strategies led to a number of difficulties: loss of investor confidence, staff overwhelmed, etc. that undermined improvements in behaviour and change readiness. These were subsequently resolved with the universal adoption of Prosci's ADKAR – awareness, desire, knowledge, ability, reinforce - methodology (Worley and Lawler, 2009).

The AGILE model: **A**nticipate change, **G**enerate confidence, **I**nitiate action, **L**iberate thinking and **E**valuate results, and the OODA (Observation, Orientation, Decision, Action) action/learning coaching framework that accompanies it (Horney et al., 2010), attempt to offer a branded means by which to create an agile organisation. It helps organizations focus on key areas and make changes that encourage behavioural change, and at DHL Express has been reported to have increased engagement and leadership approval and reduced absenteeism; moving it from a transactional toward a more agile operational model (Wziątek-Staśko et al, 2015).

Holocracy is a newly developed branded methodology, adopted by Zappo. Organizations create greater agility by adopting flatter, flexible structures and new processes, such as self-managing circles that encourage greater autonomy and more efficient information gathering and decision making. (Greenfield, 2015)

Moving away from branded, systemic methodology, it has been shown that coaching individuals or groups, using team coaching and action learning sets, is associated with improved performance, decision making, ability to deal with change and leadership and resilience, as well having a positive impact in other areas of people's lives. (Grant, 2013; Baron and Morin, 2010; Smither et al, 2003)

Many organisations, such as Morrisons, are striving to create a coaching culture, in which the transformational leadership quality of "providing individual coaching and mentoring" (Bass,1990 – Table 1) is acknowledged and used across all areas of the business. In order to achieve this the Center for Creative Leadership recommends: seeding an organization with leaders and managers

who walk the talk; linking coaching outcomes to organizational success; directly coaching senior leadership teams; recognizing and rewarding coaching-culture behaviours; and Integrating coaching with other people-management processes (Anderson et al, 2009).

2.5 What needs to be done to create 21st century leaders and agile organisations

From the literature review it appears that a lot has been written concerning the changes needed to develop wide-ranging transformational and agile leadership capacity throughout organisations, which involves individuals becoming more:

1) reflective - stop, reflect, rethink and move forward in a deliberately different manner (Cashman, 2013),
2) authentic - leaders can become happier and more effective by being true to themselves (Friedman, 2009), change begins from within (Hawkins and Smith, 2007)
3) trustworthy – as the consequences of failure to meet expectations breeds mistrust (Maguire & Phillips, 2008), there are generally low levels of trust in organizations (Hope Hailey, 2012), trust is important to leaders (DuBrin, 2013), it is possible to build greater levels of trust (Gill, 2002),
4) aware of ethical and personal emotional considerations and how they impact on organizational culture (Armenakis and Harris, 2009),
5) effective at learning lessons from past failures (McIntyre, 2009; Keller and Aiken, 2009)
6) effective at information gathering and creative decision making – which requires leaders associating, questioning, observing, experimenting & networking (Dyer et al, 2009),
7) aware of what it takes to make a great organization – to fill it with people who love it and are aligned with its vision (Efron, 2014).

While the contributions of these authors do more than simply say "don't do that - do this" much emphasis is placed on directly changing behaviour at a superficial level.

Various frameworks have been suggested to help effect change such as the action logic sequence of Rooke and Torbert (2005): opportunist > diplomat> expert > achiever > individualist > strategist > alchemist (moving along a continuum from transactional to transformational), while supported by evidence that people can make some progress along the sequence, and suggesting methodologies that have found to be beneficial, including mentoring from those with transformational qualities (individualist to alchemist), there is a lack of a systematic development programme that has proven effective (Boiral, et al 2009).

Similarly Kim and Maubergne's (2003) Tipping Point Leadership, in advocating a 4 step approach to achieving transformation: (1) break through cognitive hurdles (identify problems and get managers to confront them), (2) side-step the resource hurdle (target resources effectively), (3) jump the motivational hurdle (mobilize key influencers), and 4) knock over political hurdles (neutralize naysayers), provides a process driven (i.e. transactional) model for problem solving rather than a blueprint for transformational leadership.

Keegan & Lacey (2001) advocate a three stage process to overcome barriers to change: 1) uncover competing commitments, 2) examine the assumptions at their core, and 3) start the process of changing their behaviour. While addressing the barriers to change, this is more a situational response to a problem.

In the Fifth Discipline Senge (2006) paints a vision of what 21st century organizations should look like, and describes five means by which people and organizations can be free of defaults on learning and development: systems thinking, personal mastery, mental models, building a shared vision and team learning.

In the 'How To of Vertical Leadership Development' (Petrie, 2014) tools and techniques are provided in a three step programme to: 1) encourage spontaneous problem solving ('Heat Seeking'), 2) see things differently ('Colliding Perspectives') and 3) better understand ('Elevated Sensemaking').

Griffiths (2016) suggests a weakness in most transformational initiatives is their failure to explicitly address what would appear to be the core enabler of transformational leadership: not individual behaviours but the personal values that drive behaviour. By using Dominant Needs Analysis to analyse personal value systems and allying this with values based coaching it is suggested it is possible to nurture agile and transformational leadership (DNA, 2015).

2.6 Conclusion

Trying to predict the future is fraught with problems, however, there appears to be broad agreement concerning the effects of Moore's 'law' (Moore, 2006) in areas such as virtual business channels, automation, remote working, social media and the generation of, and free access to, information in respect of people, goods and technology.

If it is difficult for some individuals to keep up with the pace of change, for organizations the challenge is multiplied by the sheer numbers of people they employ, the range of opinions and interests they have to accommodate, the customers they need to serve and the financial obligations they have to meet. Research suggests change is something organizations are not very good at dealing with, and many already have their hands full, irrespective of the greater challenges that almost certainly lie ahead.

There is a broad consensus between commentators regarding the things that need to be done - increasing organizational agility through transformational leadership - but very little clarity around how this might be done. The step by step, progressive models may provide milestones but not the means of travelling between them. This said, in order to (for example) 'encourage spontaneous problem solving', help people 'see things differently' and 'better understand' (Petrie, 2014) perhaps it is inevitable that coaching in some shape or form must be involved.

Transformational leadership may be what is needed, but it is in short supply and not easily developed. It may even be an innate set of qualities that cannot be developed. If it can, it seems certain that initiatives focussing solely on changing behaviours can at best only bring about a 'pseudo' imitation of the real thing. Mentoring from transformational leaders appears to offer something more, which implies that appropriate coaching could be similarly effective.

Indications are that transactional and transformational leadership have their roots in the motivational drivers of individuals: their values: opposing values (Griffiths, 2016). If the mind-sets of transactional and transformational leaders are so different, a rather more radical approach to leadership development would seem to be required than anything currently 'out there'.

In summary:

(1) organizations need to become more agile,

(2) this will require transformational leadership,

(3) recruitment and development policies need to be targeted at increasing transformational leadership potential, and

(4) coaching and mentoring appear the most promising means of developing transformational leadership potential.

Chapter 3   Investigation

3.1 Objectives

The review of current thinking provides an overview of what academics, professional experts and forward thinking practitioners think about the likely demands facing 21st century organizations and their leaders. Inevitably it is easier for commentators to be agile of opinion than it is for organizations to be operationally agile.

The broad objective of sitting down with those responsible for leadership and leadership development in large organizations was to gather their perspective on:

1. What future challenges are leaders of large organizations going to be faced with?
2. What type of leadership is going to be required to meet these challenges?
3. What needs to be done to create this type of leadership and a future facing organization?
4. What are the barriers to achieving these aims and how might they be overcome?

Once completed the intention was compare and contrast the findings with those of the literature review, to identify possible gaps that could be fed back to the interviewees to inform future leadership development initiatives and, more broadly, make a contribution toward developing a deeper understanding of how leadership development in general could be improved.

Without knowledge of what the interviewees would say and what their main concerns and objectives would be, it was difficult to predict the direction the conversations would take and whether increasing transformational leadership capability would be a stated organizational goal, let alone an area for deeper investigation.

Where the interviewees (and therefore their organisations) had a good awareness of the technological and social changes taking place and of the organisation's vision in line with this, the idea was to dig deeper into what they would be doing to ensure the organisation becomes more agile and develops dispersed transformational leadership, and how they might deal with any anticipated barriers at both a personal and organisational level.

However, the intention was not to steer the interviewees toward discussing transformational leadership. Should interviewees be primarily concerned with transactional issues, and make little mention of agility and transformational leadership, the conversation would remain at this level; so more accurately reflecting their perspective on the organization and its strategic planning and leadership development.

Of particular interest was the opportunity to explore to what extent organizations are: inward and outward looking, focussing on the short-term or long-term and walking the talk, and, if they do appear to be walking the talk, how they have achieved the necessary change of mind-set.

While large organizations need to be outward looking in terms of dealing with their customers and clients, and future focussed in terms of competing with other organizations in their markets, because of the large numbers of people they have to manage, and their often well-established systems and cultures, they have the potential to become inward looking and focus on managing challenges in the here and now more than what lies ahead. To what extent would they be attuned to the wider implications of technological change?

Personal values evidently play a significant role as an indicator of transformational leadership potential. The research suggests that the personal values of those most likely to be hired and promoted by large organizations are more readily associated with transactional leadership. It was going to be interesting to get a feel for whether leadership development initiatives were likely to increase genuine transformational leadership potential, organizational agility and culture change, or merely encourage pseudo-transformational leadership and a cosmetic cultural face lift.

3.2 Investigation design

In order to ensure that research methodology is rigorous and robust it is crucial to consider whether the design will deliver reliable, valid and relevant material, will it produce the findings required and will it be conducted in the right way with the correct respondents?

As Hair states "a researcher should choose a design that provides relevant information for the research and will complete the job effectively" (Hair,2007:151). "Selecting the right design depends on the research question and the objectives" (Hair, 2007:152). In order to ensure the correct research design was selected a number of key questions were considered. Limitations of the approach were also considered to enable them to be accounted for at the start of the research program.

3.2.1 What form the research should take?

Hair suggests that "if the research question involves primary discovery or clarification of an issue, exploratory design is best (Hair, 2007:152), therefore given the complexities of the topic, and in order "to be confident that what we are doing will achieve our aims" (Henley, 2012: 58), a decision was taken to undertake flexible qualitative inductive research in the form of semi structured interviews**.**

Spinks and Reid (2011) suggest that the benefits of in-depth interviews are as follows:

- they obtain rich descriptions of issues in the language of the people involved

- they enable an understanding of an issue from an individuals points of view

- they allow the flexibility to follow emergent issues

- they can provide an understanding of both processes and events

- they gather expert opinion

A quantitative investigation was considered, however, it was discounted for the following reasons.

(1) It was felt that in this case if a fixed method such as a survey or questionnaire was used an extensive list of questions would need to be used relating to all aspects of market, technological and social awareness, organizational structure, leadership requirements, assorted development initiatives, etc. this would have left little flexibility for the research to evolve: the data being more 'mechanical' and linear in nature rather than the rich free flowing descriptions gathered from interviews.

(2) It would not lend itself to gathering and recording individual viewpoints.

(3) It would be difficult to gather a large population of experts who would be prepared to complete some form of questionnaire.

Qualitative research is not linear and allows a range of data on opinions and behaviours to be collected. As the research topic in question covered a wide area, and there was an expectation that many related themes would emerge, it was felt that a sole data collection method in the form of an informal conversation built around a framework of a few key open questions would better serve the aims of the inductive investigation, and would enable the research to access "the lived in experience of the individuals" (Spinks, and Reid, 2011:2) and obtain an in depth understanding of the topic.

The flexible, exploratory, iterative design of the interview ensured that themes could evolve and emerge, allowing patterns to be explored - a key part of the inductive approach. Other ways of drawing out opinions and information such as story boards, cartoons and self-completion type actives were considered, however, it was felt that, due to the time constraints of the interview, it would be better to stay with a semi-structured questioning style.

Hair states "before conducting a research project, the researcher must clearly understand the problem" (Hair, 2007: 44). From the literature review four areas of exploration had been identified as shown below. It was felt these would enable the participants to give their views, to establish the level and context of the awareness of the challenges that lie ahead, where they needed to get to (in terms of leadership and organizational development), where they are now, how

they intend to get from 'here' to 'there', what barriers lie in their way and how they intended to overcome these.

Four Objectives

1 What future challenges are leaders of large organizations going to be faced with?
2 What type of leadership is going to be required to meet these challenges?
3 What needs to be done to create this type of leadership and a future facing organization?
4 What are the barriers to achieving these aims?

To order ensure enough information was gathered, whilst being mindful of subjectivity and bias, a headline question was developed along with a number of subsidiary questions, which could be used, if necessary, to draw out additional information. It was crucial that the interviewer remained aware of the effect and implications of interview biases at all times. This was trialled as part of the pilot interview. It was hoped that the information these subsidiary questions were designed to divulge would be forthcoming without their having to be asked explicitly: simply emerging iteratively from the conversation prompted by the initial question.

(See sample below – full questions listed in Appendix 2)

Objective 1: what future challenges are leaders of large organizations going to be faced with?
Headline question: what are the things that will affect your business in the next 5 - 10 years?
Supportive question: what about in a wider sense? (if the response to the main question was very organization specific)

3.2.2 Who are the interviewees and where would they come from?

One of the key decisions was how to choose a sample in order to respond to the issue with the greatest rigour, i.e. "can those people I am interviewing really

provide the information to help me answer my research" (Spinks and Reid: 2011:3). To this end an elite purposive sample was used, as it was felt this would provide a robust basis on which to draw conclusions from the analysis. In this case the targeted group of individuals were senior executives with responsibility for leadership development in some shape or form. They included a chief operating officer who was effectively a divisional managing director, who had a particular interest in leadership and organizational development, HR directors, heads of learning and development and senior HR executives.

One of the limitations of this method is access to interviewees. It was envisaged that cold calling senior learning and development executives in large organizations to ask them if they would be prepared to give up an hour of their time would likely yield few (if any) interviews. The research is indebted to friends and colleagues at Henley who were prepared to make introductions to their contacts. In one instance the snowball methodology was used (i.e. participants identified others who might be willing to take part) ensuring that enough appropriate interviewees agreed to participate.

The organizations they represented employed between 750 and 300,000 individuals and were media companies, a general industrial conglomerate, a civil engineering and public service organization, an accountancy firm, a legal support organization, a logistics company, a building society, a fashion retailer, a brewer, an IT company and utilities company.

3.2.3 How to conduct the interviews and gather the information?

As most senior leadership executives in large organizations are under considerable time pressure, the interviews were designed to take up no more than one hour.

Prior to the actual interviews a pilot interview was conducted with an HR Director. This was to ensure: interviews would run smoothly, the structure was appropriate, the questions would facilitate useful data (and to determine if any were redundant) and to become comfortable with the interview process and the

recording equipment. As a result warm up, ice breaker questions were included to build rapport, the pace was slowed to allow interviewees time to reflect, and some questions were tweaked, as it became apparent that some of the questions were too wide. It was also decided that notes would not be taken as this interfered with active listening - crucial in the interview process.

To ensure the research was conducted on an ethical basis, prior to the interview, interviewees were advised of the purpose of the interview, its length, that the conversation would be recorded, how the information would be used and that they were free to terminate the recording of the interview as they wished. Their consent to take part was then received.

Interviews were conducted either face to face at their office or suitable venue of the interviewee's choice (n=9), or over the phone or online via Skype (n=5). In each case it was imperative to provide a safe ethical environment; coffee shops were not used. Enough time was allowed to cover the necessary contracting to maintain ethical practise and boundaries at all times.

It is also key that the sample provides a robust basis on which to draw conclusions from the analysis. Henley guidelines suggest that between a minimum of 12 – 15 interviewees would be a robust number. In this case 14 interviews were undertaken.   The interviews were recorded on an iPhone, an iPad and a voice recorder and then transcribed.

3.2.4 How to analyse the information

"Different data collection methods produce different types of data" (Henley:2012:88). In this case the semi-structured qualitative interviews provided a rich word based data source.

Following the interviews the data needed to be reduced, however Spinks points out that "before starting your analysis is it important to revisit your research objectives to be clear on the purpose of your analysis" (Henley,2016:90). Hence, once the interviews have been fully transcribed, the research objectives

were reviewed and the transcripts were read before the methods for making sense of the data were considered.

Spinks (2011) suggests that is there is not one agreed way on how best to analyse qualitative data. In this case thematic coding methodology, i.e. attaching codes to themes, was applied; the reasons being that it:

- allowed the development of a simple framework or template based around a priori themes that had emerged from the literature review,
- allowed selective funnelling and filtering of the data based around these themes
- ensured the manual application of codes was easy to use, even if there was a mass of data
- enabled broad issues to be broken down, if necessary, during the coding process to develop a coding hierarchy
- can be used to create an easily understood data display or visual representation of the themes

The dominant themes emerging from the interviews were as follows:

1   Future challenges

2   Responses required

3   Current Leadership

4   Current organizational structure, culture, processes, etc.

5   Requirements of future leadership

6   Requirement of future organizational structure, culture, processes, etc.

7   Barriers

8   Initiatives

Quotations from the transcribed interviews were coded according to these headings.

This methodology enabled a greater degree of flexibility than simply allocating quotations to the questions that had prompted them.

Interviewees tended to provide information that flowed from past to present to future, from senior leadership to shop floor, from strategy to delivery, from

personal to organizational and from big picture considerations to specific challenges without being constrained by the questions asked of them. No attempt was made to prevent them from doing so because in reality these are all related areas, and in allowing the interviewees the freedom to express themselves as they wished it was possible to better share their perspective on the organization and the challenges facing them and their organizations' leaders.

The headings of 'future challenges' and 'barriers' aligned perfectly with objectives 1 and 4, and 'responses required' and 'requirements of future leadership' broadly aligned with objective 2 (what type of leadership is going to be required…..?), while the information gathered together under the other headings was often relevant to more than one of the objective headings. This is reflected in the following section: 'Findings and analysis'.

Chapter 4   Findings and analysis

Once the material had been coded into themes, these need to be displayed so that it could be further investigated and any patterns, relations, etc. explored. Two methods of displaying the coded data were considered, matrices of networks or diagrams. As the data was based on interviewees' opinions, it was thought that a matrix, which "presents information systematically so that the user can draw valid conclusions" (Miles and Huberman, 1994: cited in Henley Business School, 2012:91) would work best. The cross-case matrix enabled patterns and clustering to emerge, which allowed the comparisons of the different interviewees to be observed. The use of CAQDAS (computer-assisted qualitative data analysis software) was considered at this point, but upon reflection it was felt that the time and cost investment did not sufficiently outweigh the benefits for a project of this size.

As identified above thematic coding was applied to the data, during the process of coding, definitions of codes were amended to produce the final coding template.

Because of the need to discuss the comments made in relation to current leadership and organizational structures, rather than do so simply using the four objective headings (which didn't explicitly mention current leadership and structure), the 8 themes are discussed under the following headings (that broadly correspond to the four objective headings):

1. What **future challenges** are leaders of large organizations going to be faced with?

2. **Where organisations are now in relation to where future leadership needs to be**
   (What type of leadership do they think is going to be required to meet these challenges?)

3. **The required organisational response**
   (What needs to be done to create this type of leadership and a future facing organization?)

4. **Barriers & Initiatives**

4.1 Future challenges

Having deliberately avoided trying to steer interviewees as to the nature of the challenges facing their organizations, it was interesting to observe where the focus of their attention fell: on the big picture, global challenges associated with technological and social change that will affect all organizations, or the more narrow concerns of their organization.

The majority of interviewees mentioned challenges that were at least indirectly associated with big picture changes. Unsurprisingly the impact of technological change, and the nature of the global challenges it will create, were highlighted most by the interviewee most directly associated with the front line challenges of IT. Of the two representatives from specialist IT departments or organizations, it was the one with shared technological and leadership development responsibilities (interviewee #1) who made the most wide-reaching comments:

"We are only just at the beginning of understanding the journey the Internet will take us on"
"The Internet doesn't understand national boundaries, therefore any sense we have of controlling our destiny via our national government is completely blown"

Interviewee #3, who had recently been the HR director of a similar, if smaller, media organization as interviewee #1's, opined that…

"the pace of change will never be as slow as it is now"
"they (innovative, technology based start-ups) haven't got the overheads that slows everybody down - they are going to be able to disrupt things"

…she articulated the likely impact on business of the increasing pace of technological change for large organizations that have to cope with the various effects of size related inertia, and for people, as expectations of different

36

generations change with regards to the rewards employment is expected to deliver.

At the other end of the spectrum interviewees #5, 6, 10 & 11 were more concerned with challenges facing their day-to-day business.

"no one was expecting a conservative majority and no one was expecting how hard it would be slashing expenditure"
"the demands the regulatory environment imposes on us"

Interestingly the HR representatives from the two organizations for which the impact of technological change was being felt most acutely – the first a general industrial conglomerate in the process of shifting its business focus from manufacturing to services facilitated by 'the Internet of Things', and the second a technology based engineering company – appeared to have an implicit understanding of the big picture issues, although they were focusing on what needed to be done in the here and now: one developing a different type of employee and organizational mind-set, the other moving the organisation from transactional to transformational leadership.

While all interviewees were only too aware of the need for change at the organizational level, the responses from the majority of interviewees suggested this awareness might have arisen in the course of fulfilling their role in the organisation, rather than from a more independent, personal view of how things are and what needs to be undertaken.

Agile organizations need people with transformational leadership potential at all levels, and one of the features that distinguishes transformational and transactional leadership relates to vision: i.e. the ability to see patterns and trends and look ahead to set goals that all can buy into. While, all of the interviewees went on to state the importance of encouraging behaviours associated with transformational leadership, given the increasingly widespread acknowledgement in business circles that such behaviours are required, this does not necessarily mean that people with transformational mind-sets are finding their way into positions of influence in large organizations.

Only one interviewee gave the impression of being a person who paused and regularly stood back in order to gain an independent perspective on the big picture. Only one of the organizations had evidently taken the decision that it needed to fundamentally change its business model, however, it was apparent that the detail of how this would be facilitated at the human level had yet to be worked out.

Generally the impression given was of a reactive approach to change rather than a pre-emptive one: with the urgency of response broadly reflecting the perceived stability of the organization or the sector in which it operated.

4.2. Where organisations are now in relation to where future leadership needs to be

Whether the words 'agile' and 'transformational' were used or not – they frequently were - a common theme emerged from the interviewees: the things that they most wanted to encourage, such as flexibility, corporation etc. were characteristic of agile organisations and transformational leadership.

Innovation, flexibility, collaboration, transparency, diversity, learning agility, authenticity, customer centricity and a greater willingness to accommodate risk taking and failure were central themes in almost all the conversations. All being seen as requirements for transformational and agile leadership, which also corresponds with the findings of the literature review (Bass and Avolio, 1994; Maslow et al, 1998; Iococcca and Witney, 2007)

While there was broad agreement between the interviewees as to the desired direction of cultural and leadership development, it was clear that the organizations were at very different stages on their journeys; with some organisations lagging some way behind their HR representatives in their appreciation of the need for change.

As one might have expected, any organisational response to long-term, 'big picture' changes had to be fitted around the immediate challenges of the day-to-day business, irrespective of whether these aligned with greater goals. However, for most of the organizations, it seemed that the effects of long-term, structural market changes resulting from technological and social change have already defined the short-term challenges to be prioritized.

So while interviewee #10 (the HRD from an accountancy practice) observed that in the future *"people will be a lot more self-sufficient and will not be requiring the specific services of accountants so much as they do now"* and therefore the firm had realized it had to "*offer much broader consultancy services above and beyond the tax return*", given the impact of online and offline DIY accountancy and financial services packages is already being felt, this could perhaps be viewed as a response to immediate market pressure rather than evidence of far sighted strategic planning.

Similarly interviewee #9 (from a utility company) in stating *"it's about connecting with the consumer wherever they want, however they want"* can be viewed as a response to what is already taking place in the market more than a vision of what is to come.

With the exception of interviewee #1, who said "'agile' is the word we live by", none of the individuals considered their organizations truly agile. Even interviewee #1 recognised that it was only his (the internet specializing) part of the organization that was agile - the remainder being described as having a command and control, transactional culture – declaring "*our mission here at the Internet bit of the organization is to educate the rest of it.*"

The findings mirrored those of the DeLoitte survey of CEOs mentioned in the literary review (Pelster et al, 2015), in painting a picture of organizations as yet unready to face the challenges of the 21st century.

All but two of the interviewees described their organization as being too hierarchical, command and control and top down, siloed, burdened by a tradition of transactional leadership, conservative attitudes, short-term thinking,

risk aversion and a fear of failure – all factors cited as actively frustrating agility and transformational leadership in the literature review. For example:

not 'promoting cooperation' (B.M. Bass, 1999) - Interviewee #11 - *"we need to work in a more collaborative fashion and in some ways it's the whole culture of how we manage stakeholders internally and work with each other in a collaborative way: sharing information, sharing knowledge."*

not 'providing individual coaching and mentoring' and 'allowing freedom of choice for followers' (B.M. Bass, 1999) - Interviewee #3 – *"Miles away - a million miles away (from where we need to be)"* – *"it's quite hierarchical - the exec team was quite controlling and the level below that - I don't think we did enough to empower people to deliver - which meant they didn't empower the next level"* - Interviewee #10 – *"people at quite senior level don't have much accountability or freedom to make decisions".*

not 'risking' (Flaum and Winkler, 2015) - Interviewee #4 – *"we are always of the mind-set 'don't fail'"*

not 'walking the talk' (Bass and Avolio, 1994) - Interviewee #6 – *"there are people telling you what to do and they're not necessarily doing the things they need to do"*

Only interviewees #9 & #13 gave a different picture of their organizations.

Interviewee #9 (the HRD of a fashion retailer) stated *"we do have a culture of empowerment, very collaborative, very non-hierarchical – people will go to him (the CEO) with new ideas - there is no fear of speaking up and saying things that may not be that palatable".*

Interviewee #13 (the HRD of a logistics company) stated *"I think you would describe (our) culture as being naturally collaborative and supportive"* - *"there's a high degree of autonomy for individuals"*

The fast moving world of the fashion retailer may explain why an apparently more agile culture has developed in this company. Certainly there was no evidence of any cultural revolution having taken place. The reality of the fashion industry is that if a business doesn't keep up with the latest trends it will go out of business. However, with the interviewee going on to say "*the organisation is results driven: we receive trading figures every week, very commercial and results orientated*" the impression given was of an organization with a short-term focus more than a vision of the future. This would be consistent with the nature of the fashion industry, where maximum profits are to be made from following the curve.

The logistics company had been through a revolution of sorts, but out of necessity. The company was rebuilding itself in the wake of financial difficulties.

In neither of these cases did the interviewees consider they had achieved the desired state of agility. Interviewee #9 stating *"we've got seasoned people in the leadership team who are very competent: very technically competent, very commercially competent, but they are not necessarily very joined up in terms of what the action should be"*, and interviewee #13 observed *"it's a bit nice and maybe what we want is a bit more internal challenge"* adding that the company has the aim of *"developing the capability with which our leaders and our managers can innovate and have successful disruptive thoughts about how they can do things differently and efficiently"*.

In summary, none of the organizations could be described as agile. Indeed most had command and control structures with deeply entrenched transactional leaderships. It is against this backdrop that leadership and organizational development initiatives aimed at achieving greater agility are framed.

4.3 The required organizational response

The most dramatic planned transformation was that described by interviewee #4. This however, was not an HR initiative. The leaders had realised the need to move rapidly from a pure manufacturing organisation to one fit for the digital

age. An announcement had already been made to the entire organization that everything was about to change. In order to facilitate this change operational structure, processes and people would have to change: far fewer layers of management, greater span of control, more collaboration and new people with IT specializations used to an entirely different culture - a culture the entire organization would be moving toward.   Exactly how this strategic and operational transformation was to be supported at the personal and cultural level had yet to be fully considered.

Interviewee #2 stated he was starting with a blank canvas in terms of leadership and development, as a consequence of a growing awareness that the organization had become too conservative, stating *"it is all about moving from what I call traditional leadership to transformational leadership"*, *"it needs to be more transparent, it needs to be more emotionally intelligent, more inclusive, in terms of our leaders and how they interact with other people, to learn to become more hands on - that is nobody should sit in an ivory tower"*, *"we need to have this broad-based experience ability to learn to relay what I've learnt in one area to another part of the business and to bring that to bear on new roles - I guess it's about being more flexible"*

Interviewee #12 (head of EMEA L&D for an international services organization) was also starting from a blank canvas, but for different reasons. The organization had been reducing headcount, especially in HR – moving from *"a team of 7 people serving the UK business to one person serving Europe and the Middle East and central Asia"*. Here the desire to promote a more dispersed form of transformational leadership, apart from being 'the right thing to do' from the strategic perspective of the interviewee, was a matter of necessity, due to lack of resources: all managers and leaders had to become self-developing.

Most of the organizations were slowly evolving: reconsidering and adapting previous learning and development initiatives. Most were moving towards a more transformational form of leadership and a more agile, more integrated and less hierarchical organizational structure, however, the movement appeared not to be particularly coordinated or consistent.

Interviewee #1 expressed the view the main body of his organization had moved from a more progressive, transformational style of people development to a more command and control, transactional mode as a consequence of a new senior appointment.

Interviewee #6 (head of L&D at a public services organization) gave the impression that the learning and development initiatives he was coming up with were not necessarily those that would be adopted by the organization, but he was just getting on and doing his own thing – suggesting he was operating in something of a vacuum. The impression was given of an organization in which there was perhaps a lack of joined up thinking, collaboration and communication, which was further supported when he described the organization's desires in the following terms *"let's find out what people's aspirations are, be open and honest about the succession plan, moving things across the silos"*, before going on to state that this had gained traction at the highest level because *"when the first (succession) plan went to the exec, the chief executive threw it back saying 'I see you (the divisional directors) have done succession planning for your division but I don't see anything (i.e. people) coming from others'"*. He described how the divisional directors had explained the reason why they had not done this was that they didn't know the people in other divisions. In order for this initiative to be successful, methods of encouraging communication and exchange of knowledge between the different areas of business would have been required and should have been implemented.

This example resonates with a broader question that developed over the course of the interviews: to what extent are the plans of these organizations just expressions of good intent?

None of the organizations referenced a personal or organizational development model of the type cited in the literature review; each apparently doing their own thing. Interviewee #5 did mention development models but only to point out how, in his opinion, academic models failed to translate into practical initiatives that reflected the realities of business.

4.4 Barriers and Initiatives

Many interviewees mentioned that senior figures in their organization had the wrong mind-set and acknowledged the need for personal development initiatives. Coaching was mentioned as a possible solution, however, there appeared to be little awareness of why these problems were occurring at a cognitive level.

Interviewee #1 – the only one to head up an agile (part of an) organization, while admitting formal workshop and e-learning initiatives had their place for more transactional aspects of business, stated *"I believe real transformational learning has to take place face-to-face"*, *"we've got a mentoring program and we have coaching"* and *"I think the behaviours required to support an agile organisation can be facilitated by coaching and mentoring. The 'learning organisation' is key. It all comes down to culture."*

He went on to say that, in addition to coaching and mentoring, *"we have things called ceremonies - anything you can do to support people getting away from their desks so that they are interacting with each other. We celebrate what good looks like …. that is a hugely important thing…. when as a leader you see an example of good, an example of cross team collaboration, you spell it out - you are creating stories about what good looks like - explicitly calling out the culture and behaviours you want: this was great. Absolutely critical in this environment is leading by example: you have to live it - to walk the talk"*

As far as he was concerned the principal barrier to his achieving and maintaining an agile culture arose from externally imposed command and control related rules and processes; designed to save costs and smooth procedure yet so inflexible and clunky that they prevented any form of agility.

11 of the 13 other interviewees stressed the importance and perceived benefits of coaching. Some organizations were constrained by budget and only made coaching available to the senior leaders or the exec team, but all were interested in creating more of a coaching culture.

Interviewee #12 stating *"we've kind of moved away from running lots of courses where possible - we are encouraging mentoring and coaching"*.

Most of the organizations were seeking to broaden their use of coaching: four actively pursuing some form of accredited internal coaching training programme.

Interviewee #2 explained how more focus is going to be placed on the psychological aspect of how people deal with change and that learning agility was to become one of the key criteria for assessing new recruits and leaders. The other key initiative he described related to increasing the exposure of leaders to different aspects of the business through placement rotation.

As a personal and organizational development initiative 'rotation' was frequently referred to as being desirable but difficult to achieve due to the short-term costs associated with disruption. As interviewee #7 (HRD of a financial services organisation) said when describing things the organization wanted more of "*job rotations - not doing very well and neither is anyone else"*.

Where leadership development programmes were being undertaken, the transactional elements of commerciality, compliance and other conventional business disciplines were covered, along with the softer people related aspect of transformational leadership, but the focus was on behaviours rather than the underlying mindsets.

The principal barriers to achieving greater transformational leadership and agility cited were:

1. Increasing short-term business demands

2. Lack of learning and development resources

3. Embedded transactional leadership and culture

4. Complex, multi-layered organizational structure

While a few of the organizations were clearly increasing the focus put on their people, the opinion of interviewee #3 *"that organisations don't put enough importance on their people - they pay lip service to it - they spend too much time focusing on the bottom line and they're not focusing on who's doing the work"* was by no means exceptional.

If coaching is provided, without a clear understanding of transformational goals and related cognitive barriers, it may not help the organization become more agile. This being the case it is quite conceivable that well intentioned coaching initiatives could fall into the 'lip service' category; in that while they may be perceived as beneficial by the coachee and enable the organization to tick its 'employee development' box, if they fail to align personal and organizational goals they may achieve little more.

The challenge presented by disruptive, potential-transformational-leaders-of-the-future to transactional organizations is such that it may be they, not their managers, who will be considered most in need of coaching.

Interviewee #7 reported *"those who were asking hard questions and weren't tenacious started letting go, giving in and that fundamentally is not helpful in the current context"* and *"the only one (disruptive leader) I know we've had is leaving"*.

The transformational qualities of freedom (Bass, 1990 - Table 1), creativity (Bass & Avolio, 1994) and individuals and actions over processes (Various, n.d.)(Leybourn, 2013) sit ill at ease with the conformity often demanded in large organizations. Interviewee #4 said *"we have created so much bureaucracy and structure that people say they can't work here anymore"*.

While most of the interviewees referred to a need for a 'mind shift' in senior leaders if aspirations for an agile organization were to be realized, not one made it clear how this was going to be achieved. Even interviewee #1 made no mention of having achieved such a mind shift: the implication being that agility was largely a by-product of employing the type of people required in his area of

IT – assisted perhaps by a form of leadership that manages individual initiative-taking so that there are not "*30 people trying to solve the same thing.*"

Interviewees #2 & #5 referred to a need for emotional intelligence, yet research shows EQ bears no correlation with transformational leadership (Føllesdal and Hagtvet, 2013; Lindebaum and Cartwright, 2010).

Interviewee #4 stressed the importance attached to leaders conforming to the core beliefs and values of the organization, yet agility and transformational leadership requires both diversity and authenticity (Bass, 1999).

Interviewees #6 & #13 mentioned Insights and #9 mentioned MBTI as components of their leadership development programmes. These psychometrics and the Jungian psychology on which they are based, have been found to be deeply flawed and bear no relation to transformational leadership*. This suggests there is perhaps little understanding of the drivers of transformational leadership as revealed in the literature review.

*No reference to MBTI, Insights or Jungian psychology was made in the literature review. While popular these instruments are generally not referred to in serious organizational or leadership developmental literature. The reasons why this might be are summarised in 'Too Much Too Jung' (Griffiths, 2016).

Chapter 5   Conclusions

The conclusions reached in respect of the four objectives were as follows.

1.   What future challenges are leaders of large organizations going to be faced with?

Organizations (or more particularly those responsible for leadership development in these organizations) are aware they have to change. While all were aware of the greater changes taking place in the outside world, and the benefits of becoming more agile, many seemed to be looking at this challenge in the context of improving 'business as usual' rather than requiring a radical reinvention.

2.   What type of leadership do they think is going to be required to meet these challenges?

Every interviewee described the desired leadership in terms of qualities that broadly corresponded with those associated with transformational leadership.

3.   What needs to be done to create this type of leadership and a future facing organization?

All have leadership development initiatives that seek to promote aspects of transformational leadership, although most seemed to be relying on those aimed at encouraging desirable behaviours rather than changing mind-sets. With regard to organizational development there was broad acceptance that simplification and delayering of the structure was desirable.

4.   What are the barriers to achieving these aims and how might they be overcome?

While the mind-set of certain key influencers was often stated to be a problem, as well as embedded transactional cultures, arguably the greatest perceived barriers to making the desired changes were lack of resources and the day-to-

day demands of the business. So while most organizations had identified coaching and mentoring as two of the most effective means of developing leaders, and are planning to increase their use of coaches, no impression was given that coaching programmes were being coordinated so as to develop transformational leadership in individuals, or bring about greater organizational agility through team initiatives that encourage dispersed transformational leadership.

In these respects, the findings of the investigation align with the findings of the literature review in that: (1) organizations need to become more agile, (2) this will require transformational leadership, (3) development initiatives need to reflect this, and (4) coaching and mentoring are seen as perhaps the most effective means of developing transformational leadership potential.

Where it appears a greater understanding and more work is needed

It was not apparent that any of the organizations had a clear idea of how they, or the coaches they use, might achieve the desired transformations or the changing of mind-sets that are considered essential.

Not one organization was considered agile. The agile department headed up by interviewee #1 wasn't ultimately responsible for its own survival. The strategy and vision under which it flourished was determined by the leadership of the main organization, which was described by the interviewee as being 'hierarchical' and 'command and control' in character. The challenge of creating an agile organization, involving hundreds or thousands of people performing very different roles, in different locations, managing and tied into a variety of processes and systems, in teams with different age and cultural profiles, is very different from running an agile department of "'*young geeky guys*' that *'have to immerse themselves in the complexity of code".*

In such an IT department, each person understands the goals toward which they are working and is given a fair amount of autonomy, with a level of trust, responsibility and the freedom to develop ideas on the fly; they communicate freely with each other but work independently, perhaps much in the way that a

patchwork quilt might be assembled by a group of people working on different sections, or by bees creating a hive.

This would seem to explain why 'AGILE' is so strongly associated with the IT industry (Leybourn, 2013). However, the ideal of organizational agility is less easy to achieve in most established organizations. The variety of people-centred activities in conventional organizations make it much more likely that individuals and teams will become isolated, lose sight of the greater goal and become entrenched in their way of doing things. In such situations individuals have greater potential to develop psychological resistance to: acknowledging (let alone admitting) failure, writing off lost time, learning new ways of doing things and generally adapting to external change.

This was reflected in comments made by just about all of the interviewees. Interviewee #2 being just one example: "*very siloed they (the different parts of the business) communicate with each other out of necessity - not in terms of collaborating, connecting and enhancing the processes and that sort of thing*".

With the possible exception of the fashion retailer, whose culture and leadership development strategy appeared to more directly reflect the fast moving, customer focused environment in which it operated, most of the organizations represented face the challenge of transforming the structure, culture and leadership of thousands of people: many of whom perceive themselves as being successful and feel that they don't need to change. Such people lack the motivation to do anything that might compromise or destabilize their situation. This makes radical change very difficult to bring about and so improving on what one has becomes the default.

But, as Anthony Jenkins (former CEO of Barclays) has observed "doing the same old thing but a bit better won't cut it any longer" (Jenkins, 2015). This message had clearly struck home with interviewee #4 owing to the board having decided that the organization's future was not so much in manufacturing but in supplying services related to the Internet of Things, referenced as one of the trends for 2016 (Woods, 2015).

The larger an organisation is the more inertia it will tend to have, due to the complex structure, numbers of staff and the regulations required to manage competing internal interests, whereas small companies have none of these; as identified by interviewee #3 as follows: "t*hey (innovative, technology based start-ups) haven't got the overheads that slows everybody down. They are going to be able to disrupt things*". The inertia in large organisations doesn't come just from overheads; arguably the more significant inertia is that inside the minds of their leaders.

As interviewee #4 observed of senior staff "*they're smart they'll get it - they will see that a business will not survive if I don't get there - how they change? very hard*". This suggests that even when there is an awareness of the necessity to change, this in itself isn't enough to get people to make the changes demanded in the new business world, and getting them to change is going to be far from easy.

The decision to shift the focus of interviewee #4's business certainly demonstrates agility, but there is more to organizational agility and transformational leadership than setting strategy and deciding that resources will be redirected accordingly (Bernard M Bass, 1990). For transactional leaders, who tend to underestimate the importance of soft, people related matters (Nye, 2006; Beer and Nohria, 2000), making the transition may seem to require no greater people related strategy than encapsulated in the blunt HR philosophy of FIFO ('fit in or **** off').

Bersin's report for DeLoitte advised "we need to reengineer the workplace, rethink jobs, and rethink the way we attract, engage, and manage people." "We urge HR teams in 2015 to be bold, invent something new" (Bersin, 2015: 52). While there is clearly a desire to do more, from what the interviewees said, it would seem current initiatives and even aspirations fall short of this advice.

Behavioural change: the symptoms or the cause?

Some important questions for large organizations to answer would seem to include:

(1) If an organization is to become agile, how significant are 'desired behaviours'?

(2) If a shift in mind-set is required, to what extent is this achievable, and how might it be achieved?

(3) If it is not possible to achieve the required shift in mind-sets, what then?

(1)   The importance of desired behaviours. From the interviewees' perspective behaviours are clearly seen to be very important. Being bold, taking risks, breaking down barriers, trusting, flexibility, humility, adaptability, innovation and communication well were all cited as being important; mirroring the attributes of transformational and agile leadership (Bass, 1999; Branson,2015; Cossin and Caballero, 2013; Flaum and Winkler, 2015; Iococca and Witney, 2007; Maslow et al, 1998)

Whether through new laws and regulations, environmental changes, the introduction of new technology and work practices, 'nudge' type cognitive primers, training or coaching aimed at improving self-awareness and self-management, it is known that it is possible to bring about behavioural change in individuals and entire groups of people. Mostly such initiatives are targeted at particular behaviours. However, while transformational leaders exhibit desirable behaviours, they do so collectively and naturally (Yukl, 2010; Bass, 1999).

It may be possible to improve communication and cooperation by arranging gatherings that enable staff to meet, develop personal relationships and discuss operational concerns (as many interviewees stated). It may be possible to increase the flow of innovative problem solving initiatives by encouraging staff to voice observations and share ideas (also included in organizational initiatives). However, transformational leadership involves all of the aspects described by Bass (1999), and requires them to be 'authentic' (Bass, 1999). Addressing behaviours directly seems to create 'psuedo-transformational leadership' not the real thing (Gill, 2005).

So while behaviours are important it is the underlying mindset that is key if these behaviours are to be delivered consistently (Yukl, 2010)(Griffiths, 2016).

(2) To create a **shift in mind-set** while maintaining authenticity (Yukl, 2010) requires a different approach: "something bold", "something new" (Bersin, 2015, 52). Addressing behaviour addresses the symptoms not the cause.

Interviewee #13 painted a picture of an organization that had done much to promote 'the right' behaviours, but in confiding *"a criticism maybe it's a bit nice and maybe what we want is a bit more internal challenge"* the interviewee illustrates one of the difficulties of encouraging an agile culture in which the qualities of transformational leadership are widely dispersed.

Being nice to each other may contribute positively to the working environment and cooperation of sorts, but transformational leadership requires more than this. B.M. Bass & Riggio (2006) and Iococca & Witney (2007) refer to a need for courage, conviction, emotional resilience and critical thinking. These qualities may sit uneasily in an environment where everybody is always nice to each other. Where people are heavily invested in what they are doing, being challenged by others with suggestions as to how things might be improved may not be taken well. If personal pride, status and perceived capabilities appear to be at stake, the risk is that neither party will think this 'nice' behaviour; consequently vital challenges may not be made.

Griffiths (2016) describes how personal values are the drivers of behaviour and all the qualities of transformational leadership are directly associated with a particular set of values, i.e. self-direction, universalism and benevolence - associated with the ID (inner directed) Dominant Needs Analysis (DNA) type, and are actively frustrated by the opposing values of power and achievement (associated with the OD (outer directed) type). (see fig.1)

Self-direction encourages people to challenge others and to receive challenges in good heart, whereas power is associated with taking criticism personally and behaviour associated with preserving and enhancing one's status.
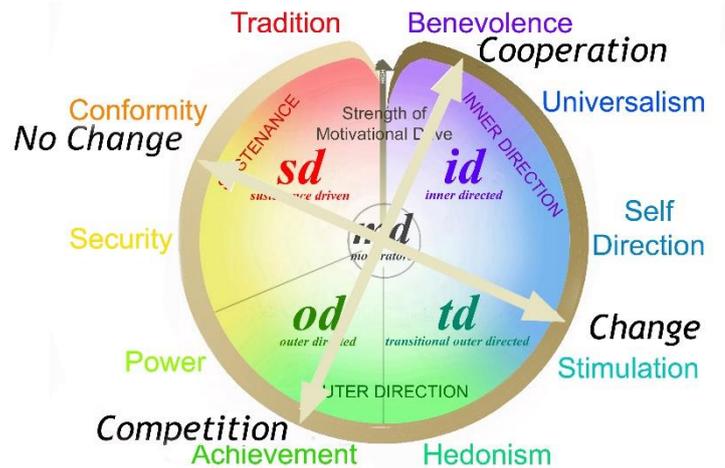
Fig. 1 DNA Motivational Map (Griffiths, 2015) (based on the Schwartz circumplex (Schwartz, 2012))

He also describes how large organizations tend to evolve leadership and cultures based around the transactional values of power and achievement that relate to status and approval. In such cultures there is likely to be heightened resistance from leaders to initiatives that seek to disperse power, encourage experimental risk taking (that increases the potential for individual failure) and encourage challenges (especially from sub-ordinates or perceived competitors).

Given the studies carried out (Luque et al, 2008; Groves and La Rocca, 2001; (Fu, Tsui, Liu, & Li, 2010) also suggest that personal values are a significant factor in the mind-set of transformational leaders, and Griffiths (2016) explains why this might be, it seems that understanding, and working with, leaders' values is an area of high potential (Sheehan & Schmidt, 2015); especially given the consensus of the interviewees that personal coaching is something to be prioritised if higher levels of agility are to be achieved.

(3)   If it is not possible to achieve the required shift in mind-sets in their existing staff through coaching, organizations will have to recruit people with 'the right values'. Failing this, if the research findings are to be believed, they will become increasingly vulnerable to innovative start-ups, which, apart from not being burdened by the temptation of "doing the same old but a bit better" (Jenkins, 2015) *"haven't got the overheads that slows everybody down"* (interviewee #3).

5.1 Recommendations

Given that mentoring from transformational leaders is a recognised means of increasing the transformational potential of leaders (Rooke and Torbert, 2005), and individual coaching is both popular and the most promising means of facilitating a shift in mind-set, it seems clear coaching and mentoring have key roles to play in developing transformational leadership.

Therefore the Center for Creative Leadership's recommendations that organizations be seeded with 'leaders and managers who can role model; linking coaching outcomes to organizational success; directly coaching senior leadership teams; recognizing and rewarding coaching-culture behaviours; and integrating coaching with other people-management processes' (Anderson et al, 2009: 3) would seem to hit the target.

However, the missing ingredients in these recommendations are the means of overcoming the cognitive barriers to achieving transformational leadership; namely values: a values based understanding of why mentoring by transformational leader's works, and how values can be used in coaching.

An explanation for why mentoring from transformational leaders seems to be effective is provided in a DNA personal development report (DNA, 2015): those driven by power and achievement (transactional leaders) tend to only accept guidance from people they deem to be more successful or more capable than themselves. Consequently it is not so much the things that transformational leaders say – they may suggest things that transactional leaders would instinctively rail against – but that they have achieved success, and therefore can be respected and trusted.

Where transformational leaders (driven by the values of self-direction, universalism and benevolence) gather information from a wide range of sources, and take decisions based on a rational assessment of the information before them - even if this goes against what others might expect or think sensible - transactional leaders prefer to stick with the tried and tested: so

maximising the perceived chances of success and minimising the risk of failure and the loss of status that goes with it. (Griffiths, 2016)

Anthony Jenkins observed in his Chatham House "Uber moment" speech, when pointing out that a revolution similar to that brought about by Uber in the taxi market is likely to affect all industries, in order for organisations to thrive and prosper "leaders need to lead differently", "being bold is key", "commerciality and morality are inseparable" and in all of this "values are central." (Jenkins, 2015)

Whether the 'Uber moment' in any industry or sector comes as a result of an initiative from an established player or a new upstart will probably be dependent on whether the established players become agile enough, soon enough. Given the established link between values and transformational leadership (Griffiths, 2016) (Luque et al, 2008; Groves and LaRocca, 2011; Fu et al, 2010) it would appear that the structure of personal values derived from Schwartz (Schwartz, 2012) and developed through the Dominant Needs Analysis (Griffiths, 2016) is ideally suited to use in a coaching environment: providing both a means by which to better understand the mind-set of individual leaders and a developmental structure through which to set, align and pursue objective coaching outcomes for individuals and teams in an organizational context.

Consequently, the recommendations of this report are as follows:

(1) Business schools, professional bodies, businesses and coaches should explore the development of values-based coaching methodologies aimed at building transformational leadership potential through:

   a. an increased capacity for self-direction (independent thought and action (Schwartz, 2012)),

   b. an increased capacity for cooperative and moral thinking through the values of universalism and benevolence (Griffiths, 2015),

   c. increasing awareness of how the transactional approach to leadership associated with the competitive values of power and achievement are becoming counterproductive (Griffiths, 2015).

(2)   Such methodologies should be developed so as to be capable of adoption by organizations as part of development programmes aimed at establishing coaching cultures.

(3)   Further research be carried out to explore the link between values and transformational leadership and how personal and team coaching can be used to further develop transformational leadership and organizational agility.

Reference List

Allen, D. (2001). *Getting Things done: The Art of Stress-free Productivity*. Penguin.

Anderson, M. C., Frankovelgia, C., & Hernez-Broome, G. (2009). In focus/coaching: Business leaders reflect on coaching cultures. *Leadership in Action*, *28*(6), 20–22. http://doi.org/10.1002/lia.1273

Armenakis, A. A., & Harris, S. G. (2009). Reflections: our Journey in Organizational Change Research and Practice. *Journal of Change Management*, *9*(2), 127–142. http://doi.org/10.1080/14697010902879079

Askenazy, P., & Galbis, E. M. (2007). The Impact of Technological and Organizational Changes on Labor Flows. Evidence on French Establishments. *LABOUR*, *21*(2), 265–301. http://doi.org/10.1111/j.1467-9914.2007.00373.x

Barbuto, J. E., & Burbach, M. E. (2006). The Emotional Intelligence of Transformational Leaders: A Field Study of Elected Officials. *The Journal of Social Psychology*, *146*(1), 51–64. http://doi.org/10.3200/SOCP.146.1.51-64

Baron, L., & Morin, L. (2010). The impact of executive coaching on self-efficacy related to management soft-skillsnull. *Leadership & Organization Development Journal*, *31*(1), 18–38. http://doi.org/10.1108/01437731011010362

Barton, D., Grant, A., & Horn, M. (2012). Leading in the 21st century. *McKinsey Quarterly*, (June). Retrieved from http://www.mckinsey.com/insights/leading_in_the_21st_century/leading_in_the_21st_century

Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, *18*(3), 19–31. http://doi.org/http://dx.doi.org/10.1016/0090-2616(90)90061-S

Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organisational Psychology*, *8*(1), 9–32. Retrieved from http://dx.doi.org/10.1080/135943299398410

Bass, B. M., & Avolio, B. J. (1994). Transformational Leadership And Organizational Culture. *International Journal of Public Administration*, *17*(3-4), 541–554. http://doi.org/10.1080/01900699408524907

Bass, B. M., & Riggio, R. E. (2006). *Tranformational Leadership*. Mind Garden.

Beer, M., & Nohria, N. (2000). Cracking the Code of Change. *Harvard Business Review*, *78*(3), 133–141.

Bersin, J. (2015). Predictions for 2015: Redesigning the organization for a rapidly changing world. Retrieved from http://www.bersin.com/Blog/post/Predictions-for-2015--Redesigning-the-Organization-for-A-Rapidly-Changing-World.aspx

Boiral, O., Cayer, M., & Baron, C. (2009). The Action Logics of Environmental Leadership: A Developmental Perspective. *Journal of Business Ethics*, *85*(4), 479–499. Retrieved from 10.1007/s10551-008-9784-2

Bono, J. E., & Judge, T. A. (2004). Personality and Transformational and Transactional Leadership: A Meta-Analysis. *Journal of Applied Psychology*, *89*(5), 901–910. http://doi.org/10.1037/0021-9010.89.5.901

Boyatzis, R. E. (2014). Possible Contributions to Leadership and Management Development From Neuroscience. *Academy of Management Learning & Education*, *13*(2), 300–303. Retrieved from http://search.ebscohost.com.idpproxy.reading.ac.uk/login.aspx?direct=true&db=bth&AN=96695863&site=eds-live&custid=s6477394

Branson, R. (2015). What Does It Take to Be the Boss? Managers vs. Leaders. *LinkedIn Pulse*. Retrieved from https://www.linkedin.com/pulse/what-does-take-boss-managers-vs-leaders-richard-branson

Brayne, H. (2002). Learning to think like a lawyer--one law teacher's exploration of the relevance of evolutionary psychology. *International Journal of the Legal Profession*, *9*(3), 283–311. http://doi.org/10.1080/0969595032000071798

Brousseau, K. R., Driver, M. J., Hourihan, G., & Larsson, R. (2006). The seasoned executive's decision-making style. *Harvard Business Review*, *84*(2), 110–121,165.

Burg, N. (2013). How Technology Has Changed Workplace Communication. Retrieved from http://www.forbes.com/sites/unify/2013/12/10/how-technology-has-changed-workplace-communication/

Burnes, B., & Jackson, P. (2011). Success and Failure In Organizational Change: An Exploration of the Role of Values. *Journal of Change Management*, *11*(2), 133–162. http://doi.org/10.1080/14697017.2010.524655

Carnall, C. (2007). *Managing Change in Organizations, Fifth Edition*.

Cashman, K. (2013). The Five Dimensions of Learning-Agile Leaders. Forbes. Retrieved from http://www.forbes.com/sites/kevincashman/2013/04/03/the-five-dimensions-of-learning-agile-leaders/

Cleveland, M., Rojas-Méndez, J. I., Laroche, M., & Papadopoulos, N. (2016). Identity, culture, dispositions and behavior: A cross-national examination of globalization and culture change. *Journal of Business Research*, *69*(3), 1090–1102.

http://doi.org/http://dx.doi.org.idpproxy.reading.ac.uk/10.1016/j.jbusres.2015.08.025

CNN. (2015). Biggest Corporate Scandals. Retrieved from http://money.cnn.com/gallery/news/2015/10/14/biggest-corporate-scandals/

Cossin, D., & Caballero, J. (2013). Transformational Leadership: Background Literature Review. *IMD Global Board Center*. Retrieved from http://www.imd.org/uupload/IMD.WebSite/BoardCenter/Web/213/Literature Review_Transformational Leadership.pdf

Department for Business Innovation & Skills. (2014). Innovation, Research and Growth, (March), 1–62. Retrieved from https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/293635/bis-14-p188-innovation-report-2014-revised.pdf

DNA. (2015a). *Extract from DNA leader's report: transformational and transactional leadership*. Retrieved from http://song-people.co.uk/images/Extract from a DNA personal development report.pdf

DuBrin, A. (2013). *Leadership: Research Findings, Practice and Skills*. Cengage.

Dyer, J. H., Gregerson, H., & Christensen, C. M. (2009). The Innovator's DNA. *Harvard Business Review*, *December 2*. Retrieved from https://hbr.org/2009/12/the-innovators-dna

Efron, L. (2014). What Organizations Need Now From Human Resources. *Forbes*, *Leadership*(Aug 18). Retrieved from http://www.forbes.com/sites/louisefron/2014/08/18/what-organizations-need-now-from-human-resources/

Farrell, S. (2015). The World's Biggest Accounting Scandals. *Guardian Website*. Retrieved from http://www.theguardian.com/business/2015/jul/21/the-worlds-biggest-accounting-scandals-toshiba-enron-olympus

Flaum, J. P., & Winkler, B. (2015). Improve Your Ability To Learn. *Harvard Business Review*, (June 08). Retrieved from https://hbr.org/2015/06/improve-your-ability-to-learn

Føllesdal, H., & Hagtvet, K. (2013). Does emotional intelligence as ability predict transformational leadership? A multilevel approach. *The Leadership Quarterly*, *24*, 747–762. Retrieved from 10.1016/j.leaqua.2013.07.004

Follesdal, H., & Hagvet, K. (2013). Does Emotional Intelligence as ability predict transformational leadership? *The Leadership Quarterly*, *24*, 747–762.

Friedman, S. D. (2009). Be A Better Leader, Have A Richer Life. *Harvard Business Review*, *The Essent*, 1–12. Retrieved from http://women-leaders.eu/Uploads/Links/Doc/100_1_HBR_EssentialGuidetoLeadership_web.pdf#page=35

FSA. (2011). The failure of the Royal Bank of Scotland Financial Services Authority Board Report, (December), 1–437.

Fu, P. P., Tsui, A. S., Liu, J., & Li, L. (2010). Pursuit of Whose Happiness? Executive Leaders' Transformational Behaviors and Personal Values. *Administrative Science Quarterly*, *55*(2), 222–254. Retrieved from http://search.ebscohost.com.idpproxy.reading.ac.uk/login.aspx?direct=true &db=bth&AN=52742042&site=eds-live&custid=s6477394

Gill, R. (2002). Change management--or change leadership? *Journal of Change Management*, *3*(4), 307–318. http://doi.org/10.1080/714023845

Glenn Rowe, W. (2010). Leadership: What Is It? *Cases in Leadership*, 1–42.

Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal Leadership. *Harvard Business Review*, *December*.

Graetz, F., & Smith, A. C. T. (2010). Managing Organizational Change: A Philosophies of Change Approach. *Journal of Change Management*, *10*(2), 135–154. http://doi.org/10.1080/14697011003795602

Grant, A. M. (2013). The Efficacy of Executive Coaching in Times of Organisational Change. *Journal of Change Management*. Retrieved from http://dx.doi.org/10.14697017.2013.805159

Greenfield, R. (2015). Holawhat? Meet the alt-management system invented by a programmer and used by Zappos. *Www.fastcompany.com*. Retrieved from http://www.fastcompany.com/3044352/the-secrets-of-holacracy

Griffiths, N. L. (2015). Needs and Values Equivalence in Evolution. *Working paper*. Retrieved from http://dominantneedsanalysis.com/images/Placing Personal Values In An Evolutionary Context %28Dec 15%29.pdf

Griffiths, N. L. (2016a). Too Much Too Jung. Retrieved March 29, 2016, from http://song-people.co.uk/images/too much too jung.pdf

Griffiths, N. L. (2016b). Transformational and transactional mind-sets: values related biases in decision making. *Working paper*. Retrieved from http://song-people.co.uk/images/Decision Making Paper.pdf

Groves, K., & LaRocca, M. (2011). Responsible Leadership Outcomes Via Stakeholder CSR Values: Testing a Values-Centered Model of Transformational Leadership. *Journal of Business Ethics*, *98*, 37–55. Retrieved from 10.1007/s10551-011-1019-2

Hagel, J., Brown, J. S., Samoylova, T., & Lui, M. (2013). From exponential technologies to exponential innovation. Deloitte University Press. Retrieved from http://deloitte.wsj.com/cfo/files/2013/10/ExpoTech_report.pdf

Hair, J., Money, A. H., & Samouel, M. (2007). *Research Methods for Business*. John Wiley & Sons, Ltd.

Hannerz, U. (1990). Cosmopolitans and locals in world culture. *Theory Cultural Sociology*, *7*(2/3), 237–251.

Hawkins, P., & Smith, N. (2007). *Coaching, Mentoring and Organizational Consultancy: Supervision and Development*. Open University Press.

HenleyBusinessSchool. (2012). Manager As Investigator Module.

Hope Hailey, V. (2012). Where has all the trust gone? *CIPD Research Report*, *March*, 96. Retrieved from http://www.cipd.co.uk/binaries/where-has-all-the-trust-gone_2012-sop.pdf

Horney, N., Pasmore, B., & O'Shea, T. (2010). Leadership Agility: A Business Imperative for a VUCA World. *People & Strategy*, *33*(4), 32–38. http://doi.org/10.1016/j.neuron.2011.07.001

Hughes, M. (2011). Do 70 Per Cent of All Organizational Change Initiatives Really Fail? *Journal of Change Management*, *11*(4), 451–464. http://doi.org/10.1080/14697017.2011.630506

IBM. (2012). 2012 IBM CEO Study. IBM. Retrieved from http://www-935.ibm.com/services/us/en/c-suite/ceostudy2012/#

Iococca, L., & Witney, C. (2007). *Where have all the leaders gone?* Scribner Book Company.

James, G. (2015). Top 10 Scandals of 2015. Retrieved from http://www.inc.com/geoffrey-james/top-10-brand-scandals-of-2015.html

Jenkins, A. (2015). Approaching the "Uber Moment" in Financial Services: How Technology Will Radically Disrupt the Sector. Retrieved from https://www.chathamhouse.org/event/approaching-uber-moment-financial-services-how-technology-will-radically-disrupt-sector

Joiner, B., & Josephs, S. (2007). *Leadership agility: Five levels of mastery for anticipating and initiating change.* Jossey-Bass.

Judge, T. A., & Piccolo, R. F. (2004). Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity. *Journal of Applied Psychology*, *89*(5), 755–768. http://doi.org/10.1037/0021-9010.89.5.755

Kegan, R., & Laskey Lahey, L. (2001). The Real Reason People Wont Change. *Harvard Business Review*, *November 2*, 85–92.

Keller, S., & Aiken, C. (2009). The Inconvenient Truth about Change Management. *McKinsey Quarterly*, (April).

Kendrick, J. (2014). *Transformational Leadership*.

Kim, W. C., & Mauborgne, R. (2003). Tipping point leadership. *Harvard Business Review*, *81*(4), 60–69,122.

Kotter, J. (2008). *A Sense Of Urgency*. Harvard Business Press.

Kotter, J. P. (1996). Why Transformation Efforts Fail. *The Journal of Product Innovation Management*, *13*(2), 170.

Kruse, K. (2012). *Employee Engagement*. CreateSpace, New York.

Kumar Basu, K. (2015). The Leader's Role in Managing Change: Five Cases of Technology-Enabled Business Transformation. *Global Business & Organizational Excellence*, *34*(3), 28–42. Retrieved from 10.1002/joe.21602

Kumar, K. P., & Babu, S. S. (2015). Inclusive Social Activism Behavior Wholes-Up Employees' Career Competence: A Meta-Data Analysis of New Generation Managers' Views. *IUP Journal of Management Research*, *14*(4), 7–43. Retrieved from http://search.ebscohost.com.idpproxy.reading.ac.uk/login.aspx?direct=true&db=bth&AN=111882936&site=eds-live&custid=s6477394

Leybourn, E. (2013). *Directing The Agile Organization: A Lean Approach to Business Management*. It Governance Publishing.

Lindebaum, D., & Cartwright, S. (2010). A Critical Examination of the Relationship between Emotional Intelligence and Transformational Leadership. *Journal of Management Studies*, *47*(7), 1317–1342. Retrieved from 10.1111/j.1467-6486.2010.00933.x

Luque, M. S. De, Washburn, N. T., & Waldman, D. A. (2008). Nathan T. Washburn, *53*, 626–654.

MAGUIRE, S., & PHILLIPS, N. (2008). Citibankers' at Citigroup: a study of the loss of institutional trust after a merger. *Journal of Management Studies*, *45*(2), 372–401.

Maslow, A. (1998). *Toward a Psychology of Being*.

Maslow, A., Stephens, D., Heil, G., & Bennis, W. (1998). Maslow on management. Retrieved from http://altfeldinc.com/pdfs/maslow.pdf

McIntyre, D. A. (2009). The 10 Biggest Tech Failures of the Last Decade. *Time*, (May 14). Retrieved from http://content.time.com/time/specials/packages/article/0,28804,1898610_1898625_1898622,00.html

Mile, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis*. SAGE Publications.

Moore, G. E. (2006). Cramming more components onto integrated circuits, Reprinted from Electronics, volume 38, number 8, April 19, 1965, pp.114 ff. *IEEE Solid-State Circuits Newsletter*, *20*(3), 33–35. http://doi.org/10.1109/N-SSC.2006.4785860

Nedelkoska, L. (2013). Occupations at risk: job tasks, job security, and wages. *Industrial & Corporate Change*, *22*(6), 1587–1628. Retrieved from http://search.ebscohost.com.idpproxy.reading.ac.uk/login.aspx?direct=true &db=bth&AN=92712791&site=eds-live&custid=s6477394

Nevin, S. (2016). THE NEW AGE OF AUTOMATION. *Director*, *69*(5), 72–77. Retrieved from http://search.ebscohost.com.idpproxy.reading.ac.uk/login.aspx?direct=true &db=bth&AN=112810501&site=eds-live&custid=s6477394

Nye, J. (2006). Soft Power, Hard Power and Leadership, 1. Retrieved from http://www.hks.harvard.edu/netgov/files/talks/docs/11_06_06_seminar_Nye _HP_SP_Leadership.pdf

O'Boyle, E., & Harter, J. (2015). 40 Organizations Lead The World In Employee Engagement. Retrieved from http://www.gallup.com/opinion/gallup/182432/organizations-lead-world-employee-engagement.aspx

Passmore, J. (2016). *Excellence in Coaching : The Industry Guide* (Vol. Third edit). London: Kogan Page. Retrieved from http://search.ebscohost.com.idpproxy.reading.ac.uk/login.aspx?direct=true &db=nlebk&AN=1104639&site=eds-live&custid=s6477394

Pelster, B., Bersin, J., Schwartz, J., & Agarwai, D. (2015). Global Human Capital Trends. Deloitte University Press. Retrieved from http://www2.deloitte.com/us/en/pages/human-capital/articles/introduction-human-capital-trends.html

Peston, R. (2009). The lessons of Lehman. Retrieved from http://www.bbc.co.uk/blogs/thereporters/robertpeston/2009/09/the_lessons _of_lehman.html

Petrie, N. (2014a). Vertical Leadership Development. Center for Creative Leadership. Retrieved from http://insights.ccl.org/wp-content/uploads/2015/04/VerticalLeadersPart1.pdf

Petrie, N. (2014b). Vertical Leadership Development Part 2. Retrieved from http://insights.ccl.org/articles/white-papers/the-how-to-of-vertical-leadership-development-part-2-30-experts-3-conditions-and-15-approaches/

Rooke, D., & Torbert, W. R. (2005). Seven Transformations of Leadership. *Harvard Business Review*, *April*, 41–58.

Salanova, M., Agut, S., & Peiró, J. M. (2005). Linking Organizational Resources and Work Engagement to Employee Performance and Customer Loyalty: The Mediation of Service Climate. *Journal of Applied Psychology*, *90*(6), 1217–1227. http://doi.org/10.1037/0021-9010.90.6.1217

Schwartz, S. H. (2012). An Overview of the Schwartz Theory of Basic Values An Overview of the Schwartz Theory of Basic Values. *Online Readings in*

Psychology and Culture, *2*, 1–20.
http://doi.org/http://dx.doi.org/http://dx.doi.org/10.9707/2307-0919.1116

Senge, P. M. (2006). *The Fifth Discipline: The art and practice of the learning organization*. Random House.

Sheehan, N. T., & Schmidt, J. A. (2015). Preparing accounting students for ethical decision making: Developing individual codes of conduct based on personal values. *Journal of Accounting Education*, 33(3), 183–197. http://doi.org/10.1016/j.jaccedu.2015.06.001

SMITHER, J. W., LONDON, M., FLAUTT, R., VARGAS, Y., & KUCINE, I. V. Y. (2003). CAN WORKING WITH AN EXECUTIVE COACH IMPROVE MULTISOURCE FEEDBACK RATINGS OVER TIME? A QUASI-EXPERIMENTAL FIELD STUDY. *Personnel Psychology*, *56*(1), 23–44. http://doi.org/10.1111/j.1744-6570.2003.tb00142.x

Spinks, N., & Reid, B. (2011). Indepth Interviews. Henley Business School.

Steiber, A. (2014). The Google Model, 11–34. http://doi.org/10.1007/978-3-319-04208-4

Various. (n.d.). The Manifesto for Agile Software Development. Retrieved from http://agilemanifesto.org/sign/display.cgi?ms=all

Various. (2015). IAAF. Retrieved from http://www.theguardian.com/sport/iaaf

Watson, J. (2012). Agent Of Change: The Future of Technology Disruption in Business. The Economist Intelligence Unit. Retrieved from http://www.economistinsights.com/sites/default/files/downloads/EIU_Agent of change_WEB_FINAL.pdf

Wikipedia. (2016). Uber. Retrieved April 7, 2016, from https://en.wikipedia.org/wiki/Uber_(company)

Woods, V. (2015). Gartner Identifies the Top 10 Strategic Technology Trends for 2016. Retrieved from http://www.gartner.com/newsroom/id/3143521

WORLEY, C. G., & LAWLER, E. E. (2009). Building a Change Capability at Capital One Financial. *Organizational Dynamics*, *38*(4), 245–251. http://doi.org/10.1016/j.orgdyn.2009.02.004

WORLEY, C. G., & LAWLER, E. E. (2010). Agility and Organization Design: *Organizational Dynamics*, *39*(2), 194–204. http://doi.org/10.1016/j.orgdyn.2010.01.006

Wziątek-Staśko, A., & Chabińska-Rossakowska, M. (2015). VERSATILE LEADERSHIP AS A DETERMINANT OF EMPLOYEE ENGAGEMENT. DHL EXPRESS (POLAND) SP. Z O.O. EXAMPLE. *Scientific Journal of Logistics*, *11*(2), 191–198. http://doi.org/10.17270/J.LOG.2015.2.7

Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. *The Leadership Quarterly*, *10*(2), 285–305. http://doi.org/10.1016/S1048-9843(99)00013-2

Yukl, G. a. (2010). Leadership in organizations, 345 in 7th edition. http://doi.org/10.1002/1521-3773(20010316)40:6<9823::AID-ANIE9823>3.3.CO;2-C

Appendices

Appendix 1 Literature review tables

Appendix 1.1 The demands facing leadership in the 21st century

The demands facing leadership in the 21st century				
Full Reference	**Key Theories or Concepts**	**Type of Article/ Methodology**	**Contribution to my investigation**	**What It Says**
Moore, G. E. (2006). Cramming more components onto integrated circuits, Reprinted from Electronics, volume 38, number 8, April 19, 1965, pp.114 ff. IEEE Solid-State Circuits Newsletter, 20(3), 33–35. http://doi.org/10.1109/N-SSC.2006.4785860	Technological advancement	Empirical review in support of theoretical proposition	Provides context for technological growth as it relates to social & organizational change	Capacity doubles roughly every 10 years
Hagel, J., Brown, J. S., Samoylova, T., & Lui, M. (2013). From exponential technologies to exponential innovation. Deloitte University Press. Retrieved from http://deloitte.wsj.com/cfo/files/2013/10/ExpoTech_report.pdf	Technological advancement Innovation	Empirical review of current trends	Provides context for technological growth as it relates to social & organizational change	Technology allows rapid building on previous wave on innovation
Steiber, A. (2014). The Google Model, 11–34. http://doi.org/10.1007/978-3-319-04208-4	Continuous innovation			
Graetz, F., & Smith, A. C. T. (2010). Managing Organizational Change: A Philosophies of Change Approach. Journal of Change Management, 10(2), 135–154. http://doi.org/10.1080/14697011003795602	Organizational change Continuity-change dilemma Complimentary- competing Ambiguity	Theoretical review of change philosophies and assumptions. Argues case for interactive mix of continuity & change.	By identifying problems of past and classical change models argues the case for transformational	Change cannot be generally reduced to predictable steps. It is continuous. Managing the continuity-change continuum helps to guard against complacency and inertia, and underpins an organization's capacity both to exploit and explore.
Watson, J. (2012). Agent Of Change: The Future of Technology Disruption in Business. The Economist Intelligence Unit.	Technological Change Business Change Organizational Development	Empirical: Interviews with 567 executives across the globe including many leading business figures	Sets out the context in which business leaders are operating in relation to anticipated future challenges	Few industries will be unaffected, increasing importance of 'big data', rise of micro-entrepreneurs (squeeze on middle sized orgs), middle managers become less important, economic growth independent of job growth, purpose of physical locations change, customer co-creation increasingly important & organizations become more transparent

Woods, V. (2015). Gartner Identifies the Top 10 Strategic Technology Trends for 2016. Retrieved from http://www.gartner.com/newsroom/id/3143521	Technological advancement	Empirical review of current trends	Provides context for technological growth as it relates to social and organizational change	Device Mesh (internet of things) Ambient user experience 3D printing materials growth Information of everything Advanced machine learning Adaptive security architecture Advanced system architecture Mesh app & service architecture Internet of things platforms
Pelster, B., Bersin, J., Schwartz, J., & Agarwai, D. (2015). Global Human Capital Trends. Deloitte University Press.	Leading Engaging Reinventing Reimagining	Empirical: quantitative research	Lists the most pressing organizational needs	Organizations are not 'future-ready' and acknowledge pressing requirements to meet future needs
IBM. (2012). 2012 IBM CEO Study. IBM. Retrieved from http://www-935.ibm.com/services/us/en/c-suite/ceostudy2012/#	Change Leadership Organizational development Technology	Empirical: Qualitative & quantitative - interviews with 1,709 CEOs	Identifies aims, concerns and readiness for change of key leaders	less than half of CEOs say they are unprepared to cope with increasing levels of uncertainty and complexity
Bersin, J. (2015). Predictions for 2015: Redesigning the organization for a rapidly changing world.	Removal of work/life barrier Engagement, culture and leadership – lifeline issues Learning, capabilities & skills Need to reinvent HR Data centrality in HR	Empirical: qualitative review	Identifies future trends and an action list from the above	Need to deliver on topics covered in 'key concepts'
O'Boyle, E., & Harter, J. (2015). 40 Organizations Lead The World In Employee Engagement. Retrieved from http://www.gallup.com/opinion/gallup/182432/organizations-lead-world-employee-engagement.aspx	Employee Engagement	Empirical: Large scale quantitative research Gallup's *State of the Global Workplace*	Provides context - current level of engagement in historic & less challenging environment	Only 13% of staff engaged
Burg, N. (2013). How Technology Has Changed Workplace Communication. Retrieved from http://www.forbes.com/sites/unify/2013/12/10/how-technology-has-changed-workplace-communication/	Technological advancement Workplace communication	Informal empirical review	Provides context for technological growth as it relates to social and organizational change	97% people work in virtual teams (2013) – DeLoitte foresees 'mobile only' future - use of social media re importance of having a friend at work for engagement – high skill people spend 19% of time gathering information – joining productivity with fun

Armenakis, A. A., & Harris, S. G. (2009). Reflections: our Journey in Organizational Change Research and Practice. Journal of Change Management, 9(2), 127–142. http://doi.org/10.1080/14697010902879079	Organizational Change	Empirical review of 30 years of research and practice of authors	Provides overview of critical factors in dealing with change	Five key factors (1) Recipient motivation for change, (2) active involvement of recipients (3) diagnosis (4) readiness for change (5) strategies for addressing beliefs about change (6) assessment of reactions to change
Kruse, K. (2012). Employee Engagement. CreateSpace, New York.	Employee Engagement	Book: empirical review	Further context re engagement	Engagement is critical to performance in change
Keller, S., & Aiken, C. (2009). The Inconvenient Truth about Change Management. McKinsey Quarterly, (April).	Leadership Change Irrational biases	Empirical: generalised research and review	Why things go wrong when organizations face up to change	Irrational biases prevent organizations from understanding the challenges and following through with effective change management
Kotter, J. (2008). A Sense Of Urgency. Harvard Business Press.	Organizational change			The importance of creating a sense of urgency, and the market moving to require continuous rather than episodic urgency Problems: complacency (esp. for established organizations), false urgency, mistaking false urgency for real urgency
Kotter, J. P. (1996). Why Transformation Efforts Fail. The Journal of Product Innovation Management, 13(2), 170.	Leadership development Change management	Empirical: research involving more than 100 companies	Benchmark piece explaining the need for transformational leadership	1. Not establishing a great enough sense of urgency. 2. Not creating a powerful enough guiding coalition 3. Lacking a vision. 4. Undercommunicating the vision by a factor of 10. 5. Not removing obstacles to the new vision. 6. Not systematically planning for and creating short-term wins. 7. Declaring victory too soon.
Hughes, M. (2011). Do 70 Per Cent of All Organizational Change Initiatives Really Fail? Journal of Change Management, 11(4), 451–464. http://doi.org/10.1080/14697017.2011.630506	Organizational change, failure, success, evaluation	Empirical review	Set the change failure narrative in greater context	Cautionary note about the lack of real evidence for 70% failure rate

Hughes, M. (2011). Do 70 Per Cent of All Organizational Change Initiatives Really Fail? Journal of Change Management, 11(4), 451–464. http://doi.org/10.1080/14697017.2011.630506	Organizational change	Empirical review	Context for failure of change programmes	Evidence for oft quoted 70% failure rate is not reliable
Horney, N., Pasmore, B., & O'Shea, T. (2010). Leadership Agility: A Business Imperative for a VUCA World. People & Strategy, 33(4), 32–38. http://doi.org/10.1016/j.neuron.2011.07.001	Agile leadership	Empirical review	Leadership responses required	Sets out qualities of leadership to match current demands
Farrell, S. (2015). The World's Biggest Accounting Scandals. Guardian Website. Retrieved from http://www.theguardian.com/business/2015/jul/21/the-worlds-biggest-accounting-scandals-toshiba-enron-olympus	Corporate misconduct	News Article	Examples	
FSA. (2011). The failure of the Royal Bank of Scotland Financial Services Authority Board Report, (December), 1–437.	Corporate misconduct	Report	Examples	
Peston, R. (2009). The lessons of Lehman. Retrieved from http://www.bbc.co.uk/blogs/thereporters/robertpeston/2009/09/the_lessons_of_lehman.html	Corporate misconduct	News Article	Examples	
CNN. (2015). Biggest Corporate Scandals. Retrieved from http://money.cnn.com/gallery/news/2015/10/14/biggest-corporate-scandals/	Corporate misconduct	News Article	Examples	
Barton, D., Grant, A., & Horn, M. (2012). Leading in the 21st century. McKinsey Quarterly, (June).	Leadership Change	Empirical: review of 6 leader's experiences	Provides word from the coal face as the challenges facing leaders	Six leaders identify the massive changes and new challenges they have to address in an increasingly volatile world

Appendix 1.2 The type of leadership required for the 21st century

The type of leadership required for the 21st century				
Full Reference	Key Theories or Concepts	Type of Article/ Methodology	Contribution to my investigation	What It Says
Iococca, L., & Witney, C. (2007). Where have all the leaders gone? Scribner Book Company.	Agile Leadership	Book	Defines agile leadership	Requirements are: Ambiguity tolerance, Curiosity, Creativity Courage, Conviction, Emotional Resilience, Critical Thinking Vision, Flexibility
Branson, R. (2015). What Does It Take to Be the Boss? Managers vs. Leaders. LinkedIn Pulse. Retrieved from https://www.linkedin.com/pulse/what-does-take-boss-managers-vs-leaders-richard-branson	Leadership	Website article	Successful leader's perspective on what defines good leadership	Agile or transformational qualities are basic requirements of a good leader
Leybourn, E. (2013). Directing The Agile Organization: A Lean Approach to Business Management. It Governance Publishing.	Agile Leadership Lean Management Agile Organizations	Book	Defines 'Agile' and agile leadership	Four Values
Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the vision. Organizational Dynamics, 18(3), 19–31.	Transformational & transactional leadership Charisma, inspiration, intellectual stimulation & individualized consideration	Theoretical: broad review to support theory	Definition of transformational leadership	Differentiates between transactional and transformational leadership – what is essential in the former and the limitations of the latter (i.e. contingent reward, management by exception (active & passive) and laissez-faire
Bass, B. M., & Avolio, B. J. (1994). Transformational Leadership And Organizational Culture. International Journal of Public Administration, 17(3-4), 541–554.	Transformational leadership Idealized influence Inspirational motivation Intellectual stimulation Individualized consideration	Theoretical: broad review to support theory	Definition of transformational leadership	Expands upon the above in relation to organizational culture
Maslow, A., Stephens, D., Heil, G., & Bennis, W. (1998). Maslow on management.	Eupsychian Management Self actualization Continuous improvement Empowerment Theory X	Theoretical: broad review to support theory	Seminal point of reference for subsequent transformational leadership models	Lays foundation stones of need for self-awareness, self-development, self-actualization in leaders, self-transcendent thinking, alignment of personal and organizational needs, etc.
Maslow, A. (1998). Toward a Psychology of Being.	Self-actualization	Book	Definition of self-actualizing qualities	Definition of self-actualizing qualities

Cossin, D., & Caballero, J. (2013). Transformational Leadership: Background Literature Review. IMD Global Board Centre.	Transformational leadership: Clear vision Link to performance Relation to governance	Literature review	Definition of transformational leadership	Further reinforcement of the above
Flaum, J. P., & Winkler, B. (2015). Improve Your Ability To Learn. Harvard Business Review, (June 08). Retrieved from https://hbr.org/2015/06/improve-your-ability-to-learn				

Appendix 1.3 The challenges of implementing agile and transformational leadership

The challenges of implementing agile and transformational leadership				
Full Reference	Key Theories or Concepts	Type of Article/ Methodology	Contribution to my investigation	What It Says
Burnes, B., & Jackson, P. (2011). Success and Failure In Organizational Change: An Exploration of the Role of Values. Journal of Change Management, 11(2), 133–162. http://doi.org/10.1080/14697017.2010.524655				Values misalignment is significant cause of failure in change
Gill, R. (2005). Current Thinking about Leadership: A Review and Critique. In Leadership (pp. 36–62). Retrieved from http://uk.sagepub.com/sites/default/files/upm-binaries/9546_017487ch02.pdf	Transformational Leadership	Book with empirical review of research	Drawbacks of Transformational Leadership	Potential problems: Assumes follower motivation, time consuming, depends on individual explains what but lacks details of how, potential for abuse (not valid)
Beer, M., & Nohria, N. (2000). Cracking the Code of Change. Harvard Business Review, 78(3), 133–141.	Theory O – bottom up, holistic Theory E – top down, target driven	Empirical review of business practices to support theoretical model	Identifies what is needed to thrive in the fast changing new economy	The benefits of combining 'hard' (short-term values creation) and 'soft' (long-term trust) business approaches and managing contradictions
Nye, J. (2006). Soft Power, Hard Power and Leadership, 1–23. Retrieved from http://www.hks.harvard.edu/netgov/files/talks/docs/11_06_06_seminar_Nye_HP_SP_Leadership.pdf				According to the chief executive of IBM, "hierarchical, command and-control approaches simply do not work anymore. They impede information flows inside companies, hampering the fluid and collaborative nature of work today."
Yukl, G. a. (2010). Leadership in organizations, 528. http://doi.org/10.1002/1521-3773(20010316)40:6<9823::AID-ANIE9823>3.3.CO;2-C				Approaches – Trait, Behavioural, Power-Influence, Situational, Integrative Processes – Dyadic (interpersonal), Group & Organizational Personal Integrity – Espoused values = behaviour

Bono, J. E., & Judge, T. A. (2004). Personality and Transformational and Transactional Leadership: A Meta-Analysis. Journal of Applied Psychology, 89(5), 901–910. http://doi.org/10.1037/0021-9010.89.5.901				Positive correlations for agreeableness and extraversion
Føllesdal, H., & Hagtvet, K. (2013). Does emotional intelligence as ability predict transformational leadership? A multilevel approach. The Leadership Quarterly, 24, 747–762. Retrieved from 10.1016/j.leaqua.2013.07.004				EI not a predictor of transformational leadership
Lindebaum, D., & Cartwright, S. (2010). A Critical Examination of the Relationship between Emotional Intelligence and Transformational Leadership. Journal of Management Studies, 47(7), 1317–1342. Retrieved from 10.1111/j.1467-6486.2010.00933.x				EI not a predictor of transformational leadership – studies that indicated otherwise were analytically flawed
Groves, K., & LaRocca, M. (2011). Responsible Leadership Outcomes Via Stakeholder CSR Values: Testing a Values-Centered Model of Transformational Leadership. Journal of Business Ethics, 98, 37–55. Retrieved from 10.1007/s10551-011-1019-2				stakeholder values are associated with transformational leadership, while transactional leaders are characterized by economic values. Reviews by Bass and Steidlmeier (1999), Kanungo (2001), and Mendonca (2001) argue that stakeholder values are strongly associated with the key dimensions of transformational leadership
Luque, M. S. De, Washburn, N. T., & Waldman, D. A. (2008). Nathan T. Washburn, 53, 626–654.	Executive values			
Fu, P. P., Tsui, A. S., Liu, J., & Li, L. (2010). Pursuit of Whose Happiness? Executive Leaders' Transformational Behaviors and Personal Values. Administrative Science Quarterly, 55(2), 222–254. Retrieved from http://search.ebscohost.com.idpproxy.reading.ac.uk/login.aspx?direct=true&db=bth&AN=52742042&site=eds-live&custid=s6477394	Personal values Transformational transactional			

Glenn Rowe, W. (2010). Leadership: What Is It? Cases in Leadership, 1–42.				Born to lead - Trait (born) versus process(learned) – emergent versus assigned
Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. European Journal of Work and Organisational Psychology, 8(1), 9–32. Retrieved from http://dx.doi.org/10.1080/135943299398410				Criteria for TL are composite
Kendrick, J. (2014). Transformational Leadership, (March), 14–17. http://doi.org/http://dx.doi.org/10.1108/17506200710779521				Transactional and transformational leadership are complementary
Judge, T. A., & Piccolo, R. F. (2004). Transformational and Transactional Leadership: A Meta-Analytic Test of Their Relative Validity. Journal of Applied Psychology, 89(5), 755–768. http://doi.org/10.1037/0021-9010.89.5.755	Transformational and Transactional Leadership	Empirical review		
Brousseau, K. R., Driver, M. J., Hourihan, G., & Larsson, R. (2006). The seasoned executive's decision-making style. Harvard Business Review, 84(2), 110–121,165.	Decision making styles Differences between leaders and managers	Emperical: Large scale quantitative	Distinguishes what it takes to become a successful leadership	Flipping of styles occurs in the 'convergence zone' between manager and director – become more open and interactive in public and analytical in private
Yukl, G. (1999). An evaluation of conceptual weaknesses in transformational and charismatic leadership theories. The Leadership Quarterly, 10(2), 285–305. http://doi.org/10.1016/S1048-9843(99)00013-2	Transformational and Transactional Leadership	Empirical review		
Bass, B. M., & Avolio, B. J. (1994). Transformational Leadership And Organizational Culture. International Journal of Public Administration, 17(3-4), 541–554.	Transformational leadership Idealized influence Inspirational motivation Intellectual stimulation Individualized consideration	Theoretical: broad review to support theory	Definition of transformational leadership	
Goleman, D., Boyatzis, R., & McKee, A. (2001). Primal Leadership. Harvard Business Review, (December).	Emotional Intelligence:self-awareness, self-management, social awareness and relationship management Leadership	Empirical review and theoretical proposition	Included to illustrate importance of emotional intelligence	Explains importance of EI and advocates 5 step coaching process: (1) who do I want to be, (2) who am I now? (3) How do I get from here to there, (4) how do I make change stick, (5) who can help me?

Appendix 1.4 Current leadership interventions

Current leadership interventions				
Full Reference	Key Theories or Concepts	Type of Article/ Methodology	Contribution to my investigation	What It Says
SMITHER, J. W., LONDON, M., FLAUTT, R., VARGAS, Y., & KUCINE, I. V. Y. (2003). CAN WORKING WITH AN EXECUTIVE COACH IMPROVE MULTISOURCE FEEDBACK RATINGS OVER TIME? A QUASI-EXPERIMENTAL FIELD STUDY. Personnel Psychology, 56(1), 23–44. http://doi.org/10.1111/j.1744-6570.2003.tb00142.x	Leadership development Executive coaching	Empirical: Quantitative research based on testing 1,361 senior managers 404 of whom had received executive coaching a year before ratings were taken	Indicative of success rates for existing executive coaching initiatives	Those who received coaching were slightly more likely to set definite rather than abstract goals and be more highly rated by third parties. The greatest effect was a greater preparedness to invite input from third parties.
WORLEY, C. G., & LAWLER, E. E. (2009). Building a Change Capability at Capital One Financial. Organizational Dynamics, 38(4), 245–251. http://doi.org/10.1016/j.orgdyn.2009.02.004	Change management Agile	Empirical case study	Current interventions	
WORLEY, C. G., & LAWLER, E. E. (2010). Agility and Organization Design: Organizational Dynamics, 39(2), 194–204. http://doi.org/10.1016/j.orgdyn.2010.01.006	Change management Agile	Empirical review & case studies	Current interventions	
Horney, N., Pasmore, B., & O'Shea, T. (2010). Leadership Agility: A Business Imperative for a VUCA World. People & Strategy, 33(4), 32–38. http://doi.org/10.1016/j.neuron.2011.07.001	Agile Leadership			
Wziątek-Staśko, A., & Chabińska-Rossakowska, M. (2015). VERSATILE LEADERSHIP AS A DETERMINANT OF EMPLOYEE ENGAGEMENT. DHL EXPRESS (POLAND) SP. Z O.O. EXAMPLE. Scientific Journal of Logistics, 11(2), 191–198. http://doi.org/10.17270/J.LOG.2015.2.7	Flexible leadership Engagement	Empirical: quantitative research and literature review	Examines the efficacy of agile initiatives	In times of change new paradigms of leadership are required – examines agile leadership policies introduced by DHL

Greenfield, R. (2015). Holawhat? Meet the alt-management system invented by a programmer and used by Zappos. Www.fastcompany.com.	Holocracy	Report	Describes Holocracy - a branded flat, agile leadership model	A means to create a flexible organizational structure linked to new formatted action meetings facilitating more autonomy to teams and individuals and a unique decision making process
Baron, L., & Morin, L. (2010). The impact of executive coaching on self- efficacy related to management soft-skillsnull. Leadership & Organization Development Journal, 31(1), 18–38. http://doi.org/10.1108/01437731011010362	Coaching Supervisory training Management development	Empirical: qualitative – 73 managers from same company	Indicative of success rates for existing executive coaching initiatives	The number of coaching sessions has a positive and significant relationship with post- training self- efficacy. Results also show that utility judgment, affective organizational commitment, and work-environment support have each a positive and significant relationship with post- training self- efficacy.
Grant, A. M. (2013). The Efficacy of Executive Coaching in Times of Organisational Change. Journal of Change Management.	Executive coaching, organisational change, leadership self-efficacy, solution focused thinking	Empirical: qualitative and quantitative research on 31 managers and executives in same company	Indicative of success rates for existing executive coaching initiatives	Participation in the coaching was associated with increased goal attainment, enhanced solution-focused thinking, a greater ability to deal with change, increased leadership self-efficacy and resilience, and decrease in depression. The positive impact of coaching generalised to non-work areas such as family life. Recommendations are made for the measurement and design of executive coaching programmes .
Anderson, M. C., Frankovelgia, C., & Hernez-Broome, G. (2009). In focus/coaching: Business leaders reflect on coaching cultures. Leadership in Action, 28(6), 20–22. http://doi.org/10.1002/lia.1273	Coaching culture	Empirical review and qualitative research	Utility of coaching culture	

Appendix 1.5 What needs to be done to create 21st century leaders and agile organisations

What needs to be done to create 21st century leaders and agile organisations				
Full Reference	Key Theories or Concepts	Type of Article/ Methodology	Contribution to my investigation	What It Says
Petrie, N. (2014). Vertical Leadership Development. Center for Creative Leadership.	Leadership development Stress Resilience	Empirical research and review	Sets out approaches to address current challenges	
Petrie, N. (2014). Vertical Leadership Development Part 2.	Leadership development Culture Change Org. development	Theoretical proposition based on above	Sets out approaches to address current challenges	How to change from a top down to a bottom up organization
Gill, R. (2002). Change management--or change leadership? Journal of Change Management, 3(4), 307–318. http://doi.org/10.1080/714023845	Leadership, Management, Change	Theoretical proposition	Sets out requirements for true 'leadership' and suggestions of how to achieve it – referencing values along with common transformational themes.	A proposed model for leadership in change, reflecting cognitive, spiritual, emotional and behavioural dimensions and requirements. Comprises vision, values, strategy, empowerment, and motivation and inspiration.
Hope Hailey, V. (2012). Where has all the trust gone? CIPD Research Report, March, 96. Retrieved from http://www.cipd.co.uk/binaries/where-has-all-the-trust-gone_2012-sop.pdf	Trust	Empirical: qualitative research	Trust as a component of cooperation	Trust is perceived as important Levels of trust in leaders and managers are not as good as they might be Need for more relationship building and consultation
Cashman, K. (2013). The Five Dimensions of Learning-Agile Leaders. Forbes.	Agile leadership Learning Agility - knowing what to do when you don't know what to do	Literary review	Lists key requirements for agile leadership	Need for: mental agility, people agility, change agility, results agility & self-awareness
MAGUIRE, S., & PHILLIPS, N. (2008). Citibankers' at Citigroup: a study of the loss of institutional trust after a merger. Journal of Management Studies, 45(2), 372–401.	Trust	Definition	Trust as a component of cooperation	An individual's expectation that some organised system will act with predictability or goodwill
DuBrin, A. (2013). Leadership: Research Findings, Practice and Skills. Cengage.	Leadership Development	Empirical review	Included as a summary of what is required of leaders	Leadership traits: core self-evaluation, trust, authenticity, assertiveness, assertiveness, emotional intelligence, flexibility, internal locus of control, drive, achievement motivation, cognitive factors, practical intelligence, insight,

Reference	Topics	Method	Purpose	Key findings
				farsightedness – stresses importance of EI
Keller, S., & Aiken, C. (2009). The Inconvenient Truth about Change Management. McKinsey Quarterly, (April).	Leadership Change Irrational biases	Empirical: generalised research and review	Why things go wrong when organizations face up to change	Irrational biases prevent organizations from understanding the challenges and following through with effective change management
McIntyre, D. A. (2009). The 10 Biggest Tech Failures of the Last Decade. Time, (May 14). Retrieved from http://content.time.com/time/specials/packages/article/0,28804,1898610_1898625_1898622,00.html	Tech Failure	Empirical: review of major corporate tech failures	Provides insight into why products on which corporate success is determined fail	Innovations are risky and major corporate backing is not enough in itself. Making money from new business models is not easy.
Armenakis, A. A., & Harris, S. G. (2009). Reflections: our Journey in Organizational Change Research and Practice. Journal of Change Management, 9(2), 127–142. http://doi.org/10.1080/14697010902879079	Organizational Change	Empirical review of 30 years of research and practice of authors	Provides overview of critical factors in dealing with change	6 key factors (1) Recipient motivation for change, (2) active involvement of recipients (3) diagnosis (4) readiness for change (5) strategies for addressing beliefs about change (6) assessment of reactions to change
Dyer, J. H., Gregerson, H., & Christensen, C. M. (2009). The Innovator's DNA. Harvard Business Review, December 2. https://hbr.org/2009/12/the-innovators-dna	Innovation Creative entrepreneurs	Emperical: Large scale quantitative & qualitative survey	Example of what future 'agile' leadership involves	five "discovery skills" distinguish the most creative executives: *Associating, Questioning, Observing, Experimenting & Networking*
Efron, L. (2014). What Organizations Need Now From Human Resources. Forbes, Leadership (Aug 18).	Vision Recruitment Org. development Metrics	Empirical: generalized review	Informed vox pop of greatest current HR challenges	Define & align organizational purpose. Recruit people who love organization. Focus on employee strengths. Create organizational alignment. Accurately measure the right things.
Hamel, G. (2012). What Matters Now. Jossey-Bass.	Leadership Change Org. Development Values Innovation	Empirical: generalised research and review	Summarises 21st century organizational challenges	Imperatives: Values – a moral renaissance Innovation – a responsibility for every individual Adaptability Passion – raising spirits Ideology – freedom & self-determination
Rooke, D., & Torbert, W. R. (2005). Seven Transformations of Leadership. Harvard Business Review, April, 41–58.	Transformational leadership Action logic: opportunist, diplomat, expert, achiever, individualist, strategist & alchemist	Empirical: research to support theoretical model	Sets out a model for transformational leadership	Leaders become more effective if they change their action logic: opportunist > diplomat> expert > achiever > individualist > strategist > alchemist

Reference	Key concepts	Methodology	Purpose/relevance	Summary/findings
Boiral, O., Cayer, M., & Baron, C. (2009). The Action Logics of Environmental Leadership: A Developmental Perspective. Journal of Business Ethics, 85(4), 479–499. Retrieved from 10.1007/s10551-008-9784-2				Examines Rooke & Torberts 7 transformations of leadership
Kim, W. C., & Mauborgne, R. (2003). Tipping point leadership. Harvard Business Review, 81(4), 60–69,122.	Cognitive hurdles Barriers to change Resource prioritization Key influencers Isolating blockers	Empirical review of William Bratton's success as Police Commissioner NYPD	A case study of an example of transformative leadership	4 step approach – (1) break through cognitive hurdles
Kegan, R., & Laskey Lahey, L. (2001). The Real Reason People Wont Change. Harvard Business Review, November 2, 85–92.	Competing contradictions, Big (erroneous) assumptions Barriers to change	Empirical review of business practices to propose better practice	Identifies what is the opposite of, and what are barriers to providing, agile leadership	How to identify barriers to optimising self-awareness, communication and performance, suggesting interventions to make changes
Senge, P. M. (2006). The Fifth Discipline: The art and practice of the learning organization. Random House	Systems thinking Personal mastery Mental modes Restrictive status Learning disabilities	Theoretical: literature review as theory building Emperical: medium scale qualitative survey	Distinguishes what it takes to become a successful leadership	How people and organizations become isolated prisoners of default thinking and systems that inhibit learning & development. Goes on to describe transformational measures - need Systems thinking, Personal mastery, Mental models, Building shared vision, Team learning
Griffiths, N. L,. (2016). Transformational and transactional mind-sets: values related biases in decision making. Unpublished.	Personal Values Transformational Leadership Cognitive biases	Empirical quantitative and theoretical research 381 executives	Reference point for relationship between value related traits and transformational leadership and link to coaching	How different values priorities affect creativity, intelligence and heuristic biases in decision making – linking the above to transformational and transactional leadership styles
Hawkins, P., & Smith, N. (2007). Coaching, Mentoring and Organizational Consultancy: Supervision and Development. Open University Press	Coaching Organizational Development Transformational change Systems	Theoretical review & practical guide - nature of coaching, mentoring & consultancy	Means of encouraging transformational leadership and culture	Transformational change begins from within based on learn/learn cycles not win/lose, exists on multiple levels, broadens character rather than eliminating previous bad bits.

Appendix 2   Interview Questions

The headline and subsidiary questions for each of the four areas of exploration were as follows:

1 What future challenges are leaders of large organizations going to be faced with?

What are the things that will affect your business in the next 5-10 years?

What about in a wider sense? (if the response to the main question was very organization specific)

2 What type of leadership is going to be required to meet these challenges?

What does the future organizational leadership need to look like to meet these challenges?

What does your leadership look like now?

Where does the responsibility lie?

At what levels is leadership shown in the organisation?

What personal qualities will individual leaders need to show/have?

What are the personal qualities that are most needed to be developed in your business?

What will the organizational structure look like?

Who are the leaders?

Where will they be in the organisation?

What will be different?

How are the leaders chosen? Are particular people selected for leadership development or does the organization take a more holistic approach?

3 What needs to be done to create this type of leadership and a future facing organization?

What leadership development initiatives are you doing?

Who receives these?

How are they chosen?

What is the impact on the individual and the organisation?

What are you planning to do in the future?

What? (Specifics, content, programme, etc.)

Whom?

Why?

Desired outcomes

What about the organizational structure?

4 What are the barriers to achieving these aims?

What are the barriers to achieving this, both from the perspective of the individual and the organization?

How will you overcome these?