

Sustainable Leadership
The Key to Business Excellence and Innovation

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ABSTRACT

Leaders are an integral part of the communities, organizations and governments. The lack of leadership continuity provides a disruption in an organization's ability to reach its goals. The cost of recruitment and retention of leaders today are really high but are still nothing as compared to a failed search. Loss of leaders within an organization usually leads to a bye out of the company. It affects the organization both morally and financially. A leader is the one who guides the path for success, without him there is no direction. The literature clearly shows how the average span of CEO's within organizations is reducing every year. There is an impending shortage of leaders today. This brings about a strong awareness about the topic. Organizations today seek ways to recruit and retain their leaders; they seek a culture bringing about a concept of continuity or sustained wisdom and vision. This is expressed through leadership.

This study focuses on determining the qualities of a sustainable leader. The overall approach in studying the common qualities of sustainable leaders was qualitative. A comprehensive review of the literature converged to yield five parallel concepts which formed the basis for deductive analysis. The data analysis led to creating a model for Sustainable leadership which exhibited the five parallel themes and highlighted its attributes. Evolved from these findings a model for the evaluation of Sustainable leadership was framed. The model describes in details the attributes for sustainable leadership. In order to check how the model works, it was applied on an organization to evaluate the level of leadership. A 360 degree review was used as it was a personal and intensive mode of data collection. Interviews, Artifacts and narrative exercises were also

used to provide multiple data points and thus provide cross data validation. Data analysis was accomplished through reduction and subsequently interrater reliability was established. The three sources of data provided a validated and realistic result for the level of leadership present within the organization. This data when referred to the sustainable leadership evaluation model provided a precise explanation of the leadership skills existing within the organization and at the same time indicated areas for improvement. Hence the research fulfills two important objectives; first it provides us with a model for Sustainable leadership, secondly it derives a methodology to measure the level of leadership within an organization.

The data from this study could provide new insights into recruitment and retention for leaders and organizations. The five concepts of sustainable leadership outlines in the research form a sustainable leader paradigm which could be useful as an assessment instrument for current leaders and development tool for the emerging and aspiring leaders. The sustainable leadership evaluation model could be used as a guideline for evaluating the level of sustainable leadership within an organization and indicating paths of improvement.

CHAPTER ONE - INTRODUCTION

Consider this scenario – You are a member of a competent organization in the UAE, but your future is unknown. Your competitors are just as lean and competent as you. And your cost effectiveness is no longer a unique advantage. Moreover companies are demanding that you think about organizational problems and business issues by using cutting edge techniques.

The situation is not unusual. In fact most companies look for strategies to confront the increasingly competitive global environment; they are demanding a new set of competencies and behaviors from their employees. Along with up to date technical processes, individuals must demonstrate skills in team work, cross disciplinary communication. Underlying these skills is the ability to apply creativity to organizational problems and situations. This is innovation and it has its benefit only if it creates value. In a successful organization, innovation is sustainable and on-going rather than a process characterized by a succession of boom and bust events. The model to foster sustainable innovation is different from innovation programs developed.

The effect of today's turbulent environment means that organizations need to improve their competitive advantage and swiftly respond to changing technology and markets. An organization's ability to continuously innovate its products and business systems is essential to its future success. However, this ability to stimulate innovation is highly dependent upon the stock of potential ideas and problem solutions that are available to feed the innovation process. Whilst continuous, sustainable innovation is an essential competitive capability for future organizational success, (continuous innovation) means

that organizations need to be able to effectively manage their creative processes to ensure their innovation process has a plentiful supply of good ideas and solutions. In order to bring about this continuous innovation, the organization needs leaders who have the skills and abilities to deliver what it takes to be on top. The core problem identified is how organizations can attain sustained innovation, to withstand the rapidly changing global markets, and maintain their competitive advantage. How can they become flexible stable and still innovative? – flexible in order to respond quickly to competitive threats, and stable enough to learn and grow based on their strengths and innovative to maintain a competitive edge.

Sustainable innovation is the key topic for this dissertation and can be examined through three interconnected paradigms drawing upon psychological, technological and sociological foundations (Sundbo,1998). The first paradigm focuses on the role of the individual entrepreneur, Leadership that drives innovation. The second focuses on the development of new technologies and the role of R&D. The third paradigm places the focus on the professional development of market-oriented strategies designed to secure sustainable competitive advantage via innovation (Sundbo, 1998). One of the key factors as observed in the literature review of various models that bring about sustainable innovation is leadership. Hence the problem identified for research is leadership and its role to create sustainable innovative organizations.

Chapter Structure

This chapter begins with an introduction to the topic of the research, illustrating an important need for sustainable leadership in today's business environment. Chapter one includes the methodology, problem statement, aims of the research, scope of the literature review, significance of the research, definition of terms, structure of the study and summary.

Methodology

- Statement of Problem
- Aims and Objectives.
- Illustrating the contribution of leadership towards Sustainable Innovation.
- Literature study on Leadership
- Highlighting the aspects of Leadership that contribute in Sustainable Innovation.
- Deriving a Model of Sustainable Leadership from research.
- Applying the model within an organization in the UAE using a 360 degree evaluation system.
- Providing recommendations to improve the level of sustainable leadership within the organization.

Problem Statement

There is a lot of research carried out on leadership which indicates certain attributes, behaviors and styles associated with a leader's emergence. Stogdill (1974) notes that: 'It has not been demonstrated, however, that these are the same variables operating to enable a leader to retain his role. There is a need for research isolating the factors that facilitate retention of leadership once it has been attained' (Stogdill, 1974). This directly emphasizes the need for sustainable leaders in today's business environment, leaders who can provide a sustainable solution to business problems, have what it takes to innovate and expand businesses to the zenith of their achievement.

The purpose of the study is to determine the common qualities among sustainable leaders. Common qualities among sustainable leaders will be generally defined as those identified through information gathered from the literature review. The study further proposes a sustainable leadership evaluation model which helps to evaluate the level of leadership within an organization.

Aims of the research

Derive a model for Sustainable Leadership

Create a Sustainable Leadership Evaluation system, which would be a tool to evaluate the level of leadership within an organization and provide recommendations for improvement.

Objectives

The main objective of the research was to derive a model for sustainable leadership. The second objective of the research was to create a leadership evaluation model and apply it to an organization to see how it works. The following steps were used to go about the research.

- Define sustainable innovation and its application in the business world with references.
- Literature study and derive the most appropriate model to implement sustainable innovation in organizations. Illustrating the role of leadership in sustainable innovative organizations.
- Define the role of leadership in creating sustainable innovation organizations.
- Literature study on the topic and derive a model for aspects of leadership which bring about sustainable innovation.
- Derive leadership evaluation model.
- Evaluate an organization based on the criteria evolved.
- Provide recommendations to bring about sustainable leadership.

Research Question

What are the qualities that determine a sustainable leader?

Leaders of Today

A creative organization is lead rather than managed – Leadership is the key (Collins, 2001).

William Ford Jr. Chairman and CEO of Ford Motor Co. – “from this point onwards, innovation will be the compass by which the company sets its direction and Ford will adopt innovation as its core business strategy going forward.”

Jeffery Immelt, Chairman and CEO General Electrical Co. –“ innovation imperative” a belief that innovation is central to the success of the company and the only reason to invest in the future. GE is working on 100 “imagination breakthrough” projects to drive growth through innovation.

Steve Ballmer, Microsoft Corp.’s CEO stated recently that “innovation is the only way that Microsoft can keep customers happy and customers at bay.”

(Source: Mazzarol, 2003)

Approach to the Literature Review

The literature review is the resource which enables us to understand the topic in detail; the model derived for sustainable leadership evolves from the literature. The literature mainly focuses on three main categories:

1. Study of Sustainable Innovation and its contribution towards business excellence. 2. Study of leadership theories. 3. Study of leadership in a sustainable context. All the three categories of study seek to bring about common set of attributes of leadership which forms the basis of the sustainable leadership model.

Literature review – Study of Sustainable Innovation and its contribution to Business Excellence.

In the first section of the literature review the researcher intends on exploring the concept of Sustainable Innovation and its relationship to business excellence. The literature begins by providing the reader with an review of sustainability and innovation. The concept of sustainable innovation is then explored and its relationship with the business environment is emphasized. The EFQM (originally The European Foundation for Quality Management now focuses on ‘Sustainable Excellence’) is highlighted as the model that highlights the role of leadership in bringing about sustainability. The model was specifically chosen as it directly relates leadership and sustainable excellence, thus providing a rational foundation for the research. This section of the literature thus explains clearly the importance of leadership in bringing about sustainable excellence.

Sustainability

Sustainability is the capacity to endure; it is the long-term maintenance of well being. Sustainability is achieved when economic efficiency, ecological or environmental excellence and social responsibility is fulfilled (Helge and Majer, 1978). For the purpose

of this research we focus on sustainability in an organizational context, and seek to derive a model for sustainable leadership which can be applied to organizations.

Pursuing a mission of sustainable development can make our firms more competitive, more resilient to shocks, nimbler in a fast-changing world and more likely to attract and hold customers and the best employees. It can also make them more at ease with regulators, banks, insurers and financial markets. Sustainable development policies will be profitable, but our rationale is not based solely on financial returns. Companies comprise, are led by, and serve people with vision and values. In the long-term, companies that do not reflect these people's best vision and values in their actions will wither in the market place. (Majer, 1978)

The World Business Council for Sustainable Development (WBCSD) propose that sustainability is achieved, when economic efficiency, ecological excellence and social responsibility is fulfilled. Sustainability offers long term stability of solutions. The assumptions that solutions will be stable and valid for the long term if they are just and holistic in nature (Majer, 1978).

Innovation

Innovation within a commercial environment is about adding value through new product development or reducing cost via changes to process technologies and systems (Mazzarol, 2003). The focus of innovation in business should be on finding ways to enhance competitiveness by converting ideas, processes, technologies and alliances into commercially valuable outcomes (Mazzarol, 2003).

Innovation may be examined through three interconnected paradigms – psychological (leadership and role of entrepreneur) technological (role of R&D) and sociological (development of market oriented strategies) (Sundbo, 1998). The three paradigms need to be balanced. There is a need for organizations to encourage entrepreneurial behavior among staff and to lead their industry in new product and process development especially through investment in research and development.

Sustainable Innovation and its Importance in the Business Environment

Many companies that failed were focusing narrowly on the mechanism of innovation. For example, Enron's innovation program failed along with the rest of the company. Enron's major intranet program "e-think" was awarded four silver Quill awards for excellence in communication. Yet the company was an extraordinary exhibit for creative accounting and misleading guidelines. This led to one of the biggest bankruptcies in the history of US corporate history. Although it was successful in its innovation program, it lacked all of core values in its creativity process. It lacked a long term focus and did not manage its corporate responsibility in an ethical manner. This comes with sustainability. For innovative process to be effective it also needs to be sustainable. The organization must provide an environment to incubate ideas which mature and translate through implementation into products or services (Khan and Al Ansari, 2003).

Model for Sustainable Innovation-

Sustainable innovation can utilize EFQM principles and guidelines to achieve sustainable excellence. EFQM – ‘Sustainable Excellence model’ – was introduced as the primary framework for assessing and improving organizations in order that they might achieve a sustainable advantage. It is a non prescriptive framework that recognizes that there are many approaches to achieving sustainable excellence (Marcel Van Marrewijk, 2003, 2004). Within this framework there are some fundamental concepts which underpin the EFQM Model. These concepts include results orientation, customer focus, leadership and constancy of purpose, management of processes and facts, people development and involvement, continuous learning, innovation and improvement, partnership development and corporate responsibility. The model is based on nine criteria – five enablers leadership, policy and strategy, people, partnerships and resources, and processes, and four results, people results, customer results, society results and key performance results.

Figure 1: EFQM’s Model

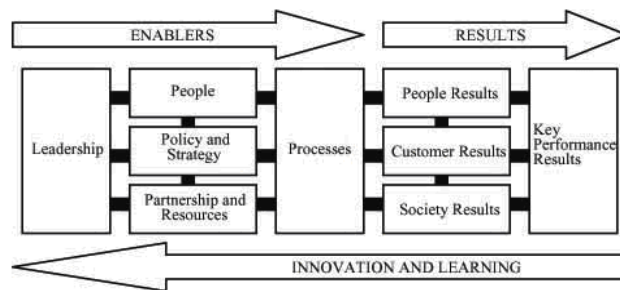


Figure 1. EFQM’s Business Excellence Model (redrawn from EFQM).

(Van Marrewijk, 2003, 2004)

The enabler criteria cover what an organization does while the results criteria cover what the organization achieves. Results are caused by enablers and the feedback helps to improve the enablers. This model is based on the premise that excellent results with respect to performance, customers, people and society are achieved through leadership, policy and strategy that is delivered through people, partnership and resources and process. The arrows in the figure emphasize the dynamic nature of the model. They show innovation enablers that in turn lead to improved results. The nine boxes represent the criteria against which to assess an organizations progress towards excellence and sustainable innovation (Van Marrewijk, 2003, 2004).

Role of Leadership – in Sustainable innovation

The model indicates that the leadership, policy and strategy – contribute to deliver results – performance, customer, society and people. As inferred from the model above, leadership plays a key role in bringing about sustainable innovation within organizations. Hence an in-debt study of leadership would assist us in deriving a model of sustainable leadership.

Literature Review – Leadership

The purpose of this study is to determine common qualities among leaders. Common qualities among leaders will be generally defined as those identified from the literature review. A review of the literature will address first, the central studies of leadership theory commencing with the Great man theory, followed by Trait theory, Behavior theory, Situational theory and ending with contemporary theories including transformational leadership, leader as mobilizing, new science leaders and the learning organization leader. Although there have been more than 10,000 books and articles published on the subject of leadership, it would be an onerous and indeed impossible task to summarize all that has been published on this topic within the parameters of this study. Instead it is the objective of the researcher to provide an overview of the salient theoretical contributions.

Great Man theory

Prior to & early 1900's – Aristotle, Carlyle, Galton, Woods

Trait Theory

Early 1900's & continues today – Bass, Barnard, Kirkpatrick & Locke, Stogdill

Style or Behavior Theory

Late 1940's & continues today - Blake & Mouton, Michigan studies, Ohio studies, Stogdill.

Situational Theory

1960's & continues today - Fieldler, Hersey & Blanchard, House, Vroom & Yetton.

Contemporary Theories

1970's & continues today - Burns, Heifetz, Senge, and Wheatley.

Great Man Theory

There is less known about leadership thinking prior to the 1900's onto about the early 1900's. Many believe that the origins stem from Aristotelian philosophy that asserted that some were born to lead while others were born to be led (Bass, 1990, Burns, 1978, Stogdill, 1974). The expression 'great man theory' is often used to refer to the notion that the course of history is basically governed by the outstanding individuals. Heroes and Hero worship published in 1841 were the only series published by Thomas Carlyle. Carlyle contended that history is the biography of great men and is credited with creating the phrase. He maintained from a historical point of view that leaders were heroes and vice versa. Carlyle also spoke about morality which was expected from heroes and he showed prescience in noting that situational elements influence a leader's destiny. *The Great Man Theory* fostered the conviction that leaders were born and not made and gave rise to the nature vs. nurture debate related to leadership.

In 1869 Francis Galton furthered this stance, from a scientific perspective when he hypothesized that mental ability was hereditary. His findings showed that "blood relatives of famous men exhibited a much greater frequency of eminence themselves than would have been expected from the frequency of eminence within the general population" (Wozniak, 1999)

Trait Theory

In the 1900's the Trait theory emerged as one of the first systematic means of studying leadership. The trait theory assumed that leaders and non-leaders could be clearly differentiated by a universal set of traits or characteristics (Northhouse, 1997).

One of the first authors to speak to the executives as leaders was Chester Barnard. Barnard (1938) writes about leadership: 'It is the aspect of individual superiority – in physique, in skill, in technology, in perception, in knowledge, in imagination.'

In 1948, and then again in 1974, Stogdill conducted analysis of over 275 trait studies conducted between 1904 and 1970. He found that leadership was influenced by a variety of factors including situations. His research validated the original trait idea that "the leader's characteristics are indeed part of leadership. The foremost traits that Stogdill identified were intelligence, alertness, insight, responsibility, initiative, persistence, self-confidence, sociability, achievement, cooperativeness, tolerance and influence (Stogdill, 1974).

Bass later added to this list of traits classifying them into three categories: First, intelligence comprising judgment, decisiveness, knowledge and influence. Personality including adaptability, alertness, integrity and non conformity and the final category was abilities consisting of cooperativeness, popularity and tact (Bass, 1990). A more recent example of trait theory's persistence is the study by Kirkpatrick and Locke 1991. They stated, 'It is unequivocally clear that leaders are not like other people' (Kirkpatrick &

Locke 1991) the results of their findings yielded the following leadership traits: drive, leadership motivation, integrity and honesty, self-confidence, cognitive ability and knowledge of the business (Kirkpatrick and Locke, 1991).

Trait theory has been widely studied and has produced an abundance of data. The longevity of 100 years of research has provided a list of overlapping traits distinguished from the various major studies. This list includes intelligence, determination, integrity, self-confidence and sociability (Northhouse, 1997) .

Behavioral Theory

Behavioral theory or Style Approach, as it is sometimes referred to, shifted the focus from leadership traits to activities or patterns of leadership behavior (Kreitner, 1998, McShane and Von Glinow, 2000, Moorhead and Griffin, 1998) Amongst many different assigns and nomenclatures, researchers determined leadership behaviors took essentially two forms: task orientation and relationship orientation (Bateman and Snell, 1999; Cook and Hunsaker, 2001) Amongst numerous studies carried out to learn more about leadership styles, some of the most prominent research programme done were the Ohio State, University of Michigan and University of Texas, studies.

Ohio State Leadership Studies (Shartle, 1945; Stogdill, 1974)

A Leadership Behavior Description Questionnaire was developed which identified two types of behaviors: initiating structure and consideration. Initiating structure represented task behavior such as organizing and scheduling. Consideration behaviors involved building relationships, trust and respect. The researchers viewed both as occurring along two different continua.

The University of Michigan Studies

This research group labeled the two types of leadership behaviors as production orientation and employee orientation. Production Orientation leadership behaviors were those involved in technical elements, whereas the employee oriented leadership behaviors emphasized on human relations.

The University of Texas Studies

Blake and Mouton (1964) reasoned that leadership behaviors were not an either or situation but instead, a combination of two styles which they called concern for production and concern for people. This led to the development of the managerial grid which as two intersecting axes representing five leadership styles: Authority – Compliance, Country club management, Impoverished management, Middle of the road management, and Team management. The grid served as a tool enabling leaders to gain insight into a combination of styles.

Situational and Contingency theory

The plethora of studies of leadership behaviors and styles transitioned into theories related to situational aspects of leadership. Situational and contingency theories give recognition to external factors such as the environment and employees in addition to leadership styles: “These theories reject the notion of universally applicable styles.” (Kreitner, 1998)

Contingency Theory

Fiedler’s (1965) contingency theory maintained that a leadership style is stable over time and across various situations. His theory consists of two leadership styles: task motivated and relationship motivated. The job of the leader is to match his or her style with the most appropriate situation. The ability to match the style to the situation was dependent upon three contingency factors: task structure, positional power, and leader member relationship.

Situational Theory

(Hersey and Blanchards’ (1993) – Situational Leadership Theory is based on combining leadership task and relationship behaviors as moderated by the job maturity of the

followers. The four degrees of follower's readiness are: 1. able and willing. 2. Able but unwilling. 3. Unable but willing. 4. Unable and unwilling. The readiness of the follower determines which leadership styles are appropriate.

Path Goal Theory

House's (1971) Path Goal theory is primarily concerned with how leaders influence follower's perceptions of their work goals and the path they follow to attain their goals. Leader's behaviors are listed as: directive, supportive, participative, and achievement oriented. The path goal theory is based on expectancy theory and suggests that followers will be motivated if they believe that, they are able to perform the task, if they believe that their efforts will produce the desired results, and if the rewards are commensurate with the work. The theory advocates a leadership style that best fits the follower's needs and the tasks they are performing.

Contemporary Leadership Theories

Around the 1970's scholars began to expand their ideas of what leaders do, who they do it with, and how they might do it better. This led to multiple schools of new thinking about leadership, a few of which are explored here.

Transformational Leadership

Burns (1978) explains transformational leadership thus, ‘Such leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality’. In agreement with Burns (Bolman and Deal (1997) describes leadership as, ‘A subtle process of mutual influence fusing thought, feeling, and action to produce cooperative effort in the services of purposes and values of both the leader and the led.’ Bennis and Nanus (1985) with their research yielded the following four elements reported by leaders in transforming organizations: a clear vision of the future, operated as social architects for their organizations; created trust; and extended confidence through a positive self – regard.

Leaders as Mobilizers

Heifetz (1994) in ‘Leadership without easy answers’ states, ‘Progress on problems is a measure of leadership: leaders mobilize people to face problems, and communities make progress on problems because leaders challenge them and help them to do so.’ Bolman and Deal (1997) write in support of these ideas suggesting that, ‘Many views of leadership fail to recognize its relational and contextual nature and its distinction from power and position’. They suggest- ‘Wise leaders understand their own strengths, work to expand them, and build teams that can provide leadership in all four models – structural, political, human resource and symbolic.’

New Science Leadership

Wheatley (1994) combines her scientific and business backgrounds to provide a new organizational paradigm. She suggests that organizations be viewed as living systems with all complexities inherent to them. What leaders are called upon to do in this chaotic world is to shape their organizations through concepts, not through elaborate rules or structures.

Learning Organization Leader

We are transitioning from an industrial society to a knowledge driven society and the capacity and the rate in which organizations learn and change will be crucial to their success (Bennis 2000; Bolman and Deal, 1997; Senge, 1990; Stewart, 1999). In ‘The Fifth Discipline: The Art and Practice of the Learning Organization’, Senge (1990) states, ‘.. in a learning organization, leaders are designers, stewards and teachers. They are responsible for building organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models – that is, they are responsible for learning.’

Summary of Section

This literature review commenced by illustrating the importance of sustained innovation and its contribution in bringing about business excellence. The EFQM model explains the importance of leadership in attaining sustainable excellence, as the model clearly indicates how leadership policies and strategies contribute to deliver results which are reflected in performance, customers, society and people. Thus, based on these assumptions we conceptualize the role of leadership is to bring about sustained business excellence. The literature review further analyses leadership theories to understand the common qualities among leaders that contribute to success in terms of business excellence.

Several leadership theories are addressed with the intention of identifying common themes connecting the critical attributes of leadership discussed. It is observed that the several attributes related to the operational tasks and personal behaviors are repeated in successive theories like Behavioral theory, Trait theory, Contingency theory, and Situational theory. They all highlight two important types of leadership – Task oriented and Relationship oriented leadership. The discussion of transformational leadership and learning organization leaders draws attention to leaders as being responsible for learning and operating as social guardians of the organization, creating trust and extending confidence through positive self-regard.

Sustainable Leadership Literature

This part of the literature provides insight on leadership in the context of sustainability. It covers various theories and models on sustainable leadership and provides information that directly contributes to the sustainable leadership model of development. Leaders are a fundamental component of organizational progress and renewal (Conger Benjamin 1999) Leaders imagine the future and mobilize others to translate those ideas into actionable events (Heifetz and Linsky, 2002; Kouzes and Posner, 1995).

Writings in business literature suggest that the components of wisdom, information, vision, etc, are usually expressed through the leaders of the organization (Kouzes and Posner, 1995; Senge, 1994; Schein, 1992). In reference to informational roles and leaders, Mintzberg (1990) states that they emerge ...‘As the nerve center of the organizational unit’.

If leaders as information communicators are vital for organizations, then continuity of leaders transferring this information is equally important. ‘In short, it is not the quality of leadership that most separates the visionary companies from comparison companies. It is the continuity of quality leadership that matters – continuity that preserves the core.’ (Collins and Porras, 1997)

Although the main focus of ‘*Built to Last*’ was the comparison of firms in relation to leadership position within industries, some interesting findings about the firm’s leaders emerged including that leaders of the visionary companies remained in office for long

periods of time almost double those of their competitors. ‘Visionary companies habitually invest, build and manage for the long term to a greater degree than comparison companies in our study. Long term at a visionary company does not mean five or ten years: it means multiple decades.’ (Collins and Porras, 1997)

In a subsequent book, ‘*Good to Great*’ Collins, (2001) acknowledges the lack of emphasis on individual leaders in ‘*Build to Last*’ and recognizes them fully in the newer book acquires that, “Leadership does matter” (p.22). Claiming that it was the data that convinced him of the significance of leaders Collins (2001) states, it was an ‘empirical finding, not an ideological one.’ He discusses *Level 5 Leadership* which he defines as building ‘enduring greatness through a paradoxical blend of personal humility and professional will.’ As a result of contemporary business practices, leadership turnover in organizations is rising and causing some to warn of an impending shortage of leaders (Conger and Benjamin, 1999; Heifetz and Linsky, 2002).

A study by the Centre for Executive Options (DBM 2000, 2002) shows that CEO tenure has become increasingly shorter. According to the study of over 450 companies in 50 industries and 25 countries, nearly half the CEO’s have held jobs for less than 3 years and in the past 5 years, nearly two-thirds of all companies studied had appointed a new CEO. In a recent article, Bennis and O’Toole (2000) address this issue stating, ‘These stories, and many others like them, add up to something we call CEO churning – a trend, according to the latest research, that is more than just a series of headlines.’ (p. 171).

This temporal notion of leaders appears to represent the recent philosophy of several organizations. However, there are leaders who do endure for an extended period of time:

who do provide a true north and continuity for their organizations and: who are by the criteria reviewed in the literature and specified in this dissertation study, be considered sustainable innovative leaders. “The greatest success is achieved when a leader in an organization is consistent, when the organization is consistent, and when the consistency is linked to what the company stands for and how it behaves.’ (Neff and Citrin, 1999)

This then is the study about those leaders and their shared qualities.

Pursuing a mission of sustainable development can make our firms more competitive, more resilient to shocks, nimbler in a fast-changing world and more likely to attract and hold customers and the best employees. It can also make them more at ease with regulators, banks, insurers and financial markets. Sustainable development policies will be profitable, but our rationale is not based solely on financial returns. Companies comprise, are led by, and serve people with vision and values. In the long-term, companies that do not reflect these people's best vision and values in their actions will wither in the market place.

(Source: World Business Council for Sustainable Development - WBCSD)

As was mentioned earlier in this chapter, sustainability is achieved, when economic efficiency, ecological excellence and social responsibility is fulfilled. Solutions are stable long term, just and holistic in nature (Maher, 1978). Different meanings are elicited by the term sustainable depending on the context and thinking in the literature. The multiplicity might be better understood if we further synthesize our study into two categories: non-organizational and organizational sustainable literature. Primarily, this study concentrates on the latter, although the non-organizational sustainable literature has some relevance and thus some key concepts should be considered.

Non–Organizational Sustainable Literature

This can be divided into three interactive categories –

- Society
- Environment
- Economy

Society- Scholars call for a sustainable society to have opportunities available to everyone to live in dignity, have basic needs met for housing, food and water, education and health care, live in a culture that is meaningful, provide communities that engage its members to become involved for the common good, and are socially and economically vital without jeopardizing future resources (Gilman, 1996, Hesselbein, Goldsmith, Beckhard and Schulbert, 1998, Meadows and Randers, 1993, Morse, 1998, Putnam, 2001).

Environment- Responsibility is the frequently voiced cry of many scholars and environmental authors (Cason, 1994, Elgin, 1994, Robert, 1997). In their article titled Grading Sustainable America, Toman and Darmstadter (1996) discuss the ambitious goals of the US President’s Council on Sustainable Development that recommended, ‘... changes in economic incentives, including altering subsidy and tax policies to discourage pollution, encourage natural resource preservation and waste management in order to pursue these same goals.’ The report goes on to suggest a global approach to environmental preservation through collaborative and responsible behavior.

Economy- A sustainable economy is one where the population and the total output of the goods remain constant over time (Elkins, 1999; Lovins, Lovins and Hawkins, 1999). Lovin et al., (1999) call for a paradigm shift in organization thinking that involves connecting four major practices:

- Dramatically increase productivity of natural resources through reduction of depletion.
- Using closed looped systems to return all waste as an ecosystem nutrient or a technological nutrient applying biological production models.
- Providing solution-based manufacturing represented by a flow of services rather than the sales of goods, and
- Re-investing capital

The key reoccurring themes in much of the scholarly writing regarding economic sustainability revolve around emphasizing renewal through learning, and ethical and responsible behavior (Elkins, 1999; Gilman,1996; Lovins et al., 1999).

Organizational Sustainability Literature

The organizational sustainability literature travels two paths: sustainability of an organization as a complete business entity such as a corporation that continues over a prolonged period of time, and sustainable competitive advantage originating mainly from

the strategy disciplines. The organizational sustainable literature in the context of organization studies as a complete business entity has been viewed through a variety of lenses. In 1979, (Peters and Waterman, 1988), in collaboration with McKinsey, began studying 72 companies, decreasing to 62 and eventually narrowing down the sample to 43, to learn how these big companies stay alive, well and innovative. In other words how organizations are sustainable.

Developed around the McKinsey 7-S Framework, Peters and Waterman (1988) identified seven areas of organizational design that not only focused on the hardware of organizations but also on the software. The seven areas consist of: structure, systems, style, staff, skills, strategy and shared values. Peters and Waterman (1988) showed that the firms with long-term superiority were very good at “the basics” and shared eight standards:

1. Biases for action (do it, fix it, and try it.)
2. Close to the customer, learn from people they serve:
3. Autonomy and entrepreneurship (foster leaders and innovation.)
4. Productivity through people (treat staff as root source of quality)
5. Hands on, value driven (achievements have to do with the basic philosophy of the organization)
6. Stick to the knitting (stick to the core business)
7. Simple form, lean staff
8. Simultaneously loose-tight properties and be both centralized and decentralized

(Source: Peters and Waterman,1988)

Senge Model

Senge (1990) introduced the concept of the learning organization specifically as a strategy for organizational sustainability defined as, ‘Organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together.’ His model includes five principles:

- System thinking
- Personal Mastery
- Mental model
- Shared vision Team learning

Senge (1990) states, ‘.. in a learning organization, leaders are designers, stewards and teachers. They are responsible for building organizations where people continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models – that is, they are responsible for learning.’

Collins and Porras – Build to Last

The theme of organizational sustainability studies in the context of the organization as a complete business entity is evidently recognized in the writings of *Collins and Porras*

(1997) *'Build to Last.'* The authors conducted a six-year research project in which 18 “visionary companies” emerged. Criteria for inclusion in the study were:

- “Premier institution in its industry”.
- Widely admired by knowledgeable business people.
- Made an indelible imprint on the world in which we live.
- Been through multiple product (or services) life cycles.
- Founded before 1950 (Collins and Poras, 1997)

The research implied that visionary companies shared common characteristics and a summary of the characteristics are listed below -

- Leaders of visionary companies tended to be clock builders not time-tellers.
- Profitability is viewed as a means to an end, not an end in itself.
- There is an interest in preserving the core while stimulating progress.
- Committed in creating a strong culture where high standards are valued.
- They are willing to try new things through consciously harnessed, evolutionary processes.
- They recognize the importance of the continuity of leadership that promotes the core, obliterates complacency, and translates their vision into everything the company does, while also seeking continuous alignment.

Summary of Section

This latter section of the literature review starts by defining sustainability in both organizational and non-organizational contexts. The non-organizational context of sustainability focuses on sustainable leadership attributes like social and environmental responsibility and asserts firmly that economic sustainability revolves around emphasizing renewal through learning and ethical and responsible behavior. The organizational context of sustainability emphasizes attributes of leadership like system thinking, personal mastery, visionary thinking and learning organization articulated in the Senge model and addressed to some extent in Peters and Waterman's excellent companies.

The book '*Build to Last*' supports all of the above attributes and adds the concept of intergenerational thinking which is seen as a common attribute in sustainable organizations. As we can see some parallel themes repeat themselves throughout many of these studies. These are common attributes of leadership like operational tasks, personal attributes, learning culture, innovation and intergenerational vision.

Sustainable competitive advantage. The second content stream of the organizational sustainability literature correlates with the ideas of a sustainable competitive advantage and originates principally from the strategy disciplines.

In his book '*Competitive Advantage: Creating and Sustaining Superior Performance*', Michael Porter (1985) used the term sustainable competitive advantage. A few years later, Barney (1991) offered this

definition of sustainable competitive advantage, 'A firm is said to have sustained competitive advantage when it is implementing a value creating strategy not simultaneously being implemented by any current or potential competitors and when these other firms are unable to duplicate the benefits of this strategy.'

Hamel and Prahalad

Hamel and Prahalad address the idea of sustainable competitive advantage suggesting that leaders focus on those competencies that lie at the centre of long term success.

(Competing for the future, Hamel and Prahalad, 1994)

D'Aveni – 7 –S's Model

D'Aveni (1999) in his book, 'Hypercompetition', introduced the concept of hyper competition. He proposes that the way to attain sustained success is through creating a continuous series of advantages. D'Aveni believes success can be accomplished through what he describes as the New 7-S's:

- 'Superior stakeholder satisfaction
- Strategic soothsaying.
- Positioning for speed.
- Positioning for surprise.
- Shifting the rules of the game.
- Signaling strategic intent, and

- Simultaneously and sequential strategic thrusts’

Hyper competition is the art of dynamically repositioning oneself in four key areas : price/quality, Knowing-how/timing, stronghold creation/invasion and deep pockets.

D’Aveni (1999)

Porter’s Model

Porter (1996) views sustainable competitive advantage somewhat differently from D’Aveni as delineated in the following list:

- ‘Unique competitive position of the company
- Activities tailored to strategy
- Clear trade-offs and choice vis-à-vis competitors
- Competitive advantage arise from fit across activities
- Sustainability comes from the activity system, not the parts
- Operational effectiveness a given’

According to *Porter (1996)*, the three methods for creating a sustainable competitive advantage are through cost leadership, differentiation and a focused approach.

Zook and Allen

Zook and Allen (2001) state, 'We define sustained growth as growth in both revenues and profits over an extended period of time while total shareholder returns exceed cost of capital.' They then define core business as, '... That set of products, customer segments, and technologies, with which you can build the greatest competitive advantage' (Zook and Allen, 2001). The author offers three steps that help in developing and refining the organization's growth strategy for sustainability.

- Define business boundaries and your own core business.
- Identify and verify the sources of differentiation that will continue to create market power and influence over your customers, competitors and industry profit pool.
- Comb through the core and assess whether it is operating at or near its full economic potential (Zook and Allen, 2001).

Recently there has been a surge in studies related to CEO turnover suggesting a change in climate and organizational behavior related to leaders (Cambron, 2002; DBM, 2000, 2002; Dwore and Murry, 1996; Gaines-Ross, 2002; Khurana, 2001; Leonard, 2001; Lucier, Spiegel, and Schuyt, 2002).

Nearly all studies report that close to two-thirds of major companies replace their CEO's within or less five years (Cambron, 2002, DBM, 2000, 2002; Gaines-Ross, 2002). Lucier, Spiegel and Schuyt (2002) studied 2,500 of the largest publicly traded companies and found that a succession of these events between 1995 and 2001 had increased by 53% in the six year timeframe. The authors cite the main reason for the forced CEO departures as

financial performance of the organization and merger (Lucier et al., 2002). Khurana (2002) researched Fortune 500 firms between 1980 and 1996, examining 1,300 CEO departure events, and found that CEO's hired after 1985 were three times more likely to be forced out than those hired prior to 1985. CEO's hired after 1985 had job periods of retention averaging between 2 to 4 years (Cambron, 2002; DBM, 2000, 2002; Gaines-Ross, 2002).

Organization's attention given to succession planning and leadership effectiveness programs, is in itself a good indicator of developing successful and sustainable leaders. There is no shortage of literature that continues to demonstrate the role that leaders play in organizations. The scholars also observe that there is an impending crisis of sorts brought about by a shortage of people with vision, energy, passion and the will to lead (Bennis and Thomas, 2001; Conger and Benjamin, 1999; Heifetz and Linsky, 2002).

McCall (1998) supports these views and makes a case for "sustained growth" of organizations by developing leaders. He offers the following reasons; "leadership makes the difference...." The cost of replacing leaders and "derailments are expensive..." and "It's good business. Investors consider the quality of a corporation's management." Conger and Benjamin (1999) likewise support the value of leadership saying, 'Today strong leadership is viewed as one of the most important keys to organization growth, change and renewal.' The authors address the notion of sustainable leaders relative to the length of time it takes for leaders to develop as well as keep growing. However, while leadership is a critical element of success, it is also risky (Cambron, 2002; Gaines-Ross, 2002; Heifetz and Linsky, 2002; Kouzes and Posner, 1995; Leonard, 2001). There is

good reason for the shortage for leaders according to Heifetz and Linsky (2002) who stated, 'To lead is to live dangerously because when leadership counts, when you lead people through difficult changes, you challenge what they hold dear-their daily habits, tools, loyalties and ways of thinking. with nothing more to offer perhaps than possibility. Heifetz and Linsky (2002) approach the theme of this study discussing insightful methods for surviving the risks of leadership.

The leadership and sustainability literature seems to agree in seven areas:

- The length of a leader's tenure is half of what it was a decade ago.
- The root cause of an increase in the forced CEO departure rate is due to mainly: pressures of economic conditions, unreasonable shareholder expectations, and impatient boards.
- The leaders with titles other than CEO or president do not appear in the literature as often in relation to tenure studies.
- The issues of leadership appears to be common across firms and industries, as well as different structured organizations such as for profit and non – profit organizations.
- The lack of sustainable leaders harbor potential implications for organizations that are likely to have negative consequences in the long-run due to emphasis on the limited time horizons for planning, yielding only short-term results which may be ultimately harmful
- The leaders need a longer time horizon to implement and solidify a strategy and vision, and

- That most empirical studies regard emergent leaders and less is known about sustainable leaders

(Cambron, 2002; DBM, 2000, 2002; Dwore and Murry, 1996; Gaines-Ross, 2002; Khurana, 2001; Leonard, 2001)

Jim Collins – Good to Great

Jim Collins (2001) in his book '*Good to Great*' conducted research where he identified companies that made a leap from good to great results and sustained their results for at least 15 years. He then compared these companies to a carefully selected group of companies which failed to make the leap, or if they did do well, they failed to sustain it. They selected 2 sets of comparison companies. The first set consisted of direct comparisons –companies that were in the same industry as the good to great companies with the same opportunities and similar resources at the time of transition, but showed no leap from good to great. The second was un-sustained companies that took a leap but failed to grow. They did not maintain the growth trajectory. A total of twenty eight companies were taken into consideration, eleven good to great companies, eleven direct comparison companies and six un-sustained companies.

All of the findings in this research are based on empirical deductions made directly from the data. The findings of the research were most unexpected and were as follows:

- Larger than life celebrity leaders who ride in from the outside of the organization are negatively correlated with taking a company from good to great. Ten out of eleven of the CEO's came from within the organization.
- There was no systematic pattern, no specific forms of executive compensation to the process of going from good to great. The idea that the structure of executive compensation is a key driver in corporate performance is not supported by the data.
- Strategy did not separate the good to great companies from comparison companies. Both had well defined strategies, and there is no evidence that good to great companies spent more time on long range strategic planning than the comparison ones.
- Good to great companies did not form principally on what to do to become great, they focused equally on what not to do and what to stop doing.
- Technology & technology driven change has nothing to do with igniting a transformation from good to great.
- Mergers and acquisitions play virtually no role in igniting a transformation from good to great.
- Good to great companies paid scant attention on managing change, people and creating alignment.
- Good to great companies had no tag line or launch event.

The sustainable framework provided in the model is the key concept involved in taking a company from Good to Great. The transformation is conceptualization as a process of build-up followed by breakthrough, broken into three broad stages: disciplined people, disciplined thought, and disciplined action.

DISCIPLINE PEOPLE DISCIPLINE THOUGHT DISCIPLINE ACTION

Level 5 Leadership – Self effacing, quiet, reserved, and even shy – these leaders are a paradoxical blend of personal humility and professional will. They are more like Lincoln and Socrates than Patton or Caesar.

First Who ... Then What. - The good to great leaders were expected to set new visions and strategy. Instead they first got the right people on the bus, the wrong people off the bus, and then the right people in the right seats – and then figured out where to drive it.

Confront the Brutal Facts – (Yet never lose faith) Every Good to great company embraced what we came to call the Stockdale paradox. You must maintain unwavering faith that you can prevail in the end, regardless of the difficulties, and at the same time have the discipline to confront the most brutal facts of your current reality, whatever it might be.

The Hedgehog Concept (Simplicity within the three circles). To go from good to great requires transcending the curse of competency. Just because something is your core business and you have been doing it for years, –does not necessarily mean you can be the best in the world. Hence if your core business cannot make you the best in the world than it needs to be replaced by a simpler concept. That reflects deep understanding of three

intersecting circles: What are you deeply passionate about? What drives your economic engine? What can you be the best in world in?

A Culture of Discipline. All companies have a culture, some have discipline, but a few have a culture of discipline. When you have disciplined people, you don't need hierarchy. When you have disciplined action, you don't need excessive controls, when you have disciplined thought, you don't need bureaucracy. When you combine a culture of discipline with an ethic of entrepreneurship, you get the magical alchemy of great performance.

Technology Accelerators. Good to great companies think differently about the role of technology. They never use technology as a primary means of igniting transformation. Yet, paradoxically, they are pioneers in the application of carefully selected technologies.

Model for Sustainable Leadership – Level 5 leadership

‘You can accomplish anything in life, provided that you do not mind who gets the credit.’

(Harry S. Truman)

LEVEL 5 HIERARCHY PROPOSED

- LEVEL 5 - EXECUTIVE – Builds enduring greatness through a paradoxical blend of personal humility and professional will.
- LEVEL 4 - LEADER - Catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards.

- LEVEL 3 – COMPETENT MANAGER – Organizes people and resources towards the effective and efficient pursuit of pre-determined objectives.
- LEVEL 2 – CONTRIBUTING TEAM MEMBER - Contributes individual capabilities to the achievement of group objectives and works effectively with others in a group setting.
- LEVEL 1 – HIGHLY CAPABLE INDIVIDUAL – Makes productive contributions through talent, knowledge, skills and good work habits.

Key elements for Level 5 leadership

- A fully developed Level 5 leader embodies all five layers of the hierarchical pyramid. Level 5 leaders are a study of duality: modesty and willful, humble and fearless.
- They set up their successors for even greater success in the next generation, whereas egocentric Level 4 leaders often setup their successors for failure.
- They display a compelling modesty, are self effacing and understated. In contrast, two-thirds of the comparison companies had leaders with gargantuan personal egos that contributed to the demise or continued mediocrity of the company.
- The Level 5 leaders are fanatically driven and infected with an incurable need to produce sustained results. They are resolved to do whatever it takes to make the company great, no matter how big or hard the decisions.
- Level 5 leaders display a workman like diligence- more plough horse than show horse.

- Level 5 leaders look out the window to attribute success to factors other than themselves. When things go poorly, however they look in the mirror and blame themselves, taking full responsibility.
- One of the most damaging trends in recent history is the tendency to select dazzling, celebrity leaders and to de-select potential Level 5 leaders.
- Level 5 leaders exist all around us, if we just know what to look for; many people have the potential to evolve into Level 5.

The following table summarizes the literature study done on the two parallel subject's leadership in general and sustainable leadership.

Table 1: Summary of key contributions in the literature

Leadership theories	Leadership in context of Sustainability	Sustainable Leadership Literature
Trait Theory: Intelligence Alertness Insight Responsibility Initiative Persistence Self-Confidence Sociability Achievement Cooperativeness Tolerance Influence Leadership motivation Popularity Honesty Determination Cognitive ability Knowledge of business (Stogdill, 1974; Kirkpatrick and Locke, 1991; Northouse, 1997)	Peters and Waterman, 1988 Biases for action (do it, fix it, and try it.) Close to the customer, learn from people they serve. Autonomy and entrepreneurship (foster leadership and innovation.) Productivity through people (treat staff as the root source of quality.) Hands on, value driven (achievements have to do with the basic philosophy of the organization.) Stick to the knitting (stick to the core business.) Simple form and lean staff. Simultaneously loose-tight properties and be both centralized and decentralized.	Sustainable Leader Literature seems to agree in the following areas: Length of leader tenure is half of what it was a decade ago. Root cause of forced CEO departure is economic condition pressure, unreasonable shareholder expectation, and impatient boards. Leaders with titles other than CEO do not appear in the literature. The leaders need a longer time horizon to implement and solidify a strategy and vision. The most empirical study regard emergent leaders and less in known about sustainable leaders.

<p>Behavior Theory:</p> <p>Task Orientation Relationship orientation</p> <p>(Bateman and Snell, 1999; Cook and Hunsaker, 2001)</p>	<p>Senge Model – 1990</p> <p>System thinking Personal Mastery Mental model Shared vision Team Learning</p>	<p>Jim Collins – Empirical research - “ Good to Great”</p> <p>Model for Sustainable Innovative Organizations. Level 5 leadership +First Who Then What +Confront the Brutal Facts + Hedgehog Concept + Culture of Discipline + Technology Accelerators.</p>
<p>Situational and Contingency theory:</p> <p>Task motivated leadership Relationship motivated</p> <p>(Feidler, 1965)</p> <p>Path Goal Theory</p> <p>Directive Supportive Participative Achievement oriented</p> <p>(House, 1971)</p>	<p>Collins and Porras,1997 – Build to Last</p> <p>Leaders tend to be clock builders no time-tellers. Profitability viewed as a means to end. Preserving the core while stimulating progress. Committed in creating a strong culture where high standards are valued. Are willing to try new things Recognize importance of continuity of leadership.</p> <p>Porter – 1996 (Sustainable Competitive Advantage) Unique competitive position of the company Activities tailored to strategy Clear trade offs and choice vis-à-vis competitors. Competitive advantages arise from fit over activity. Sustainability comes from activity systems.</p>	<p>Level 5 Leadership Model</p> <p>LEVEL 5 - EXECUTIVE – Builds enduring greatness through a paradoxical blend of personal humility and professional will. LEVEL 4 - LEADER - Catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards. LEVEL 3 – COMPETENT MANAGER – Organizes people and resources towards the effective and efficient pursuit of pre-determined objectives. LEVEL 2 – CONTRIBUTING TEAM MEMBER - Contributes individual capabilities to the achievement of group objectives and works effectively with others in a group setting. LEVEL 1 – HIGHLY CAPABLE INDIVIDUAL – Makes productive contributions through talent, knowledge, skills and good work habits.</p>
<p>Transformational Leadership:</p> <p>Have a clear vision of the future. Operate as an architect for their organizations Create trust Extend confidence through a positive self-regard.</p> <p>(Bennis and Nanus, 1985)</p>	<p>Zook and Allen, 2001 -</p> <p>Three steps to develop organizations growth strategy for sustainability.</p> <p>Defining business boundaries and your own core business. Identify and verify the sources of differentiation that will continue to create market power and influence over you customers, Comb through the core and assess whether it is operating at or near its full economic potential.</p>	<p>LEVEL 5 LEADER – Attributes</p> <p>A fully developed Level 5 leader embodies all five layers of the hierarchical pyramid. Level 5 leaders are a study of duality: modesty and willful, humble and fearless. They set up their successors for even greater success in the next generation, whereas egocentric Level 4 leaders often setup their successors for failure. They display a compelling modesty, are self effacing and understated. In contrast, two-thirds of the comparison companies had leaders with gargantuan personal egos that contributed to the demise or continued</p>

<p>Leaders as Mobilizers</p> <p>Mobilize people to face problems, and challenge people to make progress. Wise leaders understand their strengths, work to expand them. Build teams that can provide leadership in for models – structural, human resource, political and symbolic.</p> <p>(Heifetz, 1994; Bolman and Deal, 1997)</p>		<p>mediocrity of the company. The Level 5 leaders are fanatically driven infected with an incurable need to produce sustained results. They are resolved to do whatever it takes to make the company great, no matter how big or hard the decisions. Level 5 leaders display a workman like diligence- more plow horse than show horse. Level 5 leaders look out the window to attribute success to factors other than themselves. When things go poorly, however they look in the mirror and blame themselves, taking full responsibility. One of the most damaging trends in recent history is the tendency to select dazzling, celebrity leaders and to de-select potential Level 5 leaders.</p>
<p>Learning organization leader</p> <p>Responsible for learning Understand complexity Clarify vision Improved shared mental models. (Bennis, 2000; Bolman and Deal, 1997; Senge, 1990; Steward, 1999).</p>		<p>Level 5 leaders exist all around us, if we just know what to look for; many people have the potential to evolve into Level 5.</p>

Significance of the Study

The essence of the literature reveals a connection between organizations and sustainable leaders, and while organizations have been the subject of numerous studies, sustainable leadership as a topic has a lot to be explored. Therefore this research project focuses on determining the common qualities among sustainable leaders. The study is undertaken in the spirit of gaining knowledge on the subject and to create a model for sustainable leadership which can be applied in organizations to evaluate their leadership credentials.

Definition of Terms

Leaders, Leadership

“Leadership is a process whereby an individual influences a group of individuals to achieve a common goal” (Northhouse, 1997, p.3).

Sustainable

To endure, to cause, to continue over an extended period of time, to support life and to offer hope (Brown, 1993).

Sustainable Leaders

A review of the literature only reveals sparse information on the subject and there is no discernable definition of sustainability as it relates directly to leaders themselves. Therefore for the purpose of this study the researcher developed the following definition that was applied:

Sustainable leaders engage over extended period of time in the process of influencing a group of individuals to achieve a common goal serving mutual purposes and values through a cooperative effort. They also share the attributes as derived in the model.

Structure of the Study

The study assumes a five chapter structure; the first chapter introduces the topic of research and includes introduction, problem statement, and purpose of the study, literature review, and definition of terms, followed by a discussion on the significance of the study and concludes with a summary. The second chapter focuses on the nature of

the research, identifies the methods used for deriving the model and defines its leadership evaluation procedure. It further explains the data collection and a data analysis procedure used and ends with a summary. The third chapter explains the sustainable leadership model development. The fourth chapter applies the model of sustainable leadership to an organization in the UAE. It displays the data and analyses the results. Chapter five summarizes the study through significant and incidental findings; it further provides recommendations to the organization for improve the level of leadership and indicates areas for future research.

Summary of Chapter

This first chapter introduces the reader to some of what has been studied on common qualities among sustainable leaders and addresses why it is being studied (to create a model for evaluation of sustainable innovative leaders). The chapter then highlights the relevant literature that was reviewed. The literature was categorized into three main themes – (a) Study of sustainable innovation and its relationship to leadership, (b) Study of leadership theories, and (c) Study of leadership in the context of sustainability. Analysis of the different contents and themes yielded the following parallel concepts: organizational task and behaviors, inter-generational thinking, personal attributes, morality and ethics, learner, teacher, communication, continual innovation and improvement. The literature review has been summarized in the form of a table in order to give the reader a quick overview of the attributes mentioned. The five parallel concepts

which are derived from the literature review form the basis of the sustainable leadership model.

Leaders and leadership have been the focus for scholarly studies for almost a century. The measure of the importance attributed to leaders and leadership would be difficult to deny based on the volume of studies and the level of interest that continues to be generated. It would be impractical to summarize all that has been written on this topic within the parameters of this study. Though not an exhaustive survey of the literature, the researcher attempted to review and explicate the aspects most salient to the focus of this study.

CHAPTER TWO - METHODS

Introduction

This chapter describes the framework and the nature of the study. The lack of information related to sustainable leaders, as defined in this study is an issue requiring further research. Most leadership research focuses on the requisites for emerging leaders. The purpose of this study is to discover common qualities of sustainable leaders in an effort to formulate a comprehensive model for sustainable leadership. The research would further provide information useful for evaluation of leaders within organizations and indicate paths for improvement. It is hoped that this information will initiate a dialogue that leads to a better understanding of this complex issue and advances the fields of leadership and sustainability.

Chapter Structure

The chapter is structured in a manner meant to outline methods in an effort to address the purpose of the study. Beginning with an introduction and an overview of the chapter's structure, the nature and design of the study is explored. Data collection strategies and data sources are discussed, instrument features including validity and reliability is followed by data analysis methodology and finally ends with a summary.

Nature and Design of the Study

The study is purely *qualitative*; it includes an in-depth analysis and review of the studies carried out on the various aspects of leadership and evolves development of a comprehensive model to be applied to evaluate sustainable leadership within an organization. So, in short, there are two main objectives of the study; first to evolve a sustainable leadership model and second to apply the model to evaluate the level of sustainable leadership within an organization.

Qualitative Research

The overall approach to studying the common qualities among sustainable leaders is qualitative. Denzin and Lincoln (1994) define qualitative research as ‘multi-method in focus, involving an interpretive, naturalistic approach to its subject matter. This means that qualitative researchers study things in natural settings, attempting to make sense of or interpret phenomena in terms of the meaning people bring to them.’

Creswell (1994) proposes a synthesis of 10 unique characteristics inherent in qualitative design:

1. Qualitative research occurs in natural settings, where the events take place.
2. Hypotheses in qualitative research do not usually occur a priori.

3. The researcher serves as the principle data collector rather than using other vehicles.
4. Qualitative studies yield descriptive data, primarily words of the participants.
5. The research is centred on the participant's situations, their perceptions and sense-making of their lived experience.
6. The research is concerned with process as well as results.
7. Interpretation of specifics takes precedent as well as results.
8. The design of qualitative research is emergent as it is contingent upon its negotiated status with the human data sources.
9. Qualitative research is often dependent on tacit knowledge due to the gradations of multiple realities involved.
10. Credibility is based on the researcher's trustworthiness, objectivity, coherence and insight through a process of verification versus traditional measures of validity and reliability.

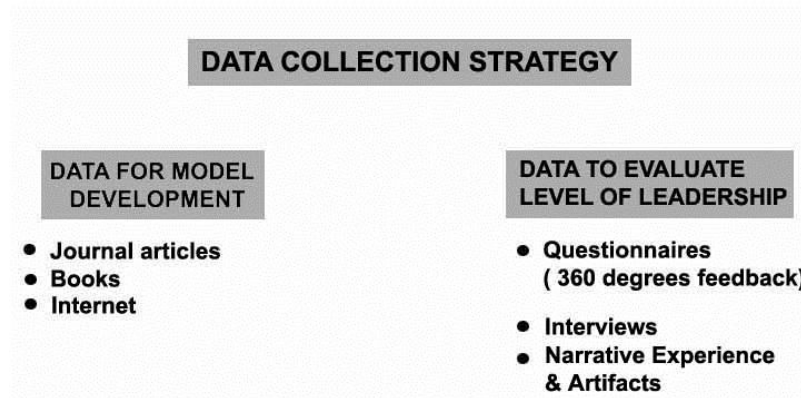
Creswell (1998) notes the following compelling reasons to undertake qualitative study, :
'...choose a qualitative study because the topic needs to be explored, variables cannot be easily identified, theories are not available to explain behaviour of participants or their population of study, and theories need to be developed.' Also discussing the usage and desirability of qualitative research Cozby (1997) suggests the possibility that certain data

gathered through qualitative research would be difficult to obtain using quantitative methods and leads to a more complete understanding of human behaviour. Focussing on narrative accounts of life histories, Cozby says that qualitative research aims, ‘... to gain insight into the ways that personalities develop and are influenced by both common and unique, idiosyncratic life events.’ The need for a qualitative research study was evident in this case as it suits the research problem. The major task for the study was to gather data on sustainable leadership to evolve a model. In this case the researcher himself was the principle data collector, and the research participants’ accounts could come from various sources such as interviews and autobiographical writings. These reasons indicate that the study of common qualities among sustainable leaders fits well within a qualitative research format.

Data Collection Strategies

The data collection was divided into two parts. First to accumulate data from literature to develop the model for sustainable leadership; the data collected in the literature review were mainly through referencing of journal articles and books. This secondary data formed the basis from which a sustainable leadership model was derived. The other part of the data collection process was to collect information within an organization. This primary data was used to evaluate the level of sustainable leadership present in the organization. The data collected from participants were through questionnaires, interviews, narrated experiences and artifacts.

Figure 2: Data Collection Strategy Map



The first part of the data analysis which leads to the development of the model was performed according to the structured sequence proposed by Miles and Huberman (1994) in which data collection includes data reduction, data display and data conclusion. Through data reduction, all possible themes and meanings were searched in terms of leadership and its relationship with sustainability. The researcher identified repeated themes in the data (embedded analysis). This was accomplished through assigning themes and assertions, examining patterns of categories and aggregating categories into broader concepts, ultimately describing common qualities which may or may not have previously appeared in the literature. Content analysis was used to code the data into parallel concepts. Attributes of leadership which contribute to these parallel concepts were highlighted and the model was framed. A second rater also coded the data. The whole procedure is explained comprehensively in the next chapter which illustrates the model development process.

The second part of the data collection served the purpose of evaluating the sustainable leadership skills within an organization. A primary data collection approach was needed which gathered behavioural and operational observations from many layers within the organization and included self assessment. The researcher proposed to study and evaluate the level of leadership existing within an individual manager in an organization. The researcher intended to reduce the sample size of the data collection. This allowed the flexibility of exploring the data collection and analysis procedure in a very comprehensive and personal manner. Data collection strategies used was 360 degree feedback system, interviews, narrative experiences and artifacts. As we can see, multiple data points were used which further provided cross data validation and provided more reliable results. The literature review below explains the data collection procedures used in the research:

360 Degree Feedback

Lepsinger and Lucio (1997) indicate that the 360 degree feedback process involves collecting perceptions about a person's behaviour and the impact of that behaviour from a number of rating sources. Therefore a 360 degree feedback programme seeks to relay feedback to the recipient regarding his/her behaviour in the workplace and how it affects other organizational members that work with that employee. 360 degree respondents can be the appraiser's peers, up-line managers/executives, subordinate staff, team members, other staff, customers, suppliers – and in fact anyone who comes into contact with the appraised and has opinions/views/reactions towards the appraisee.

360 Degree Feedback Process

- Purpose – To provide feedback on performance, behavior and developmental needs from a variety of perspectives
- Sources of Information - Multiple raters: peers, subordinates, self, customers, and suppliers
- Anonymity – Feedback is collated by rater group – individual ratings are unknown to the recipient
- Content of feedback – Reports on behavior and judgment of performance based on work unit performance and development dimensions
- Rating methods – Ratings scales: Likert scales. Most 360 degree process only collects quantitative data
- Linkages with other HR decisions – Typically only used for the identification of training and development needs and the exploration of career issues
- Philosophy underpinning process – Recipient Ownership: focus on employee's development rather than evaluation. Self appraisal component: self awareness tool, multiperspective feedback; more egalitarian in focus
- Context of process – Continuous process not necessarily confined to one time each year
- Targeted employees – Typical managerial positions

A typical 360 degree feedback system involves a number of stages from the outset, where the purpose of the system is determined, to the presentation of the feedback report to the feedback recipient.

- The purpose of the 360 degree feedback – In this particular case, the 360 degree feedback systems is used to evaluate the level of sustainable leadership present in an organization and the information gained from the 360 degree feedback is used for the employees' development.
- Choose the instrument for collecting the data – The rating instrument consist mainly of questionnaires that are completed by the various raters. However some organizations use interviews but these constitute the minority. The instruments are ideally prepared in-house. For this research, we use both questionnaires and interviews as our instrument, and the content of both shall be prepared based on the model derived from the literature review.
- Decide on behaviors/items to be included in the rating instrument. – It is recommended to focus on actual employee behaviors in the workplace rather than general traits. Many commentators have proposed that the ratings items should be based in some particular context so that there will be a reduction in rater error. The behaviors and aspects to be listed are to be drawn from the sustainable leadership model derived from the literature review.
- Decide who the feedback recipients are – The group of employees to be targeted for receiving the feedback needs to be determined. The employee should volunteer to participate in the programme. Mandatory participation can be threatening and the effectiveness of the system is in jeopardy if the organization

forces employees to participate. 360 degree feedback is a particularly useful tool in leadership development programs because of the richness of the feedback that is provided by subordinates.

- Train the raters and the ratees (recipients) – It is necessary to communicate with all stakeholders involved in the 360 degree feedback process from the design stage and on through the implementation. A part of this communication process involves training. It is important to train the ratees in the area of accepting negative feedback. The raters need to be trained about the various rating errors that can occur such as central tendency, halo and leniency errors.
- Recipients choose raters – Typically the feedback recipient chooses about ten raters. These raters include the boss, self, subordinates and, less often, internal and external customers. The sample size is based on the total number of employees and varies from one individual and organization to another.
- Questionnaire distribution – Questionnaires can take two formats. There is a paper and pencil format whereby the raters use hard copy questionnaires to rate the recipient on various elements.

Sources of Data (Population and Sample)

The population consisted of participants that were selected purposefully based on certain criteria, ‘Qualitative inquiry typically focuses in-depth on relatively small samples and even a single case (N=1) should be selected purposely’ (Patton, 2000). In this study, sustainable leaders are defined as: *Sustainable leaders engage over an extended period of*

time in the process of influencing a group of individuals to achieve a common goal, serving mutual purposes and values through a cooperative effort.

Criteria for participants delineated in this study for Sustainable Leaders:

1. Leader in this study hold the title of officer, president, director, general manager, vice president or a similar position of authority and responsibility.
2. Have been retained in leadership positions within the same organization, or a subsidiary of the same organisation, for a minimum of seven years.

It is important to note that the criteria was driven by the literature review which indicated that the average tenure in a leadership position within an organization is currently 3 years or less (DCM, 2000). This led to the development of criteria for the evaluation for sustainable leaders to be at least 7 years or more. This represents more than double that of the current leader tenure. In order to understand how we should apply the model to an organization, we shall apply it to a design organization in the UAE. We shall use a single participant who has served in the organization for over 7 years and is an operational manager of the company. There will be a 360 degree review for the participant, which will provide us with a comprehensive report of the attributes of the participant. We shall discuss in detail the 360 degree review in the data collection section. The members included in the 360 degree review would be six people, which would be a senior colleague, two peers, two junior colleagues and an external supplier or client.

Profiles of the Participants

All identities of the participants have been kept confidential as agreed upon by the researcher and the organization under study. The participants under study are prime participant (leader under evaluation); participant 2 – senior colleague; participant 3 and 4 – peers; participant 5 – sub-ordinate; and participant 6 – external client

Protection of Human Subjects

In accordance with international guidelines all research involving human subjects must consider how subjects are being protected from harm. Human subjects are defined as 'any person who is studied in any research investigation' (Pepperdine University, 2002). According to Pepperdine University guidelines, research that qualifies as minimal risk is defined as, 'Research involving survey or interview procedures that do not produce psychological stress, the subjects are legally competent, and the investigator identifies himself and states that he is conducting a research survey or interview'.

All participants received a letter (refer to Appendix A) containing:

- The purpose of the study
- What methods will be used?
- The reason for selection of the participants.
- What are the benefits?
- What if any are potential risks?

- What is the required time commitment?
- Information that participants will not be compensated
- A statement indicating that participation is voluntary and that participants may withdraw during the process
- Notice that the interviews shall be taped
- A statement that the information gathered will remain confidential but the data will be used in the dissertation.

The researcher held to high ethical standards and provided full disclosure. The researcher supplied an explanation of the procedures that will be utilized in the study (see Appendix A). The researcher made it known that the procedures have been approved by the University prior to beginning the data collection.

Interviews

In-depth interviews would be conducted with the participants, since the sample size for the research is limited to six people. By limiting the sample size to six people only, the researcher identifies it as an opportunity to study the participants in greater details. Hence each participant was requested to complete a questionnaire and then would be personally interviewed. The data accumulated are to be recorded and transcriptions attached in the Appendix. Interviews play an integral role in the study: 'Qualitative interviewing begins with the assumptions that the perspective of others is meaningful, knowable, and able to be made explicit' (Patton, 2000). The interviews were scheduled to run for a maximum of

45 minutes, and intended to be held on site or telephonically, at a date and time convenient to and mutually agreed upon by the participants and the researcher. The interview questions assume an open ended and semi-structured form, and were based on the research questions derived from the model. A narrative experience was another part of the interview where the participants would be asked to relate to an incident which provided more information for the evaluation. The interview protocol shown in Appendix B gives a more comprehensive idea of how the interviews were framed.

Semi-structured interviews with open-ended questions allow the researcher, ‘the latitude to use a personally congenial way of asking and sequencing the questions...’ (Miles and Huberman, 1994, p.37) The participant had an opportunity to review the transcription of the interview for accuracy, and the final results of the interviews were documented.

Narrative Experiences and Artifacts

These two aspects were specifically introduced in the data collection procedure; narrative experiences provided personal information about the prime participant. It allowed the participants to express themselves in a more personal manner and share experiences of valuable input to the research. With the use of artifacts another data collection point was explored, in this case the prime participant was asked to provide access to documents written about him which provided more information about his leadership skills.

Narrative Experiences

Some people are better able to articulate in story form and stories are considered a powerful communication tool. At the end of the interview the researcher included a last question where he asks the participant to narrate an incident where he has demonstrated himself as having the qualities of a sustainable leader.

Artifacts

Traditionally referred to as ‘material culture’ artifacts can take numerous forms: documents, photos, records, results, archives to name a few (Patton, 2000, p.293). Possible examples included press release, magazine articles and interviews, organizational publications such as newsletters and annual reports. The prime participant was asked to provide artifacts which could further provide us with data with respect to the five central themes identified in the research.

Data Analysis and Validation

The data collection strategy included questionnaires (360 degree feedback), interviews and artifacts/stories. Three data points provided for triangulation of the data and it was anticipated that the questionnaires, interview response and the artifacts or stories would contribute to an in-depth understanding and further improve the quality of the results.

Combination of different types of data provided ‘cross-data validity checks’ thus strengthening the study. (Patton, 2000, p.38)

Usually in a qualitative research study, larger sample sizes help with validating the results. In this case the researcher uses only a sample of only six participants which provides the researcher the luxury of conducting a comprehensive data collection procedure. Use of multiple data collection procedures assists us with cross-data validation. At the same time the 360 degree feedback methodology which is being used today as custom and practice in many corporate organizations all over the world is applied as a data collection procedure. Smaller data points easily fit in with the 360 degree feedback methodology and thus are apt for the research. Hence we can see there is a justification for using less data points, multiple data collection procedures and the 360 degree feedback procedure within the research study. Results from the data collection after analysis are cross validated and identify the level of leadership within the organization. Recommendations are derived from the sustainable leadership evaluation model previously evolved from the literature review.

Limitations of the Study

Regarding the literature –There are many books, journals and articles on leadership and the topic has been widely explored by various researchers. Hence it is not possible to include all aspects of the literature. It is the researcher’s focus to study topics which contribute directly to the concept of sustainable leadership.

Regarding the sample size – As is common with qualitative research studies the sample size chosen is small. The purposeful selection of a small sample size has many reasons: First of all in a 360 degree feedback system which is today widely used in many organizations and successfully, the sample size is always kept small, as it is not feasible to evaluate a manager of an organization with large sample sizes. Secondly the researcher takes advantage of the small sample size by extensively studying each participant's point of view in detail. Multi-data collection strategies are used to bring about cross-data validation.

Regarding the conclusions –The conclusions of the research provide us with the sustainable leadership model and the leadership evaluation results after the model has been applied in an organization to evaluate its level of leadership. It does not provide us with the recommendations for improvement, but indicates areas that may require improvement. This section has been called 'areas recommended for future research' to find strategies to improve the level of leadership.

Summary of Chapter

This chapter has explored the nature and design of the study, providing a brief understanding of qualitative research and its significance for this study. The research involves two types of data to be collected, secondary data for model development and primary data required for evaluation of sustainable leadership. The chapter outlines the methodology used for both data collection procedures. Overall, the chapter aims to

provide a brief outline of the research methods used and its objectives. In the next chapter, the researcher emphasizes the model development and its validation.

CHAPTER THREE – GROUNDED MODEL DEVELOPMENT (RESULTS 1)

Introduction

As mentioned earlier there are two main objectives of the research, first to create a model for sustainable leadership and then to provide a system to evaluate the level of leadership within an organization. This chapter covers the model development process. It explains the process of data collection, analysis and validation for the model. In the chapter we shall evolve the sustainable leadership model, the sustainable leadership evaluation grading system and the sustainable leadership evaluation model.

Chapter Structure

The chapter is structured in a manner meant to outline the process of the model development. Beginning with an introduction and an overview of the chapter's structure, the data collection procedure is explored. The data analysis process is discussed in detail, followed by the data reduction, data display and data conclusion processes. The chapter further illustrates the model by creating a grading system and the sustainable evaluation leadership models. Finally the chapter displays the models for sustainable leadership and ends with a summary.

Data Collection

The data collected in the literature review were through referencing of journal articles and books mainly. This data formed the basis from which a sustainable leadership model was derived. As mentioned before the literature divides into three main themes – (a) Study of Sustainable Innovation and its relationship to leadership, (b) Study of leadership theories and (c) Study of leadership in the context of sustainability. The study provided us with several theories and models for leadership, which showed various leadership attributes. These attributes formed the key to the development of the sustainable leadership model.

Data Analysis

The data analysis was performed according to the structured sequence proposed by Miles and Huberman (1994), which illustrates the data analysis procedure with data reduction, data display and data conclusion.

Data reduction - Through data reduction, all possible themes and meanings were searched in terms of leadership and its relationship with sustainability. The researcher identified repeated themes in the data (embedded analysis). This was accomplished through assigning themes and assertions, examining patterns of categories and aggregating categories into broader concepts, ultimately describing common qualities

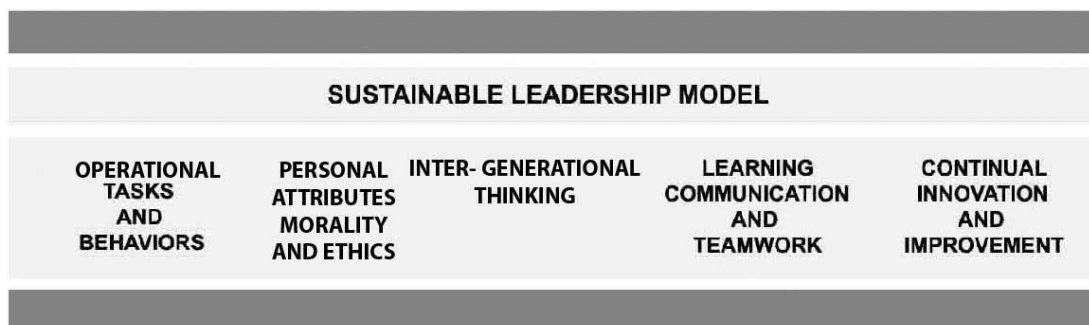
discovered in the literature. The coding in this study is deductive, that is, it is predefined based on intersecting concepts from the content yielded via the literature review in Chapter One. This coding provided us with the five critical elements which form the basis of our model.

Data Display

Five critical elements were identified:

1. *Operational Tasks and Behaviours (of Leaders,*
2. *Personal Attributes, Morality and Ethics*
3. *Inter-generational thinking*
4. *Learning, Communication and Teamwork and*
5. *Continual Innovation and Improvement*

Figure 3: Sustainable Leadership Model



These five parallel concepts that have been identified are the building blocks for the model of sustainable leadership. The five concepts were validated by an expert panel review system and a copy of the form is attached in Appendix A.

Data Conclusion

1. Operational Tasks and Behaviors –

Operational tasks and behaviors are described in the literature by terms such as decisive, responsible, work ethics, problem solving skills, technical competencies, planning, effectiveness, time management, knowledge of business and results.

These attributes which contribute to Operational tasks and behaviors are frequently mentioned in the literature. Ability to be decisive and demonstrate results (Baterman and Snell, 1999; Griffin, 1999; Kretner, 1998). Discussing the importance of responsible leadership, Heifetz and Linsky (2002) stated, ‘In short, you need to identify and accept responsibility for your contributions to the current situation, even as you try to move your people to a different, better place’. Responsibility has been mentioned critical for many scholars and environmental authors (Carson, 1994; Elgin, 1994; Robert, 1997). Profitability, production and demonstrating results, although not the only goals of the leaders are nonetheless a high priority (Bass, 1990; Collins, 2001; Collins and Porras, 1997; Mintzberg, 1990; Tischler, 2002). This edict issued by stakeholders and

shareholders requires that in order for leaders to be sustainable they must be focused, execute and consistently demonstrate results. Behavior and situational theories discuss task oriented and task motivated leadership which again stresses on topics like planning, problem solving and time management. Hence in literature we find the attributes for operational tasks and behaviors are numerous, complex and salient for sustainable leadership.

2. Personal attributes, Morality and Ethics –

Personal attributes, morality and ethics are described in the literature by terms such as confidence, believer, personal humility, behavior decency, engaging, integrity, patience, self-effacing, co-cooperativeness, honesty and enthusiastic.

Writings about ethics are interspersed throughout both the leader and sustainability literatures. In addition, there were other elements mentioned that added depth and meaning beyond that of ethics. Most other leadership studies report on ethics and morals as separate entities labeling them as traits (Bass, 1990; Kirkpatrick and Locke, 1991; Northhouse, 1997; Stogdill, 1974) or styles (Bateman and Snell, 1998; Kreitner, 1998). This study identified other terms that added depth to the meaning. Words such as believer, decency, engaging, integrity, patience, honesty, enthusiastic. Personal attributes, morality and ethics, emerged as a more comprehensive descriptor that allowed for the variety of dimensions that surfaced in this study specific to the concept.

“It is unequivocally clear that leaders are not like other people” the results of their findings yielded the following leadership traits: drive, leadership motivation, integrity and honesty, self-confidence, cognitive ability and knowledge of the business (Kirkpatrick and Locke, 1991).

The leadership literature makes numerous references to ethics. The notion of a cooperative system, founded on trust, between leaders and followers is prevalent through the literature (Bennis and Thomas, 2001; Heifetz and Linsky, 2002; Kouzes and Posner, 1995; Schein, 1992). In the sustainability literature, scholars call for a sustainable society to have opportunities available to everyone to live a humane life of dignity and have basic needs met for housing, food and water, education and healthcare. These should be socially and economically viable without jeopardizing the world's future resources (Gilman, 1992; Hesselbein, et al., 1998; Meadows, 1998; Morse, 1998). The concepts of morality and ethics are clearly illustrated throughout the two content streams in the literature review in Chapter One. Hence the literature review assists in deriving the concepts for Personal attributes, Morality and Ethics.

3. Intergenerational thinking

Long-term thinking with an inter-generational eye towards the sustainable future was described using the terms such as futuristic approach, visionary, strategic and empowering.

Intergenerational thinking appears throughout both the leadership and sustainability literature. The leadership literature suggests that the concepts of wisdom, information, vision, etc. are usually expressed through leaders of the organization (Kouzes and Posner, 1995; Schein, 1992; Senge, 1990). In '*Leadership and the New Science*', guiding visions, strong values and organizational beliefs are argued to be the basic principles of effective

leadership. ‘The leader’s task is to communicate them; to keep them ever-present and clear...’ (Wheatley, 1994, p.133).

A very interesting concept which has some support in the literature was the study on Level 5 leadership of Jim Collins – ‘*Good to Great*’. He mentions that Level 5 leaders prepare their successors for even greater success in the next generation, whereas egocentric Level 4 leaders often set up their successors for failure. The book further mentions that Level 5 leaders spent more time on long range strategic planning. This reveals the attributes of being a visionary and a strategic planner. Looking at things in sustainable non-organizational context the literature indicates how environmental scholars are pursuing the vision of preservation and renewal, and frequently call for looking beyond parochial interests and instead, turning attention towards living in harmony with nature and conserving resources with an intergenerational eye to the future (Carson, 1994; Elgin, 1994). This aspect is also being taken up in the business environment these days where leaders are aware and look into environmental and social aspects while setting up their strategies. Inter generational thinking is clearly illustrated throughout the two content streams and is an important aspect of sustainable leadership.

4. Learning, Communication and Teamwork

Utilizing terms such as communicator and including those involving cognitive and sense making skills such as learner, listener, coach, mentor, teacher, intelligent, delegate, directive, knowledgeable and prepared.

A common contemporary theme within the literature, leader as learner and teacher appears in both the leadership and the sustainability literatures, we are transitioning from an industrial society to a knowledge driven society and the capacity and the rate in which organizations learn and change will be crucial to their success (Bennis, 2000; Bolman and Deal, 1997; Senge, 1990; Stewart, 1999).

In ‘*The Fifth Discipline: The Art and Practice of the Learning Organization*’, Senge (1990) states, ‘In learning organization, leaders are designers, stewards, and teachers. They are responsible for building organizations where people continually expand their capabilities to understand complexities, clarify vision, and improve shared mental models – that is , they are responsible for learning’ (p.340). The sustainability literature in all three categories, society, environment and economic, refers to learning and teaching. Gilman notes that sustainable economies are ‘real-life economies’. The key elements shared in much of the scholarly writing regarding economic sustainability revolves around emphasizing renewal through learning, and ethical and responsible behavior (Elkins, 1999; Gilman,1992; Lovins et.al.,1999).

5. Continual Innovation and Improvement –

Includes aspects of self-improvement, calculated risk taking, leaders as change agents, innovative leaders, and determination.

Innovation and improvement has been presented in the literature, as central to organizational success and sustainability (Sundbo, 1998). As was mentioned previously, innovation may be examined through three interconnected paradigms – psychological (leadership and role of entrepreneur) technological (role of R&D) and sociological (development of market oriented strategies) (Sundbo 1998). The focus of innovation in business should be on finding ways to enhance competitiveness by converting ideas, processes, technologies and alliances into commercially valuable outcomes (Mazzarol, 2003). Having a competitive advantage in the business environment is most essential in today's business environment, this again is only possible with innovation as argued in 'Competitive Advantage: Creating and Sustaining Superior Performance' by Michael Porter (1985) and in Jay Barney's (1991) definition, "A firm is said to 'implementing a value creating strategy' which 'current or potential competitors are unable to duplicate'".

The EFQM model is a non prescriptive framework that recognizes that there are many approaches to achieving sustainable excellence (Van Marrewijk, 2003, 2004) and clearly shows how leadership plays a vital role in bringing about sustainable excellence, through innovation and improvement. Leaders play the role of change agents and are determined to facilitate positive changes within the organization. Attributes like calculated risk-

taking and self-improvement also appear in the literature in many occasions. These all assist with the process of innovation and improvement. Hence the literature assists in deriving the attributes for continual innovation and improvement.

Figure 4: Sustainable Leadership Model Five Attributes

SUSTAINABLE LEADERSHIP MODEL				
OPERATIONAL TASKS AND BEHAVIORS	PERSONAL ATTRIBUTES MORALITY AND ETHICS	INTER- GENERATIONAL THINKING	LEARNING COMMUNICATION AND TEAMWORK	CONTINUAL INNOVATION AND IMPROVEMENT
Decisive Techincal Competencies Problem Solving Skills Time Mangement Effectiveness Planning Work Ethics Responsible Knowledge of business Results	Confidence Believer / Courage Personal humility Behavior / Decency Engaging Integrity Patience Self efacing Co-operativeness Honesty	Vision Strategic Futuristic Empowering	Enthusiastic Knowledgable and prepared Delegate Mentor Teamwork Learner Realistic Open communication Communication Skills Coach Teambuilder	Self Improvement Calculated Risk taking Change agent Innovative Determination

(The findings in the model above are validated as per literature and have been revalidated by an expert panel – refer Appendix E). The table displayed above is the Sustainable Leadership model derived from the literature review. In order to evaluate the level of leadership, it was essential to grade the level of leadership. Taking inspiration from the Level 5 leadership model proposed by Jim Collins in his book ‘*Good to Great*’, the researcher proposes a grading system for sustainable leadership. The grading system

proposed was based on the competencies of leadership and ranges from an unsatisfactory level to Sustainable Leader standards. The model proposed is shown in Table 2 below and gives a brief explanation of the qualities for each level. The model is used for evaluating the level of leadership where the rater shall grade the level of expertise from 1 to 5, based on the competencies of the focal participant.

Table 2: Sustainable Leadership Grading System

SUSTAINABLE LEADERSHIP GRADING SYSTEM				
Unsatisfactory (1)	Needs Development (2)	Skilled (3)	Accomplished (4)	Sustainable Leaders (5)
Leader is not putting forth required effort. Coaching is either not getting done or does result in any change in behavior.	Includes leaders who are new in the role and those who are putting forth the required effort but not quite meeting Competency expectations. Require regular coaching.	Requires occasional coaching in these exhibited Competencies.	Requires minimal coaching in these exhibited Competencies. Frequently influences others to develop/apply this Competency.	Requires no coaching in these Competencies. Highly proficient in transferring skills of Competency to others across projects/departments through mentoring. Sought out due to reputation as expert.

The above proposed rating system was presented by the researcher and was validated by an expert panel review system (refer to attached expert panel review form in Appendix A). The purpose was to validate the grading system proposed in this research. Hence the researcher formulated the sustainable leadership model and a grading system to evaluate the level of leadership. The model provides us with a list of attributes which are derived from the literature review. The next step was to create a leadership evaluation model, where all these attributes of leadership derived from literature were further explained

with respect to each level of leadership. This model shall serve as a reference point for the researcher in terms of interpreting the data received from the questionnaire. The model assists in understanding the level of leadership and indicates paths for improvement. (This model was also validated by an expert panel review system and a copy of the form is attached in Appendix A)

Table 3: Sustainable Leadership Evaluation Model

1. Operational Tasks and Behavior

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Decisive <ul style="list-style-type: none"> Makes decisions based solely on own beliefs Technical Competencies <ul style="list-style-type: none"> Does not have technical knowledge of work. Problem Solving Skills. <ul style="list-style-type: none"> Owns problems and does not share decision making with others Incompetent problem-solver Time Management Skills <ul style="list-style-type: none"> No time management skills Effectiveness <ul style="list-style-type: none"> No understanding of forecasting challenges No budgeting experience Results <ul style="list-style-type: none"> Does not follow through or “walk the talk” Planning <p>Never has a backup plan</p>	Decisive <ul style="list-style-type: none"> Makes decisions based on insufficient information Technical Competencies <ul style="list-style-type: none"> Does not complete job duties in an efficient/timely manner due to lack of technical knowledge. Problem Solving Skills. <ul style="list-style-type: none"> Tends to own all problems and does not share decision making with others Ineffective problem-solver Time Management Skills <ul style="list-style-type: none"> Inadequate time management skills Effectiveness <ul style="list-style-type: none"> Lacks understanding of forecasting challenges Minimal budgeting experience Results <ul style="list-style-type: none"> Does not always follow through or “walk the talk” Planning <ul style="list-style-type: none"> Seldom has a backup plan 	Decisive <ul style="list-style-type: none"> Frequently makes decisions based on information from multiple sources Technical Competencies <ul style="list-style-type: none"> Utilizes technical knowledge effectively Problem Solving Skills. <ul style="list-style-type: none"> Uses knowledge to solve routine problems Effective problem-solver Time Management Skills <ul style="list-style-type: none"> Adequate time management skills Effectiveness <ul style="list-style-type: none"> Some understanding of forecasting challenges Effectively manages budget Results <ul style="list-style-type: none"> Frequently delivers on promises, follows through and “walks the talk” Planning <ul style="list-style-type: none"> Frequently has a backup plan 	Decisive <ul style="list-style-type: none"> Consistently makes decisions based on information from multiple sources Technical Competencies <ul style="list-style-type: none"> Consistently uses technical knowledge to help solve problems. Problem Solving Skills. <ul style="list-style-type: none"> Consistently uses knowledge to creates new solutions Excellent problem-solver who seeks out root causes Time Management Skills <ul style="list-style-type: none"> Excellent and effective time management skills Effectiveness <ul style="list-style-type: none"> Effective understanding of forecasting challenges Effectively manages budget Results <ul style="list-style-type: none"> Consistently delivers on promises, follows through and “walks the talk” Planning <ul style="list-style-type: none"> Consistently assists others in planning/organizing 	Decisive <ul style="list-style-type: none"> Continually makes decisions based on information from multiple sources with significant business results Technical Competencies <ul style="list-style-type: none"> Continually uses technical expertise to help resolve other’s technical problems, transfers knowledge to others. Problem Solving Skills. <ul style="list-style-type: none"> Continually uses knowledge to creates new solutions Insightful problem-solver who seeks out root causes Time Management Skills <ul style="list-style-type: none"> Excellent and effective time management skills; documents practices to streamline others’ use of time Effectiveness <ul style="list-style-type: none"> Effective understanding of forecasting challenges Effectively manages budget Results <ul style="list-style-type: none"> Always delivers on promises, follows through and “walks the talk”; perceived as trustworthy as a result Planning <p>Continually assists others in planning/ organizing</p>

1. Operational Tasks and Behavior (Continued)

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Responsibility <ul style="list-style-type: none"> Does not accept responsibility for own mistakes 	Responsibility <ul style="list-style-type: none"> Does not always accept responsibility for own mistakes 	Responsibility <ul style="list-style-type: none"> Accepts responsibility for own mistakes and learns from them 	Responsibility <ul style="list-style-type: none"> Consistently accepts responsibility for own mistakes, learns from them and frequently shares insights with others 	Responsibility <ul style="list-style-type: none"> Always accepts responsibility for own mistakes, learns from them and makes changes to ensure that others do not make the same mistakes
Work Ethics <ul style="list-style-type: none"> Becomes defensive and/or seeks fault with the customer, peers and management 	Work Ethics <ul style="list-style-type: none"> May become defensive and/or seeks fault with the customer, peers and management 	Work Ethics <ul style="list-style-type: none"> Frequently shows empathy with the customer, peers and management 	Work Ethics <ul style="list-style-type: none"> Consistently shows empathy with the customer, peers and management 	Work Ethics <ul style="list-style-type: none"> Always shows empathy with the customer, peers and management
Knowledge of Business <ul style="list-style-type: none"> No understanding of company's corporate strategy. 	Knowledge of Business <ul style="list-style-type: none"> Little understanding of company's strategic goals. 	Knowledge of Business <ul style="list-style-type: none"> Demonstrates basic understanding of company's corporate strategies. 	Knowledge of Business <ul style="list-style-type: none"> Paints a compelling picture of company's corporate strategies. 	Knowledge of Business <ul style="list-style-type: none"> Paints a compelling picture of company's corporate strategies.

2. Personal attributes Morality and Ethics

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Confidence <ul style="list-style-type: none"> No confidence results in ineffective decisions 	Confidence <ul style="list-style-type: none"> Lacks confidence results in unsure decisions 	Confidence <ul style="list-style-type: none"> Possesses confidence, resulting in sound decisions 	Confidence <ul style="list-style-type: none"> Possesses confidence, resulting in sound decisions and full support of others 	Confidence <ul style="list-style-type: none"> Possesses confidence, resulting in sound decisions and full support of others
Courage / Believer <ul style="list-style-type: none"> Avoids new challenges/projects Backs down from what he/she believes is right 	Courage/ Believer <ul style="list-style-type: none"> Tends to avoid new challenges /projects May back down from what he/she believes is right 	Courage/ Believer <ul style="list-style-type: none"> Accepts new assignments Frequently pursues beliefs with courage and determination 	Courage/ Believer <ul style="list-style-type: none"> Willingly and enthusiastically demonstrates flexibility in accepting assignments Consistently pursues beliefs with courage and determination 	Courage/ Believer <ul style="list-style-type: none"> Willingly and enthusiastically demonstrates flexibility in accepting assignments Continually pursues beliefs with courage and determination
Integrity <ul style="list-style-type: none"> Does not accept responsibility for own mistakes 	Integrity <ul style="list-style-type: none"> Does not always accept responsibility for own mistakes 	Integrity <ul style="list-style-type: none"> Accepts responsibility for own mistakes and learns from them 	Integrity <ul style="list-style-type: none"> Consistently accepts responsibility for own mistakes, learns from them and frequently shares insights with others 	Integrity <ul style="list-style-type: none"> Always accepts responsibility for own mistakes, learns from them and makes changes to ensure that others do not make the same mistakes
Self Effacing <ul style="list-style-type: none"> Always seeking to exhibit a powerful impression, credit taking attitude. 	Self Effacing <ul style="list-style-type: none"> Tends to take credit of others works. Proud at times. 	Self Effacing <ul style="list-style-type: none"> Gives credit to people and exhibits a team member impression. 	Self Effacing <ul style="list-style-type: none"> Appreciates work done by others, gives credit to team. 	Self Effacing <ul style="list-style-type: none"> Appreciates work done by others, gives credit to team.
Personal humility <ul style="list-style-type: none"> Always seeking to exhibit a powerful impression, credit taking attitude. 	Personal humility <ul style="list-style-type: none"> Tends to take credit of others works. Proud at times. 	Personal humility <ul style="list-style-type: none"> Gives credit to people and exhibits a team member impression. 	Personal humility <ul style="list-style-type: none"> Appreciates work done by others, gives credit to team. Exhibits a humble and friendly impression. 	Personal humility <ul style="list-style-type: none"> Appreciates work done by others, gives credit to team. A prefect team member and exhibits a humble and friendly impression.

3. Inter-Generational Thinking

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Vision <ul style="list-style-type: none"> Does not look into the big picture of things. Strategic <ul style="list-style-type: none"> Cannot describe company/project goals or strategies Futuristic <ul style="list-style-type: none"> Egocentric leaders set up their successor for failure. Empowering <ul style="list-style-type: none"> Lacks skills to develop an employee to take on expanded responsibilities 	Vision <ul style="list-style-type: none"> Tends to concentrate on the present more than the future. Strategic <ul style="list-style-type: none"> Provides incomplete/inaccurate description of company/project goals or strategies Futuristic <ul style="list-style-type: none"> Are Egocentric at times and set up their successor for failure. But have potential to change. Empowering <ul style="list-style-type: none"> Lacks skills to develop an employee to take on expanded responsibilities 	Vision <ul style="list-style-type: none"> Frequently seeks to achieve future goals. Strategic <p>Able to describe company/project goals or strategies</p> Futuristic <ul style="list-style-type: none"> Good team player helps his team members. Empowering <ul style="list-style-type: none"> Creates guidelines for direct reports to make empowered business decisions 	Vision <ul style="list-style-type: none"> Consistently looks at the broader picture, seeks for sustainable solutions. Strategic <ul style="list-style-type: none"> Understands and shares company/project goals Futuristic <ul style="list-style-type: none"> Good team player helps his team members. A Credit giver and sets up his successor for even greater success. Empowering <ul style="list-style-type: none"> Consistently creates guidelines for direct reports/ others to make empowered business decisions 	Vision <ul style="list-style-type: none"> Continually supports future goals and moves towards long term sustainable solutions. Strategic <ul style="list-style-type: none"> Understands and shares company/project goals Futuristic <ul style="list-style-type: none"> Sustainable Leaders set up their successors for even greater success in the next generation. And display a compelling modest, are self effacing attitude to work. Empowering <ul style="list-style-type: none"> Possesses outstanding skills to develop an employee to take on expanded responsibilities

4. Learning Communication and Teamwork

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Coach/ Teacher <ul style="list-style-type: none"> Does not establish clear goals Does not explain “the big picture” and how daily/monthly objectives support overall company strategies Communication <ul style="list-style-type: none"> Avoids speaking in public Avoids answering questions Open Communication <ul style="list-style-type: none"> Never seeks to understand others’ perspectives Mentor <ul style="list-style-type: none"> Avoids or mishandles conflict Withholds or forgets to communicate information Lacks assertiveness in communication Incompetent negotiator Minimal to no influence skills 	Coach / Teacher <ul style="list-style-type: none"> Sometimes does not establish clear goals Sometimes explains “the big picture” and how daily/monthly objectives support overall company strategies Communication <ul style="list-style-type: none"> Is uncomfortable with public speaking Answers questions incompletely Open Communication <ul style="list-style-type: none"> Does not always seek to understand others’ perspectives Mentor <ul style="list-style-type: none"> Occasionally avoids or mishandles conflict May withhold or forget to communicate information Sometimes lacks assertiveness in communication Inexperienced negotiator Influence skills need development 	Coach/ Teacher <ul style="list-style-type: none"> Frequently establishes clear goals Frequently explains “the big picture” and how project objectives support overall company strategies Communication <ul style="list-style-type: none"> Is competent with public speaking Frequently gives complete answers Open Communication <ul style="list-style-type: none"> Seeks to understand other’s perspective Mentor <ul style="list-style-type: none"> Frequently handles conflict situations effectively Frequently shares information Frequently demonstrates assertive communication Competent negotiator Possesses competent influence skills 	Coach/ Teacher <ul style="list-style-type: none"> Consistently establishes clear goals Consistently explains “the big picture” and how project objectives support overall company strategies Communication <ul style="list-style-type: none"> Commands attention speaking in public Consistently offers complete answers Open Communication <ul style="list-style-type: none"> Consistently seeks to understand and make reference to other’s perspective when communicating Mentor <ul style="list-style-type: none"> Consistently and effectively manages conflict to surface important issues Consistently an assertive communicator Excellent and persuasive negotiator Possesses excellent influence skills Maintains clarity in pressure situations. Seeks clarification when communicating with others 	Coach/ Teacher <ul style="list-style-type: none"> Continually establishes clear goals Continually explains “the big picture” and how objectives support overall company strategies Communication <ul style="list-style-type: none"> Commands attention speaking in public Continually offers complete answers Open Communication <ul style="list-style-type: none"> Continually seeks to understand and make reference to other’s perspective when communicating Constantly creates an atmosphere in which timely and high quality information flows smoothly Mentor <ul style="list-style-type: none"> Always an effective manager of conflict to surface important issues and their root causes Continually assertive communicator Outstanding and persuasive negotiator Possesses outstanding influence skills Continually maintains clarity in pressure situations. Seeks clarification when communicating with others

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4. Learning, Communication and Teamwork (Contd.)

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Learner / Listener <ul style="list-style-type: none"> Doesn't listen Rarely pays attention to what others are saying 	Learner / Listener <ul style="list-style-type: none"> Sometimes doesn't pay attention to what others are saying Sometimes misses important facts 	Learner / Listener <ul style="list-style-type: none"> Frequently listens effectively Listens attentively to what others are saying 	Learner / Listener <ul style="list-style-type: none"> Consistently shares information Consistently an effective, active listener 	Learner / Listener <ul style="list-style-type: none"> Continually shares information Continually an effective, active listener
Delegate <ul style="list-style-type: none"> Does not delegate 	Delegate <ul style="list-style-type: none"> Tends not to delegate Delegates poorly 	Delegate <ul style="list-style-type: none"> Frequently delegates Delegates effectively 	Delegate <ul style="list-style-type: none"> Consistently delegates Delegates effectively 	Delegate <ul style="list-style-type: none"> Continual, effective delegator
Teamwork <ul style="list-style-type: none"> Incompetent facilitator of meetings/ discussions Lacks knowledge and skill in building a cohesive, performing team 	Teamwork <ul style="list-style-type: none"> Inexperienced facilitator of meetings/ discussions Inexperienced at building a cohesive, performing team 	Teamwork <ul style="list-style-type: none"> Competent facilitator of meetings/ discussions Possesses adequate knowledge and skill in building a cohesive, performing team 	Teamwork <ul style="list-style-type: none"> Excellent facilitator of meetings /discussions Possesses excellent knowledge and skill in building a cohesive, performing team 	Teamwork: <ul style="list-style-type: none"> Outstanding facilitator of meetings /discussions Possesses outstanding knowledge and skill in building a cohesive, high-performance team
Team Builder <ul style="list-style-type: none"> Unable to match team members' skills to projects 	Team Builder <ul style="list-style-type: none"> Finds it difficult to match team members' skills to projects 	Team Builder <ul style="list-style-type: none"> Frequently identifies and matches team members' skills to projects 	Team Builder <ul style="list-style-type: none"> Consistently identifies and matches team members' skills to projects 	Team Builder <ul style="list-style-type: none"> Continually identifies and matches team members' skills to projects

5. Continual Innovation and Improvement

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Leader as Change Agent <ul style="list-style-type: none"> Conveys an inability to change 	Leader as Change Agent <ul style="list-style-type: none"> May convey an inability to change 	Leader as Change Agent <ul style="list-style-type: none"> Frequently responds to and supports change, regardless of personal opinion 	Leader as Change Agent <ul style="list-style-type: none"> Consistently supports change, regardless of personal opinion 	Leader as Change Agent <ul style="list-style-type: none"> Continually supports change, regardless of personal opinion
Self Improvement <ul style="list-style-type: none"> Never solicits feedback from business partners on personal performance Does not create any Personal Development Plans or Goals 	Self Improvement <ul style="list-style-type: none"> Rarely solicits feedback from business partners on personal performance 	Self Improvement <ul style="list-style-type: none"> Frequently solicits feedback from business partners on personal performance Frequently acts on feedback Frequently adheres to Personal Development Plan 	Self Improvement <ul style="list-style-type: none"> Consistently solicits feedback from business partners on personal performance Consistently acts on feedback Consistently adheres to Personal Development Plan 	Self Improvement <ul style="list-style-type: none"> Continually solicits feedback from business partners on personal performance Continually acts on feedback which creates improved performance Continually adheres to Personal Development Plan
Innovation <ul style="list-style-type: none"> Fosters the status quo 	Innovation <ul style="list-style-type: none"> Tends to fosters the status quo 	Innovation <ul style="list-style-type: none"> Occasionally “pushes the envelope” through creative ideas and solutions 	Innovation <ul style="list-style-type: none"> Consistently “pushes the envelope” through creative ideas and solutions 	Innovation <ul style="list-style-type: none"> Continually “pushes the envelope” through creative ideas that drive business performance
Calculated Risk-Taking <ul style="list-style-type: none"> Never takes calculated risks and does not expect others to take them 	Calculated Risk-Taking <ul style="list-style-type: none"> Hesitates to take calculated risks and does not encourage others to take them 	Calculated Risk-Taking <ul style="list-style-type: none"> Frequently encourages others and self to take calculated risks that improve business performance 	Calculated Risk-Taking <ul style="list-style-type: none"> Consistently encourages others and self to take calculated risks that improve business 	Calculated Risk-Taking <ul style="list-style-type: none"> Continually encourages others and self to take calculated risks that improves business
Determination <ul style="list-style-type: none"> Never confident to do things on his own. 	Determination <ul style="list-style-type: none"> Hesitates to go ahead and initiate things 	Determination <ul style="list-style-type: none"> Frequently determined to do things, but has lost hope when things get tough. 	Determination <ul style="list-style-type: none"> Determined to try new things consistently. 	Determination <ul style="list-style-type: none"> Continually determined to try new things and bring about improvement and innovation.

Summary of Chapter

This chapter assists in evolving and validating the sustainable leadership model. It comprehensively illustrates the data collection and analysis procedures and its results. The five main themes of the research are highlighted and the sustainable leadership model is evolved from the literature. The chapter goes a step further to evolve a Sustainable leadership Evaluation Model. This model is the key reference for evaluating the level of leadership within an organization and provides key guidelines for improvement.

CHAPTER FOUR – LEADERSHIP EVALUATION (RESULTS 2)

Introduction

As mentioned in the previous chapter there were two main objectives of the research, the first was the development of the model for sustainable leadership, and the other was to evaluate the level of leadership within an organization. The first part of the research was addressed explained in the model development chapter. This chapter exhibits the results from the data collection which has been implemented so as to evaluate leadership qualities within an organization. As also was mentioned in the previous chapter, the data collection strategy included questionnaires (360 degree feedback), interviews and artifacts/stories. Three data points provided triangulation of data and it was anticipated that the questionnaires, interview response and the artifacts or stories would contribute to an in-depth understanding of the participants' attributes and provide more validity to the results. Combination of different types of data provided "cross-data validity checks" strengthening the study (Patton, 2000, p.38).

The results from the data analysis provide us with an indication of the level of sustainable leadership within the organization. Recommendations can be drawn from the sustainable leadership evaluation model to improve the level of leadership. This will be covered in the conclusion chapter.

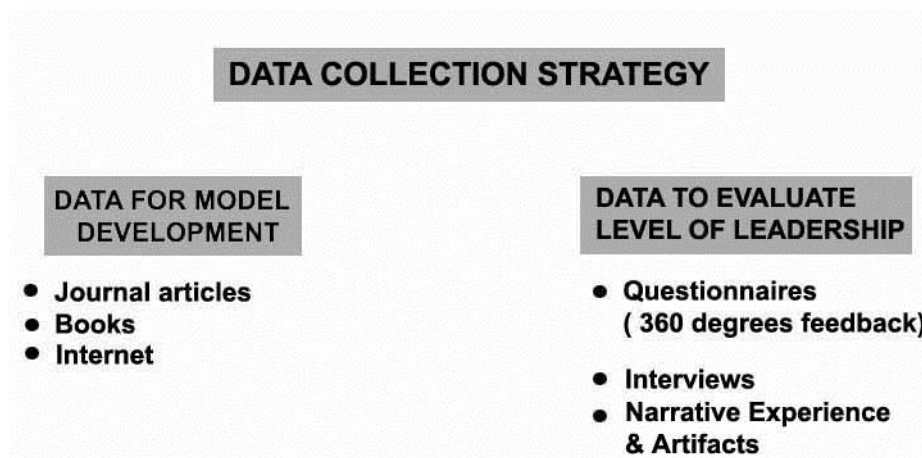
Chapter Structure

Beginning with an introduction and an overview of the chapter's structure, each of the data collection procedures are explained and its results displayed. This includes data acquired from the questionnaires, interviews (which also include narrative experiences) and additional artifacts. The results are tabulated and displayed. These combinations of data from the three data points are displayed. The data is analysed and a comprehensive result from the data collection is summarized. The chapter ends with a summary.

Data Collection and Display

As mentioned above three modes of data collections were used to evaluate the level of leadership within an organization. This provided triangulation of the data and cross data validation. The three modes of data collection are explained and their results displayed as follows:

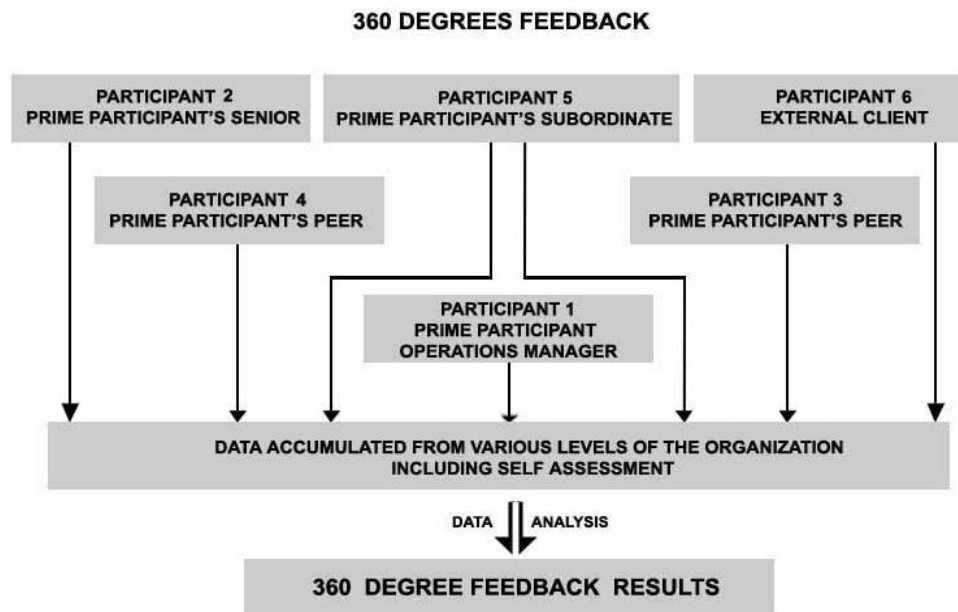
FIGURE 2: Data Collection Strategy Map



Questionnaires – 360 Degree feedback

To evaluate the level of leadership within an organization, a data collection approach was needed which gathered behavioural and operational observations from many layers within the organization and includes self assessment. The researcher in this study used a 360 degree feedback system. To reiterate the sample selection mentioned in Chapter 2 methods, a leader who had worked as a Manager, director or CEO position for more than seven years was selected and a 360 degree review was organized. The participants under the scope of the 360 degree review were as follows: prime participant, peers, Director of Organization, Sub-ordinate and an external Client.

Figure 5: 360 Degrees Feedback



Profiles of the Participants

It is important to remember that the criteria was driven by the literature review which indicated that the average tenure in a leadership position within an organization is currently 3 years or less (DCM, 2000). This led to the development of criteria for the evaluation for sustainable leaders to be at least 7 years or more.

Participant 1- Mr. LG is the Operations manager of a design organization in the UAE. He commenced employment with the organization in 1993 and was later appointed as the Operations Manager. He heads a design and project management department of 30 employees.

Participant 2 - A senior manager who LG reports to.

Participant – 3 and 4: Peers of Mr. LG. and have been working with him for many years in the organization.

Participant 5 – Subordinate of Mr. LG, working for him for a long time.

Participant 6 – is an external client for the organization who has been working the prime participant over a span of ten years.

This gives us an over view of the prime participant, and the raters can give a worthwhile and informed evaluation of the candidate. Taking into consideration that the evaluation is for the best interest of the organization and the candidate. However, for confidentiality reasons, of all the data accumulated and recommendations proposed will only be shown for the prime participant.

360 Degree Feedback Form

A 360 degree feedback questionnaire was prepared for the participants. Along with the questionnaire and a letter of participation was sent out to all participants giving them a brief introduction to the research topic and explaining the purpose of the 360 degree feedback form (Refer to Appendix A for letter of participation).

Questionnaire Form -The feedback form was divided into five sections based on the five critical concepts of sustainable leadership, *Operational Tasks and Behaviours; Inter-generational thinking; Personal attributes, Moralilty and Ethics; Learning/Communication and Teamwork; and Continual innovation and Improvement*. Within each section questions were asked on the various attributes of leadership which were derived from the literature. Hence the questionnaire was framed in a manner that it gave a direct input with respect to the various attributes of sustainable leadership as evolved in the model. (Refer Appendix C) The participants rated the level of expertise observed based on the scale 1 -5 which corresponded to the sustainable leadership grading system proposed in the previous chapter (Unsatisfactory to Sustainable Leaders) The question in the 360 degree feedback form was validated by an expert panel review system. So as we can see to evaluate the leadership qualities of a manager within an organization, six data points were used, including the manager himself. The 360 degree feedback gave us a rating about the level of leadership exhibited by the prime participant with respect to each attribute in the model.

In most cases an average of the six readings would give us a more comprehensive judgement for the rating. Incases where the data variations between the results obtained were considerable, cross data validation helped to evaluate the level. The data received from all the participants was summarized in a table and the averages for each attribute of leadership were calculated (See Table 4). Table 4 below illustrates the results of the Questionnaire and the average evaluated rating for each attribute:

Table 4: Questionnaire Results –Attribute Ratings

		P1	P2	P3	P4	P5	P6	Average
S.No	Parameter	Rating	Rating	Rating	Rating	Rating	Rating	Rating
1	Decisive	4	4	5	3	4	4	4
2	Technical Competencies	4	3	4	4	4	3	4
3	Problem Solving Skills	5	4	4	4	3	4	4
4	Time Mangement	3	3	3	2	3	3	3
5	Effectiveness	3	4	4	4	4	4	4
6	Planning	4	4	3	3	4	4	4
7	Work Ethics	4	5	4	5	4	4	4
8	Responsible	5	5	5	4	5	5	5
9	Knowledge of business	4	4	3	4	4	4	4
10	Results	3	4	4	4	3	3	4
11	Confidence	5	5	4	4	4	4	4
12	Believer / Courage	4	4	4	3	4	4	4
13	Personal humilty	5	5	4	4	5	4	5
14	Behavior / Decency	4	4	3	4	4	4	4
15	Engaging	3	3	4	3	3	3	3
16	Integrity	5	4	4	4	4	5	4
17	Patience	3	3	4	3	4	4	4
18	Self efacing	5	4	4	5	4	4	4
19	Co-operativeness	4	4	4	4	4	4	4
20	Honesty	5	5	4	5	4	4	5
21	Enthusiastic	4	4	5	4	4	4	4
22	Knowledgable and prepared	4	3	4	4	3	3	4
23	Delegate	3	4	5	4	4	4	4
24	Mentor	4	5	5	4	4	5	5
25	Teamwork	4	3	3	4	4	4	4
26	Learner	4	5	4	5	5	5	5
27	Realistic	5	5	5	4	4	4	5
28	Open communication	4	3	4	4	4	3	4
29	Communication Skills	4	5	5	5	5	5	5
30	Coach	4	3	3	4	3	3	3
31	Teambuilder	3	3	4	4	3	4	4
32	Self Improvement	3	4	4	3	4	4	4
33	Calculated Risk taking	3	3	3	3	2	3	3
34	Change agent	4	4	5	4	4	4	4
35	Innovative	4	4	4	3	4	4	4
36	Determination	4	5	4	5	5	4	5
37	Vision	4	3	4	3	3	3	3
38	Strategic	4	4	3	3	4	4	4
39	Futuristic	3	3	3	4	3	4	3
40	Empowering	4	4	5	4	4	4	4

Interviews

Interviews play an integral role in qualitative study allowing the researcher information from the perspective of the person under study. The interview questions assumed an open-ended semi structured form; they were based on the sustainable leadership model derived in Chapter Three. The interviews were recorded and the researcher had an opportunity to review the transcription of the interview for accuracy. The purpose of this interview was to get additional information from the participant, and to get a comprehensive idea of their understandings towards the topic. The interview ran a maximum of 45 minutes and occurred at the office of the participant at a time agreed upon by the researcher and the participants.

The interview questions were based on an interview protocol as specified in the Appendix B. The questionnaire as well was based on the format created to get specific information needed for the evaluation (See Questionnaire Appendix C). All interviews began with a overview of the topic and a discussion based on the questionnaire previously filled up by the participant. Discussing and highlighting areas where the participant felt that there is a need for improvement. Narrative experiences was also included as a part of the interview (See Interview Protocol – Appendix B).

The following were the findings from the questionnaire and interviews with respect to the five critical concepts identified in the model for sustainable leadership:

Operation Tasks and Behaviours

The relevant statement was noted below.

Participant 1 – The questionnaire feedback received from the prime participant indicated Sustainable leadership skills in attributes like problem solving and responsible. Accomplished leadership skills in decisiveness, technical competencies, planning, work ethics and knowledge of business. Skilled level of leadership in time management Effectiveness and results. The following statement was mentioned by the prime participant as well - “Leading an organization is all about being responsible, being decisive, executing strategies and achieving results”. (P-1 Jan 12, 2007)

Participant 2 - Questionnaire feedback results from participant 2 indicated sustainable leadership skills in attributes like technical competencies and responsible. Accomplished leadership levels in attributes like decisiveness, time management, effectiveness, work ethics and results. Skilled level leadership in problem solving, planning, and knowledge of business. – The following statements were mentioned as well –

“I see him at the mid-point of the learning curve in terms of problem solving skills, looking at problem solving as an overall approach, if it was specific to technical skills, he would be graded much higher”. (P-2 Jan 30, 2007).

“He is not a kind of person who sits on the fence, and is not a kind of person who does not get involved at work. He does not even pretend to know things he does not know about and always plays active role in terms of operational tasks”. (P-2 Jan 30, 2007).

Participant 3 - Questionnaire feedbacks indicate accomplished leadership skills in areas like technical competencies, problem solving, time management, effectiveness, planning, work ethics, responsible, and knowledge of business. Skilled leadership levels in areas like decisiveness and results. The following statements were mentioned as well –

“He is decisive but determination is not good enough as he allows bureaucratic pressure to influence his decisions”. (P-3 Jan 31, 2007)

“He doesn’t always accomplish the results he aims at and compromises with conditions and situations.” (P-3 Jan 31, 2007)

Participant 4 – Questionnaire feedback indicates accomplished leadership attributes like decisive, technical competencies, problem solving, responsible and knowledge of business. Skilled level leadership attributes in time management, planning, work ethics and results. Need development level attributes include results and effectiveness.

The following statements were noted –

“Bureaucratic pressure in a family business plays a negative influence at work; causes time management issues, further affects planning and ultimately reflect in the results. He needs to be more determined to get what he wants”. (P-4 – Feb 1, 2007)

Participant 5 – Questionnaire feedback indicates sustainable leadership levels in technical competencies, problem solving, time management, effectiveness, planning, work ethics, and responsible. Accomplished leadership levels in decisiveness, knowledge of business and results. The following statements were noted –

“Needs improvement in the management side of work, He is still on the learning curve there. That is what will affect in the results, in his decisiveness and knowledge of business”. (P-5 – Feb 1, 2007)

Participant 6 - Questionnaire feedback from participant 6 indicated that Mr. LG exhibited sustainable leadership levels in terms of having knowledge of the business. An accomplished leadership level was indicated for the following attributes: decisive, technical competency, problem solving, work ethics, responsible, and results. A skilled level leadership was implied in relations time management and effectiveness. The following statements were noted:

“Project delays in regular bases indicates that time management is an important area for improvement” (P-6 Jan 20, 2007)

“Quality issues seen on handover of project are critical and are not always in the best expected standards; effectiveness of work is critical and needs to be an area of improvement”. (P-6 Jan 20, 2007)

Personal Attributes Morality and Ethics – The relevant statement was noted below.

Participant 1 – Questionnaire feedback indicated sustainable leadership levels in attributes like confidence, personal humility, integrity, self-effacing and honesty. Accomplished leadership levels appeared in behavior / decency and co-cooperativeness, and skilled leadership levels in engaging and patience. The following statements were noted as especially indicative of this interpretation:

“If you are not honest and do not posses good moral ethics, you will be a successful leader. If people don’t believe in you and they can’t trust you. It is important to ensure that organizations are led by people with high morals, ethics and integrity”. (P-1 Jan 12, 2007)

Participant 2 -Questionnaire feedback from participant 2 indicated that Mr. LG exhibited sustainable leadership levels in attributes like personal humility and integrity. Accomplished leadership levels in attributes like honesty, self effacing behaviour,

engaging, behaviour/decency, courage and confidence. Skilled level leadership levels in attributes like cooperativeness and patience. The following statements were noted –

“He is patient but not internally patient; it is a level of patience which includes irritation. In this volatile business it is imperative to be patient always and I have felt at times that he struggles to keep calm attitude with clients and contractors”.

“He is a very morally sound person, his work ethics are really high and there is nothing irrational or not moral about him. He tries hard to do things and help solve issues”.

Participant 3 – Questionnaire feedback from participant 3 indicated that Mr. LG exhibited Sustainable leadership skills in attributes like courage and patience. An accomplished leadership level was considered by participants to occur in: confidence, behaviour/decency, integrity and honesty; and skilled leadership levels in cooperativeness, engaging, and personal humility.

The following statements were noted –

“He is willing to do all jobs in the office and go out of his way to help others”. (P-3 Jan 31, 2007)

“He does not do enough to approach people to identify personal problems of his employees. He prefers and likes people to approach him instead”. (P-3 Jan 31, 2007)

Participant 4 - Questionnaire feedback from participant 4 indicated that Mr. LG exhibited accomplished leadership levels in honesty, cooperativeness, self effacing, patience, behaviour/decency, personal humility, courage and confidence. Skilled leadership levels in integrity and engaging. The following statements were noted –

“He is a great manager, and probably one of the best I have ever worked with, but I feel he needs to be more engaging and more proactive in understanding the problems of his employees”. (P-4 – Feb 1, 2007)

“LG is family to all of us.”(P-4 – Feb 1, 2007)

Participant 5 - Questionnaire feedback from participant 5 indicated that Mr. LG exhibited sustainable leadership levels in attributes like honesty, cooperativeness, self effacing, personal humility and confidence. An accomplished leadership levels was identified in patience, integrity, engaging, and courage. The following statements were noted –

“He gives you the power and entrusts you with the responsibility to do things on your own.” (P-5 – Feb 1, 2007)

Participant 6 - Questionnaire feedback from participant 6 indicated that Mr. LG exhibited Sustainable leadership skill levels in self effacing, confidence, integrity and honesty. Accomplished leadership levels were noted in cooperativeness, personal humility, patience, behaviour/decency and courage, and skilled level leadership in engaging skills. The following statements were indicative of this classification:

“He understands the brand and the clients point of view, but the output changes, probably it is the engaging factor with his team which is the cause of such project problems”

“Project delays in regular bases indicates that time management is an important area for improvement” (P-6 Jan 20, 2007)

“I think is a very descent human being, but no one is perfect and there are areas which needs improvement”. “Project delays in regular bases indicates that time management is an important area for improvement” (P-6 Jan 20, 2007)

Learning Teaching and Communication

The relevant statement was noted below.

Participant 1 – Questionnaire feedback indicates sustainable leadership levels in attributes like being realistic, and accomplished leadership levels in enthusiasm, knowledge and prepared, mentor, teamwork, learner, open communication and coach. A skilled level leadership was considered to be present in team building skills and delegating. The following statements are indicative of these findings

“Leaders must be good teachers but they must be able to learn from every employee, vendor or customer”. (P-1 Jan 12, 2007)

Participant 2 - Questionnaire feedback from participant 2 indicated that Mr. LG exhibited accomplished leadership skills in attributes like coach, communication skills, teamwork, mentor and delegate. Skilled level leadership skills in team building, open communication, realistic, learner, knowledgeable and prepared and enthusiasm.

The following statements were noted –

“Helps people accomplish goals together, gives them the power and responsibility. But I don’t think he bothers enough or is proactive about their progress”. (P-2 Jan 30, 2007)

“Being the senior Operating manager of the department all communication from the upper management of the group is transmitted through him, but the communication flow across has a scope for a lot of improvement”. (P-2 Jan 30, 2007)

Participant 3 - Questionnaire feedback from participant 3 indicated that Mr. LG exhibited accomplished leadership levels in attributes like knowledgeable and prepared, delegate, mentor, learner, open communication, coach and team building. A skilled level leadership was apparent in teamwork, enthusiasm and realistic understanding. The following statements were noted as illustrative of this classification –

“He encourages people to take up responsibility and take on jobs, but limits his involvement in some projects in that way. This causes a problem as he cannot foresee problems in projects”. (P-3 Jan 31, 2007)

Participant 4 - Questionnaire feedback from participant 4 indicated that Mr. LG exhibited accomplished leadership levels in attributes like team building, communication skills, open communication skills, realistic, learner, teamwork and knowledgeable and prepared. Skilled level leadership levels occurred in relation to in enthusiasm, delegate, mentor and coach. The following statements were indicative –

“He is a great friend and a manager, creates a very informal friendly atmosphere within the organization.” (P-4 – Feb 1, 2007)

“He is a great manager, and probably one of the best I have ever worked with, but I feel he needs to be more engaging and more proactive in understanding the problems of his employees.” (P-4 – Feb 1, 2007)

Participant 5 – Questionnaire feedback from participant 5 indicated that Mr. LG exhibited sustainable leadership level in attributes like enthusiasm, knowledgeable and prepared, delegate, mentor, teamwork, learner, realistic, open communication, communication skills, coach and team builder. The following statements were noted –

“He gives you the power and entrusts you with the responsibility to do things on your own.” (P-5 – Feb 1, 2007)

Participant 6 - Questionnaire feedback from participant 6 indicated that Mr. LG exhibited sustainable leadership levels in terms of delegating and being a mentor. Accomplished level leadership skill in team building, communication skills, open communication skills, realistic, learner, teamwork, knowledgeable and prepared, enthusiasm, and coach. The following statements were noted:

“Communication links are Identified problem and there is always a problem for me to know who to contact for specific project related information.” (P-6 Jan 20, 2007)

Continual Innovation and Improvement

Participant 1 –Questionnaire feedback indicated accomplished leadership levels in attributes like change agent, innovation, and determination, and a skilled leadership level in self improvement and calculated risk taking. The following statements were noted –

“Change is evolving into the best, a never ending process to reach the summit”. (P-1 Jan 12, 2007)

Participant 2 - Questionnaire feedback from participant 2 indicated that Mr. LG exhibited accomplished leadership levels in attributes like calculated risk taking, change agent and innovation, and a skilled leadership level attributes in self improvement and determination. The relevant statement was noted below.

“I don’t think he puts in the amount of effort in self improvement as is expected. It is of critical importance in today’s business environment. Probably its time constraints but is essentially that he keeps working on this direction.”

“We are so busy by carrying on routine stuff that we do not get time to be very innovative.” (P-2 Jan 30, 2007)

Participant 3 – Questionnaire feedback from participant 3 indicated that Mr.LG exhibited accomplished leadership level attributes as calculated risk taking, innovation and determination, and skilled level leadership attributes as self improvement and change agent. The relevant statement was noted below.

“The amount of projects and the fast moving pace of things in the office, does not allow him to seek innovation in the extent which is expected.’ (P-3 Jan 31, 2007)

“He is working hard on a change within an organization at the moment, but again it looks like it has been influenced by the upper management and with very limited involvement of the team members.’ (P-3 Jan 31, 2007)

Participant 4 - Questionnaire feedback from participant 4 indicated that Mr. LG exhibited Accomplished leadership levels for attributes like change agent and innovation

and Skilled leadership levels for self improvement, calculated risk taking and determination. The relevant statement was noted below.

“He is ambitious and wants to do things but again is not able to overcome bureaucratic influences.” (P-4 – Feb 1, 2007)

Participant 5 - Questionnaire feedback from participant 5 indicated that Mr. LG exhibited sustainable level leadership for attributes like determination and innovation and an accomplished level leadership for self improvement, change agent and calculated risk taking. The relevant statement was noted below.

“Learning is never ending and LG also has a long way to go. No body is perfect and we need to improve in various aspects.” (P-5 – Feb 1, 2007)

“His support to give us the freedom to do things our self brings about innovation and improvement.” (P-5 – Feb 1, 2007)

Participant 6 - Questionnaire feedback from participant 6 indicated that Mr. LG exhibited sustainable leadership skills in terms of innovation and determination attributes; accomplished leadership levels in being a change agent and in self improvement; and a skilled level leadership in calculated risk taking.

Inter-generational Thinking

Participant 1 - Questionnaire feedback indicates accomplished leadership levels in attributes like Visionary, strategic and empowering, and a skilled leadership level for futuristic thinking. One relevant statement is noted below.

“I see a global organization handling projects of large scales and expanding operations.” (P-1 Jan 12, 2007)

Participant 2 - Questionnaire feedback from participant 2 indicated that Mr. LG exhibited an accomplished level of leadership for attributes like strategic and

empowering, and skilled level leadership for visionary and futuristic thinking. The relevant statement was noted below.

“There is no successor at the moment, it doesn’t seem like he is grooming someone to be one. As this is a family business it is a different scenario. It is not totally in his hands to appoint a successor.” (P-2 Jan 30, 2007)

“He has made visionary moves and made plans to bring about changes I the organization, but I would like to see them work.” (P-2 Jan 30, 2007)

Participant 3 - Questionnaire feedback from participant 3 indicated that Mr. LG exhibited accomplished leadership levels for attributes like strategic, futuristic and empowering, and skilled levels for visionary. The relevant statement is noted below.

“In this company there are employees who have been around for more than ten years and still I cannot identify the person who could be his successor. It is surprising that in his absence there is no one who can take over his duties.’ (P-3 Jan 31, 2007)

Participant 4 - Questionnaire feedback from participant 4 indicated that Mr. LG exhibited: accomplished leadership levels for attributes for visionary and strategic; skilled leadership levels for empowering; and needs development level for futuristic attributes. One relevant statement is noted below:

“To compete with the market we need to move fast and cope up with the changes and we need to be more futuristic. Needs more proactive thinking.’ (P-4 – Feb 1, 2007)

Participant 5 - Questionnaire feedback from participant 5 indicated that Mr. LG exhibited sustainable leadership levels for vision, strategic, futuristic and empowering.

An illustrative statement is noted below:

“He gives you the power and entrusts you with the responsibility to do things on your own.’ (P-5 – Feb 1, 2007)

Participant 6 - Questionnaire feedback from participant 6 indicated that Mr. LG exhibited accomplished leadership levels for strategic thinking, being futuristic, and empowering, and skilled level leadership for being a visionary. The following comments were noted:

If by any chance he leaves there is no successor for him.” (P-6 Jan 20, 2007)

Narrative Experiences and Artifacts

These two aspects were specifically introduced in the data collection procedure, Story telling which gave a personal input from the prime participant and artifacts where the participant was asked to provide or provide access to documents written about him which provided more information and claims about his leadership skills.

Narrative Experiences

Some people are more able to articulate in story form and stories are considered a powerful communication tool. At the end of the interview the prime participant was asked to narrate a story that best exemplified a time when he knew that he had shown attributes of a sustainable leader. The following are the results of the findings –

“The time we were opening our corporate offices, most of the guys were on vacation and all the stress was on my shoulders and we worked as a smaller team, day and night and had the job finished on time. At the opening ceremony the client mentioned, if you ever need anything done, I could have it done – It was an achievement, got the results and won the trust of the client.” (P-1 Jan 12, 2007)

“I always tell my guys as long as they are doing their jobs fine, I would not interfere. If there is a problem then I come in. Giving team members

responsibilities and help them deliver is my way of working.” (P-1 Jan 12, 2007)

“ He is a very humble and down to earth person, I have seen him work on designs and drafting , have seen him be on site for nights, where as he really didn’t need to do that as a senior operations manager of the company.” (P-2 Jan 30, 2007).

“I noticed once an employee was on vacation and LG realized the workload and took it upon himself to do the work in order to meet the deadline. He did not make a big thing about it, but just did the job and finished it in the absence of the employee. It showed a lot of support and exhibited a sustainable leadership virtue.” (P-3 Jan 31, 2007)

“He has been working day and night along with his team in order to complete the projects. Has done all kinds of works, even small things like cleaning or hammering a nail on site.” (P-5 – Feb 1, 2007)

“Mall of the Emirates, during the store openings, I saw him put in day and night to make sure the projects were done. Although he didn’t need to be there.” (P-6 Jan 20, 2007)

Summary of Narrative Experiences

The narrative experiences listed above tell us much about the sustainable leadership attributes possessed by Participant 1. It is observed that the Participant possesses strong operational skills like time management and problem solving skills, He is responsible and the clients have confidence in him, as a manager he is self-effacing and shows personal humility. He is willing to hard work alongside his team in order to succeed. This demonstrates good team work and communication. Sustainable leadership concerns providing economic efficiency, ecological excellence and social responsibility. Some of the attributes of sustainable leadership observed in the study are that Participant1 delivers and performs to meet his targets. He is socially responsible and takes care of his team,

likewise he is supported by his team and has personal morals that portray him as a mentor to them.

Artifacts

Traditionally referred to as “material culture” artifacts can take numerous forms: documents, photos, records, results, archives to name a few (Patton, 2000, p.293) Possible examples included press release, magazine articles and interviews, and organizational publications such as newsletters and annual reports. The prime participant was asked to provide artifacts which could further provide us with data with respect to the five central themes identified in the research. One of the organizational policies was to keep a low profile, hence we did not see any outside publications but the annual year ending results showed how successfully projects have been executed throughout the year.

“In the year 2006 the organization completed two hundred and fifty projects successfully across the middle east.” (Year end reports)

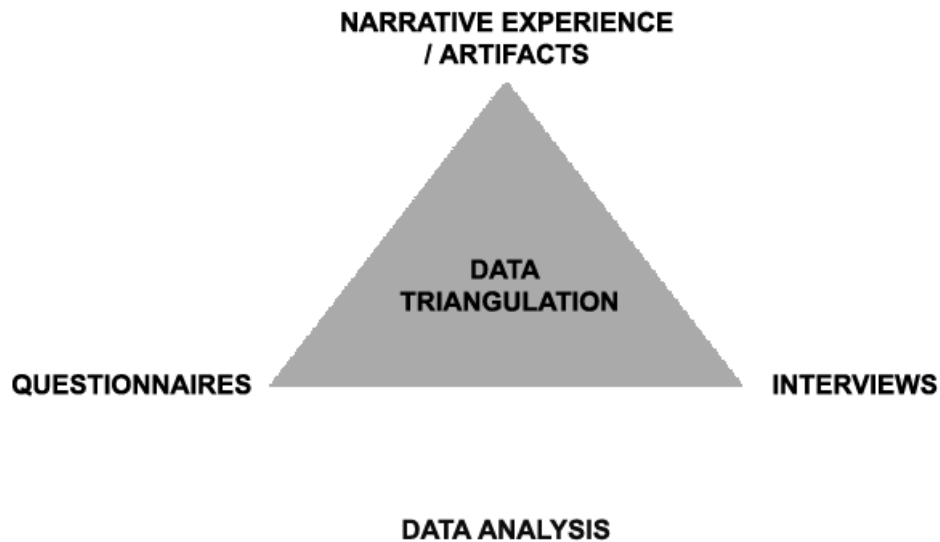
The researcher hence used a variety of data sources which provided cross data validation during the data analysis.

Data Analysis

We have collected data from the 360 degree review, which gives us the level of leadership within an organization. In order to validate the data we used a variety of data sources. Three data points provided triangulation of data and the questionnaires, interview response and the artifacts or narrative experiences contributed in understanding the participant on a personal basis. We shall analyze the data received based on the five

critical themes highlighted in the sustainable leadership model. Questionnaire results are indicated as “Q”, Interview responses as “I” and Narrative experiences or Artifacts as “N”. The following was identified from the data collection in order to evaluate the level of sustainable leadership exhibited by Mr. LG – As mentioned above the data shall be analyzed based on the five critical themes identified in the sustainable leadership model –

Figure 6: Data Analysis



1. *Organizational Tasks and Behaviors* –

Operational tasks and Behaviors are described in the sustainable leadership model by attributes such as decisive, responsible, work ethics, problem solving skills, technical competencies, planning, effectiveness, time management, knowledge of business and results.

Q – The data collected from the questionnaires of all the participants provided us with six data points and the average of the ratings showed the following results -

The data shows that Mr. LG is an *Accomplished leader* in most of the operational tasks and behaviors like decisive, work ethics, problem solving skills, technical competencies, planning, effectiveness, knowledge of business, and time management.

Exceptional Sustainable leadership skills have been observed for responsible behaviors.

His ability to improve business performance and provide results has been identified as an issue and was rated 3 or *skilled* leadership category.

I – Some of the statements noted from the interviews directly relate to the findings in the questionnaires. They are as follows:

“Leading an organization is all about being responsible, being decisive, executing strategies and achieving results.” (P-1 Jan 12, 2007) – Statement exhibits his awareness to the subject.

“I see him at the mid-point of the learning curve in terms of problem solving skills, looking at problem solving as an overall approach, if it was specific to technical skills, he would be graded much higher.” (P-2 Jan 30, 2007). – Problem solving skills

“He doesn’t always accomplish the results he aims at and compromises with conditions and situations.” (P-3 Jan 31, 2007) – Results

“He is decisive but determination is not good enough as he allows bureaucratic pressure to influence his decisions.” (P-3 Jan 31, 2007) – Determination, results and decisiveness.

“Bureaucratic pressure in a family business plays a negative influence at work; causes time management issues, further affects planning and ultimately reflect in the results. He needs to be more determine to get what he wants.” (P-4 – Feb 1, 2007) – Results

“Needs improvement in the management side of work, He is still on the learning curve there. That is what will affect in the results, in his

decisiveness and knowledge of business.” (P-5 – Feb 1, 2007) - Results, decisive and knowledge of business.

Project delays in regular bases indicates that time management is an important area for improvement.” (P-6 Jan 20, 2007) – Time management and results

“Quality issues seen on handover of project are critical and are not always in the best expected standards; effectiveness of work is critical and needs to be an area of improvement.” (P-6 Jan 20, 2007) - Effectiveness and results

N – Some of the narrated experiences shared by the participant provided another data point for validation.

“I always tell my guys as long as they are doing their jobs fine, I would not interfere. If there is a problem then I come in. Giving team members responsibilities and help them deliver is my way of working.” (P-1 Jan 12, 2007)

“I noticed once an employee was on vacation and LG realized the workload and took it upon himself to do the work in order to meet the deadline. He did not make a big thing about it, but just did the job and finished it in the absence of the employee. It showed a lot of support and exhibited a sustainable leadership virtue.” (P-3 Jan 31, 2007)

“He has been working day and night along with his team in order to complete the projects. Has done all kinds of works, even small things like cleaning or hammering a nail on site.” (P-5 – Feb 1, 2007) – exhibits work ethics.

“Mall of the Emirates, during the store openings, I saw him put in day and night to make sure the projects were done. Although he didn’t need to be there.” (P-6 Jan 20, 2007) – Responsible

Sustainable Leadership Skills –Responsible behaviour

Accomplished Leadership Skills -Attributes like decisive, work ethics, problem solving skills, technical competencies, planning, effectiveness, time management and knowledge of business.

2. Personal attributes Morality and Ethics

Personal moral and ethics are described in the literature by terms such as confidence, believer, personal humility, behavior decency, engaging, integrity, patience, self-effacing, co-cooperativeness, honesty and enthusiastic.

Q – The data collected from the questionnaires of all the participants provided us with six data points and the average of the ratings showed the following results -

Data shows very *sustainable* level leadership skills when it comes to attributes like confidence and self effacing. *Accomplished* leadership levels are observed in attributes like courage, decency, integrity, patience, cooperativeness, personal humility and enthusiasm. The leadership attribute of engaging was rated 3 which lies under the skilled leadership level.

I – Some of the statements noted from the interviews directly relate to the findings in the questionnaires. They are as follows:

The short talk about morals and ethics with Mr. LG was quite a lot to give us a clear idea of the school of thought he belongs to:

“If you are not honest and do not possess good moral ethics, you will never be a successful leader. If people don’t believe in you and they can’t trust you. It is important to ensure that organizations are led by people with high morals, ethics and integrity.” (P-1 Jan 12, 2007)

“He is patient but not internally patient; it is a level of patience which includes irritation. In this volatile business it is imperative to be patient

always and I have felt at times that he struggles to keep calm attitude with clients and contractors.” (P-2 Jan 30, 2007). – hints at the fact that there is scope for improvement with respect to patience.

“He is a very morally sound person, his work ethics are really high and there is nothing irrational or not moral about him. He tries hard to do things and help solve issues.” (P-2 Jan 30, 2007) – Validates his good morals and ethics.

“He does not do enough to approach people to identify personal problems of his employees. He prefers and likes people to approach him instead.” (P-3 Jan 31, 2007) - Indicates that engaging nature of the participant needs improvement.

“He is a great manager, and probably one of the best I have ever worked with, but I feel he needs to be more engaging and more proactive in understanding the problems of his employees.” (P-4 – Feb 1, 2007) – Engaging attribute

“He gives you the power and entrusts you with the responsibility to do things on your own.” (P-5 – Feb 1, 2007) – Self Effacing

“He understands the brand and the clients point of view, but the output changes, probably it is the engaging factor with his team which is the cause of such project problems.” (P-6 Jan 20, 2007) – Engaging

“I think is a very descent human being, but no one is perfect and there are areas which needs improvement.” (P-6 Jan 20, 2007)

N – Some of the narrated experiences shared by the participant provided another data point for validation.

“I would never want any of my team members to do anything I would not want to do.” (P-1 Jan 12, 2007) - gives a clear picture of the morals and ethics he follows.

“He is a very humble and down to earth person, I have seen him work on designs and drafting, have seen him on site for nights, where he really didn’t need to do that as a senior operations manager of the company.” (P-2 Jan 30, 2007). – Self effacing.

“I noticed once an employee was on vacation and LG realized the workload and took it upon himself to do the work in order to meet the deadline. He did not make a big thing about it, but just did the job and

finished it in the absence of the employee. It showed a lot of support and exhibited a sustainable leadership virtue.” (P-3 Jan 31, 2007) – Cooperativeness, decency and personal humility.

“He has been working day and night along with his team in order to complete the projects. Has done all kinds of works, even small things like cleaning or hammering a nail on site.” (P-5 – Feb 1, 2007) – Personal humility

“Mall of the Emirates, during the store openings, I saw him put in day and night to make sure the projects were done. Although he didn’t need to be there.” (P-6 Jan 20, 2007) – Personal humility and enthusiasm.

Sustainable leadership Skills – Attributes like confidence and self effacing.

Accomplished Leadership Skills -Attributes like courage, decency, integrity, patience, cooperativeness, personal humility and enthusiasm

Skilled Leadership Skills -Engaging with the feelings of the team.

3. Inter-generational Thinking

Long term thinking with an inter-generational eye on the sustainable future was described using the terms such as futuristic approach, visionary, strategic and empowering.

Q – The data collected from the questionnaire, to evaluate the level of Sustainable leadership in Mr. LG shows the following results –

Accomplished leadership levels are observed with respect to strategic, empowering futuristic thinking and visionary.

I – Some of the statements noted from the interviews directly relate to the findings in the questionnaires. They are as follows:

“I see a global organization handling projects of large scales and expanding operations”. (P-1 Jan 12, 2007) - Visionary and futuristic approach

“Leading an organization is all about being responsible, being decisive, executing strategies and achieving results”. (P-1 Jan 12, 2007) – Strategic thinking

“There is no successor at the moment, it doesn’t seem like he is grooming someone to be one. As this is a family business it is a different scenario. It is not totally in his hands to appoint a successor”. (P-2 Jan 30, 2007). Visionary

“He has made visionary moves and made plans to bring about changes I the organization, but I would like to see them work”. (P-2 Jan 30, 2007). Visionary

“In this company there are employees who have been around for more than ten years and still I cannot identify the person who could be his successor. It is surprising that in his absence there is no one who can take over his duties”. (P-3 Jan 31, 2007) Visionary

“To compete with the market we need to move fast and cope up with the changes and we need to be more futuristic. Needs more proactive thinking”. (P-4 – Feb 1, 2007) Futuristic

“He gives you the power and entrusts you with the responsibility to do things on your own.” (P-5 – Feb 1, 2007) – Empowering

“If by any chance he leaves there is no successor for him.” (P-6 Jan 20, 2007)

N – Some of the narrated experiences shared by the participant provided another data point for validation.

“I always tell my guys as long as they are doing their jobs fine, I would not interfere. If there is a problem then I come in. Giving team members responsibilities and help them deliver is my way of working.” (P-1 Jan 12, 2007) -Attribute of empowering is clearly visible by the above extract from the story telling section.

Accomplished Leadership Skills-Attributes –Strategic, Empowering Visionary and Futuristic Approach.

4. Learning, Communication and Teamwork

Utilizing terms as communicator and including those involving cognitive and sense making skills such as learner, coach, mentor, teacher, intelligent, delegate, directive, knowledgeable and prepared.

Q – The data collected from the questionnaires of all the participants provided us with six data points and the average of the ratings showed the following results –

Attributes like learner, coach, mentor, teacher, intelligent, delegate, directive, team builder and knowledgeable and prepared are rated as the accomplished leadership level.

I – Some of the statements noted from the interviews directly relate to the findings in the questionnaires. They are as follows:

“Leaders must be good teachers but they must be able to learn from every employee, vendor or customer.” (P-1 Jan 12, 2007) – illustrates the thought process and re validates attributes like learner, teacher, coach, teacher.

“Being the senior Operating Manager of the department all communication from the upper management of the group is transmitted through him, but the communication flow across has a scope for a lot of improvement.” (P-2 Jan 30, 2007). – Communication

“Helps people accomplish goals together, gives them the power and responsibility. But I don’t think he bothers enough or is proactive about their progress.” (P-2 Jan 30, 2007)

“He encourages people to take up responsibility and take on jobs, but limits his involvement in some projects in that way. This causes a problem as he cannot foresee problems in projects.” (P-3 Jan 31, 2007) - Knowledgeable and Prepared

“He is a great friend and a manager, creates a very informal friendly atmosphere within the organization.” (P-4 – Feb 1, 2007) – Mentor

“He gives you the power and entrusts you with the responsibility to do things on your own.” (P-5 – Feb 1, 2007) – Delegate

“Communication links are a identified problem and there is always a problem for me to know who to contact for specific project related information.” (P-6 Jan 20, 2007) – Communication flow

N – Some of the narrated experiences shared by the participant provided another data point for validation.

“I always tell my guys as long as they are doing their jobs fine, I would not interfere. If there is a problem then I come in. Giving team members responsibilities and help them deliver is my way of working”. (P-1 Jan 12, 2007) - A very good example of teamwork and exhibits attributes like delegate and mentor.

“In the 3D outdoor sports event day, I saw a different side of LG. (P-3 – Feb 1, 2007)

“LG is family to all of us.”(P-4 – Feb 1, 2007)

“He has been working day and night along with his team in order to complete the projects. Has done all kinds of works, even small things like cleaning or hammering a nail on site.” (P-5 – Feb 1, 2007) – Teamwork

Accomplished Leadership Skills Attributes – learner, coach, mentor, teacher, intelligent, delegate, directive, realistic, communication and open communication, knowledgeable and prepared.

5. Continual Innovation and Improvement

Include aspects of self improvement, calculated risk taking, leaders as change agents, innovative leaders, and determination.

Q – The data collected from the questionnaires of all the participants provided us with six data points and the average of the ratings showed the following results –

Attributes of being a change agent, innovation, determination and calculated risk taking show Accomplished Leadership skill levels. Self improvement is rated as Skilled Leadership level.

I – Some of the statements noted from the interviews directly relate to the findings in the questionnaires. They are as follows:

“Change is evolving into the best, a never ending process to reach the summit.” (P-1 Jan 12, 2007) – This extract from the interview with Mr. LG gives us a clear understanding about his attitude towards change and innovation.

“I don’t think he puts in the amount of effort in self improvement as is expected. It is of critical importance in today’s business environment. Probably its time constraints but is essentially that he keeps working on this direction.” (P-2 Jan 30, 2007).

“We are so busy by carrying on routine stuff that we do not get time to be very innovative.” (P-2 Jan 30, 2007). – Innovation

“The amount of projects and the fast moving pace of things in the office, does not allow him to seek innovation in the extent which is expected.” (P-3 Jan 31, 2007)

“He is ambitious and wants to do things but again is not able to overcome bureaucratic influences.” (P-4 – Feb 1, 2007) Determination

“Learning is never ending and LG also has a long way to go. No body is perfect and we need to improve in various aspects.” (P-5 – Feb 1, 2007) Self Improvement

“His support to give us the freedom to do things our self brings about innovation and improvement.” (P-5 – Feb 1, 2007) Innovation

N – Some of the narrated experiences shared by the participant provided another data point for validation.

“I always tell my guys as long as they are doing their jobs fine, I would not interfere. If there is a problem then I come in. Giving team members responsibilities and help them deliver is my way of working.” (P-1 Jan 12, 2007) -Shows his willingness to take risk and allow his team to share more responsibilities.

Accomplished Leadership Skills- change agent, innovation, determination and calculated risk taking

Skilled Leadership Skills – Self Improvement

Summary of Chapter

The whole purpose of the data collection was to evaluate the level of sustainable leadership within an organization. The researcher collected data through questionnaires, interviews, story telling and artifacts. The data from all the sources were collected and displayed. Data collected was again coded with respect to the five criteria of sustainable leadership as derived from the literature. Three data points provided triangulation of data. Combination of different types of data provided “cross-data validity checks” strengthening the study (Patton, 2000, p.38). The data analysis ends by summarizing the leadership levels found in the participant under study. The next chapter summarizes all

the findings of the research, provides recommendations and make suggestions for future research.

SUSTAINABLE LEADERSHIP SKILLS

Responsible, Confidence and self effacing.

ACCOMPLISHED LEADERSHIP SKILLS

Decisive, Technical Competencies, Problem Solving Skills, Time Management, Effectiveness, Planning, Work Ethics, Knowledge of business, Believer / Courage, Personal humility, Behavior / Decency, Integrity, Patience, Co-cooperativeness, Honesty, Enthusiastic, Knowledgeable and prepared, Delegate, Mentor, Teamwork Learner, Realistic, Open communication, Communication Skills, Coach, Team builder, Calculated Risk taking, Change agent, Innovative, Determination, Vision, Strategic, Futuristic and Empowering.

SKILLED LEADERSHIP SKILLS

Results, Engaging, Self Improvement

CHAPTER FIVE - CONCLUSIONS

Introduction

Sustainable leaders engage over an extended period of time in the process of influencing a group of individuals to achieve a common goal serving mutual purposes and values through a cooperative effort. They also share the attributes as derived in the model.

This research paper had two main objectives; the first one was to determine the common qualities among sustainable leaders. Common qualities among sustainable leaders will be generally defined as those identified through information gathered from the literature reviews. The second objective of the research was to create a model to evaluate the level of leadership within an organization and provide recommendations to improve the levels of leadership.

The first step for the research was to gather information to discover the common qualities among sustainable leaders. A review of the literature in Chapter One consisted of three main themes: 1. Study of Sustainable Innovation and its contribution towards business excellence; 2. Study of leadership theories; 3. Study of leadership in sustainable context. The literature accumulated from the study was summarized in a table at the end of the chapter. The results are shown at the end of Chapter One.

Data analysis helped us to compare, contrast and discuss the literature; the researcher then identified repeated themes in the data (embedded analysis). This was accomplished

by assigning themes and assertions, examining patterns of categories and aggregating categories into broader concepts, the following intersecting concepts emerged – 1. Operational Tasks and Behaviours; 2. Personal attributes, Morality and Ethics; 3. Continual Innovation and Improvement 4. Learner /Teacher and Teamwork and 5. Inter-generational thinking. This formed the basis for the sustainable leadership model. Data Analysis of the literature helped us derive a list of attributes which contributed to the development of the above five concepts. This formed the sustainable leadership model. An evaluation grading system was created for the study and each attribute was explained based on the grading system. The sustainable Leadership Evaluation Model was developed. The results are displayed in Chapter Three. To evaluate the level of leadership within an organization, data collection strategies were planned; data was collected through questionnaires, interviews, stories and artifacts. Triangulation of data provided cross data validation and a summary of the findings showed the level of leadership existing within the organization. The results are displayed in Chapter Four.

Chapter Structure

This chapter presents a summary of the findings of the research. This is followed by conclusions, implications of the research, recommendations for future research and finally a summary.

Summary of Findings and Conclusions

The research aimed to achieve two objectives, first to create a model for sustainable leadership and then to evaluate the level of sustainable leadership within an organization.

Model development - Results 1

A comparison of the different content streams in the literature yielded the following five intersecting concepts:

Figure 3: Sustainable Leadership Model Five Attributes

SUSTAINABLE LEADERSHIP MODEL				
OPERATIONAL TASKS AND BEHAVIORS	PERSONAL ATTRIBUTES MORALITY AND ETHICS	INTER- GENERATIONAL THINKING	LEARNING COMMUNICATION AND TEAMWORK	CONTINUAL INNOVATION AND IMPROVEMENT

The data analysis was performed according to the structured sequence proposed by Miles and Huberman (1994), which following data collection includes data reduction, data display and data conclusion. All the attributes contributing towards the five concepts highlighted were identified and listed together to form the model for Sustainable Leadership.

Figure 4: Sustainable Leadership Model

SUSTAINABLE LEADERSHIP MODEL				
OPERATIONAL TASKS AND BEHAVIORS	PERSONAL ATTRIBUTES MORALITY AND ETHICS	INTER- GENERATIONAL THINKING	LEARNING COMMUNICATION AND TEAMWORK	CONTINUAL INNOVATION AND IMPROVEMENT
Decisive Techincal Competencies Problem Solving Skills Time Mangement Effectiveness Planning Work Ethics Responsible Knowledge of business Results	Confidence Believer / Courage Personal humility Behavior / Decency Engaging Integrity Patience Self efacing Co-operativeness Honesty	Vision Strategic Futuristic Empowering	Enthusiastic Knowledgable and prepared Delegate Mentor Teamwork Learner Realistic Open communication Communication Skills Coach Teambuilder	Self Improvement Calculated Risk taking Change agent Innovative Determination

In order to evaluate level of leadership a grading system was created which was used to evaluate the level of leadership from unsatisfactory levels to the sustainable leadership level.

Table 2: Sustainable Leadership Grading System

SUSTAINABLE LEADERSHIP GRADING SYSTEM				
Unsatisfactory (1)	Needs Development (2)	Skilled (3)	Accomplished (4)	Sustainable Leaders (5)
Leader is not putting forth required effort. Coaching is either not getting done or does result in any change in behavior.	Includes leaders who are new in the role and those who are putting forth the required effort but not quite meeting Competency expectations. Require regular coaching.	Requires occasional coaching in these exhibited Competencies.	Requires minimal coaching in these exhibited Competencies. Frequently influences others to develop/apply this Competency.	Requires no coaching in these Competencies. Highly proficient in transferring skills of Competency to others across projects/departments through mentoring. Sought out due to reputation as expert.

A leadership evaluation model was developed, where all the attributes of sustainable leadership derived from literature were further explained with respect to each level of leadership. This model served as a reference point for the researcher in terms of interpreting the data received from the questionnaire. It also assists in understanding the level of leadership and indicates paths for improvement. This model was also validated by an expert panel review system and a copy of the form is attached in the Appendix A.

SUSTAINABLE LEADERSHIP EVALUATION MODEL (TABLE 3)

Operational Tasks and Behavior

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Decisive <ul style="list-style-type: none"> Makes decisions based solely on own beliefs Technical Competencies <ul style="list-style-type: none"> Does not have technical knowledge of work. Problem Solving Skills. <ul style="list-style-type: none"> Owens problems and does not share decision making with others Incompetent problem-solver Time Management Skills <ul style="list-style-type: none"> No time management skills Effectiveness <ul style="list-style-type: none"> No understanding of forecasting challenges No budgeting experience Results <ul style="list-style-type: none"> Does not follow through or “walk the talk” Planning <ul style="list-style-type: none"> Never has a backup plan 	Decisive <ul style="list-style-type: none"> Makes decisions based on insufficient information Technical Competencies <ul style="list-style-type: none"> Does not complete job duties in an efficient/timely manner due to lack of technical knowledge. Problem Solving Skills. <ul style="list-style-type: none"> Tends to own all problems and does not share decision making with others Ineffective problem-solver Time Management Skills <ul style="list-style-type: none"> Inadequate time management skills Effectiveness <ul style="list-style-type: none"> Lacks understanding of forecasting challenges Minimal budgeting experience Results <ul style="list-style-type: none"> Does not always follow through or “walk the talk” Planning <ul style="list-style-type: none"> Seldom has a backup plan 	Decisive <ul style="list-style-type: none"> Frequently makes decisions based on information from multiple sources Technical Competencies <ul style="list-style-type: none"> Utilizes technical knowledge effectively Problem Solving Skills. <ul style="list-style-type: none"> Uses knowledge to solve routine problems Effective problem-solver Time Management Skills <ul style="list-style-type: none"> Adequate time management skills Effectiveness <ul style="list-style-type: none"> Some understanding of forecasting challenges Effectively manages budget Results <ul style="list-style-type: none"> Frequently delivers on promises, follows through and “walks the talk” Planning <ul style="list-style-type: none"> Frequently has a backup plan 	Decisive <ul style="list-style-type: none"> Consistently makes decisions based on information from multiple sources Technical Competencies <ul style="list-style-type: none"> Consistently uses technical knowledge to help solve problems. Problem Solving Skills. <ul style="list-style-type: none"> Consistently uses knowledge to creates new solutions Excellent problem-solver who seeks out root causes Time Management Skills <ul style="list-style-type: none"> Excellent and effective time management skills Effectiveness <ul style="list-style-type: none"> Effective understanding of forecasting challenges Effectively manages budget Results <ul style="list-style-type: none"> Consistently delivers on promises, follows through and “walks the talk” Planning <ul style="list-style-type: none"> Consistently assists others in planning/organizing 	Decisive <ul style="list-style-type: none"> Continually makes decisions based on information from multiple sources with significant business results Technical Competencies <ul style="list-style-type: none"> Continually uses technical expertise to help resolve other’s technical problems, transfers knowledge to others. Problem Solving Skills. <ul style="list-style-type: none"> Continually uses knowledge to creates new solutions Insightful problem-solver who seeks out root causes Time Management Skills <ul style="list-style-type: none"> Excellent and effective time management skills; documents practices to streamline others’ use of time Effectiveness <ul style="list-style-type: none"> Effective understanding of forecasting challenges Effectively manages budget Results <ul style="list-style-type: none"> Always delivers on promises, follows through and “walks the talk”; perceived as trustworthy as a result Planning <ul style="list-style-type: none"> Continually assists others in planning/organizing

1. Operational Tasks and Behavior (Cont.)

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Responsibility <ul style="list-style-type: none"> Does not accept responsibility for own mistakes Work Ethics <ul style="list-style-type: none"> Becomes defensive and/or seeks fault with the customer, peers and management Knowledge of Business <ul style="list-style-type: none"> No understanding of company's corporate strategy. 	Responsibility <ul style="list-style-type: none"> Does not always accept responsibility for own mistakes Work Ethics <ul style="list-style-type: none"> May become defensive and/or seeks fault with the customer, peers and management Knowledge of Business <ul style="list-style-type: none"> Little understanding of company's strategic goals. 	Responsibility <ul style="list-style-type: none"> Accepts responsibility for own mistakes and learns from them Work Ethics <ul style="list-style-type: none"> Frequently shows empathy with the customer, peers and management Knowledge of Business <ul style="list-style-type: none"> Demonstrates basic understanding of company's corporate strategies. 	Responsibility <ul style="list-style-type: none"> Consistently accepts responsibility for own mistakes, learns from them and frequently shares insights with others Work Ethics <ul style="list-style-type: none"> Consistently shows empathy with the customer, peers and management Knowledge of Business <ul style="list-style-type: none"> Paints a compelling picture of company's corporate strategies. 	Responsibility <ul style="list-style-type: none"> Always accepts responsibility for own mistakes, learns from them and makes changes to ensure that others do not make the same mistakes Work Ethics <ul style="list-style-type: none"> Always shows empathy with the customer, peers and management Knowledge of Business <p>Paints a compelling picture of company's corporate strategies.</p>

2. Personal Attributes, Morality and Ethics

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Confidence <ul style="list-style-type: none"> No confidence results in ineffective decisions 	Confidence <ul style="list-style-type: none"> Lacks confidence results in unsure decisions 	Confidence <ul style="list-style-type: none"> Possesses confidence, resulting in sound decisions 	Confidence <ul style="list-style-type: none"> Possesses confidence, resulting in sound decisions and full support of others 	Confidence <ul style="list-style-type: none"> Possesses confidence, resulting in sound decisions and full support of others
Courage / Believer <ul style="list-style-type: none"> Avoids new challenges/projects Backs down from what he/she believes is right 	Courage/ Believer <ul style="list-style-type: none"> Tends to avoid new challenges /projects May back down from what he/she believes is right 	Courage/ Believer <ul style="list-style-type: none"> Accepts new assignments Frequently pursues beliefs with courage and determination 	Courage/ Believer <ul style="list-style-type: none"> Willingly and enthusiastically demonstrates flexibility in accepting assignments Consistently pursues beliefs with courage and determination 	Courage/ Believer <ul style="list-style-type: none"> Willingly and enthusiastically demonstrates flexibility in accepting assignments Continually pursues beliefs with courage and determination
Integrity <ul style="list-style-type: none"> Does not accept responsibility for own mistakes 	Integrity <ul style="list-style-type: none"> Does not always accept responsibility for own mistakes 	Integrity <ul style="list-style-type: none"> Accepts responsibility for own mistakes and learns from them 	Integrity <ul style="list-style-type: none"> Consistently accepts responsibility for own mistakes, learns from them and frequently shares insights with others 	Integrity <ul style="list-style-type: none"> Always accepts responsibility for own mistakes, learns from them and makes changes to ensure that others do not make the same mistakes
Self Effacing <ul style="list-style-type: none"> Always seeking to exhibit a powerful impression, credit taking attitude. 	Self Effacing <ul style="list-style-type: none"> Tends to take credit of others works. Proud at times. 	Self Effacing <ul style="list-style-type: none"> Gives credit to people and exhibits a team member impression. 	Self Effacing <ul style="list-style-type: none"> Appreciates work done by others, gives credit to team. 	Self Effacing <ul style="list-style-type: none"> Appreciates work done by others, gives credit to team.
Personal humility <ul style="list-style-type: none"> Always seeking to exhibit a powerful impression, credit taking attitude. 	Personal humility <ul style="list-style-type: none"> Tends to take credit of others works. Proud at times. 	Personal humility <ul style="list-style-type: none"> Gives credit to people and exhibits a team member impression. 	Personal humility <ul style="list-style-type: none"> Appreciates work done by others, gives credit to team. Exhibits a humble and friendly impression. 	Personal humility <ul style="list-style-type: none"> Appreciates work done by others, gives credit to team. A prefect team member and exhibits a humble and friendly impression.

3. Inter-Generational Thinking

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Vision <ul style="list-style-type: none"> Does not look into the big picture of things. Strategic <ul style="list-style-type: none"> Cannot describe company/project goals or strategies Futuristic <ul style="list-style-type: none"> Egocentric leaders set up their successor for failure. Empowering <ul style="list-style-type: none"> Lacks skills to develop an employee to take on expanded responsibilities 	Vision <ul style="list-style-type: none"> Tends to concentrate on the present more than the future. Strategic <ul style="list-style-type: none"> Provides incomplete/inaccurate description of company/project goals or strategies Futuristic <ul style="list-style-type: none"> Are Egocentric at times and set up their successor for failure. But have potential to change. Empowering <ul style="list-style-type: none"> Lacks skills to develop an employee to take on expanded responsibilities 	Vision <ul style="list-style-type: none"> Frequently seeks to achieve future goals. Strategic <p>Able to describe company/project goals or strategies</p> Futuristic <ul style="list-style-type: none"> Good team player helps his team members. Empowering <ul style="list-style-type: none"> Creates guidelines for direct reports to make empowered business decisions 	Vision <ul style="list-style-type: none"> Consistently looks at the broader picture, seeks for sustainable solutions. Strategic <ul style="list-style-type: none"> Understands and shares company/project goals Futuristic <ul style="list-style-type: none"> Good team player helps his team members. A Credit giver and sets up his successor for even greater success. Empowering <ul style="list-style-type: none"> Consistently creates guidelines for direct reports/ others to make empowered business decisions 	Vision <ul style="list-style-type: none"> Continually supports future goals and moves towards long term sustainable solutions. Strategic <ul style="list-style-type: none"> Understands and shares company/project goals Futuristic <ul style="list-style-type: none"> Sustainable Leaders set up their successors for even greater success in the next generation. And display a compelling modest, are self effacing attitude to work. Empowering <ul style="list-style-type: none"> Possesses outstanding skills to develop an employee to take on expanded responsibilities

4. Learning, Communication and Teamwork (Contd.)

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Learner / Listener <ul style="list-style-type: none"> Doesn't listen Rarely pays attention to what others are saying Delegate <ul style="list-style-type: none"> Does not delegate Teamwork: <ul style="list-style-type: none"> Incompetent facilitator of meetings/ discussions Lacks knowledge and skill in building a cohesive, performing team Team Builder <ul style="list-style-type: none"> Unable to match team members' skills to projects 	Learner / Listener <ul style="list-style-type: none"> Sometimes doesn't pay attention to what others are saying Sometimes misses important facts Delegate <ul style="list-style-type: none"> Tends not to delegate Delegates poorly Teamwork: <ul style="list-style-type: none"> Inexperienced facilitator of meetings/ discussions Inexperienced at building a cohesive, performing team Team Builder <ul style="list-style-type: none"> Finds it difficult to match team members' skills to projects 	Learner / Listener <ul style="list-style-type: none"> Frequently listens effectively Listens attentively to what others are saying Delegate <ul style="list-style-type: none"> Frequently delegates Delegates effectively Teamwork: <ul style="list-style-type: none"> Competent facilitator of meetings/ discussions Possesses adequate knowledge and skill in building a cohesive, performing team Team Builder <ul style="list-style-type: none"> Frequently identifies and matches team members' skills to projects 	Learner / Listener <ul style="list-style-type: none"> Consistently shares information Consistently an effective, active listener Delegate <ul style="list-style-type: none"> Consistently delegates Delegates effectively Teamwork: <ul style="list-style-type: none"> Excellent facilitator of meetings /discussions Possesses excellent knowledge and skill in building a cohesive, performing team Team Builder <ul style="list-style-type: none"> Consistently identifies and matches team members' skills to projects 	Learner / Listener <ul style="list-style-type: none"> Continually shares information Continually an effective, active listener Delegate <ul style="list-style-type: none"> Continual, effective delegator Teamwork: <ul style="list-style-type: none"> Outstanding facilitator of meetings /discussions Possesses outstanding knowledge and skill in building a cohesive, high-performance team Team Builder <ul style="list-style-type: none"> Continually identifies and matches team members' skills to projects

5. Continual Innovation and Improvement

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
Leader as Change Agent <ul style="list-style-type: none"> Conveys an inability to change 	Leader as Change Agent <ul style="list-style-type: none"> May convey an inability to change 	Leader as Change Agent <ul style="list-style-type: none"> Frequently responds to and supports change, regardless of personal opinion 	Leader as Change Agent <ul style="list-style-type: none"> Consistently supports change, regardless of personal opinion 	Leader as Change Agent <ul style="list-style-type: none"> Continually supports change, regardless of personal opinion
Self Improvement <ul style="list-style-type: none"> Never solicits feedback from business partners on personal performance Does not create any Personal Development Plans or Goals 	Self Improvement <ul style="list-style-type: none"> Rarely solicits feedback from business partners on personal performance 	Self Improvement <ul style="list-style-type: none"> Frequently solicits feedback from business partners on personal performance Frequently acts on feedback Frequently adheres to Personal Development Plan 	Self Improvement <ul style="list-style-type: none"> Consistently solicits feedback from business partners on personal performance Consistently acts on feedback Consistently adheres to Personal Development Plan 	Self Improvement <ul style="list-style-type: none"> Continually solicits feedback from business partners on personal performance Continually acts on feedback which creates improved performance Continually adheres to Personal Development Plan
Innovation <ul style="list-style-type: none"> Fosters the status quo 	Innovation <ul style="list-style-type: none"> Tends to fosters the status quo 	Innovation <ul style="list-style-type: none"> Occasionally “pushes the envelope” through creative ideas and solutions 	Innovation <ul style="list-style-type: none"> Consistently “pushes the envelope” through creative ideas and solutions 	Innovation <ul style="list-style-type: none"> Continually “pushes the envelope” through creative ideas that drive business performance
Calculated Risk-Taking <ul style="list-style-type: none"> Never takes calculated risks and does not expect others to take them 	Calculated Risk-Taking <ul style="list-style-type: none"> Hesitates to take calculated risks and does not encourage others to take them 	Calculated Risk-Taking <ul style="list-style-type: none"> Frequently encourages others and self to take calculated risks that improve business performance 	Calculated Risk-Taking <ul style="list-style-type: none"> Consistently encourages others and self to take calculated risks that improve business 	Calculated Risk-Taking <ul style="list-style-type: none"> Continually encourages others and self to take calculated risks that improves business
Determination <ul style="list-style-type: none"> Never confident to do things on his own. 	Determination <ul style="list-style-type: none"> Hesitates to go ahead and initiate things 	Determination <ul style="list-style-type: none"> Frequently determined to do things, but has lost hope when things get tough. 	Determination <ul style="list-style-type: none"> Determined to try new things consistently. 	Determination <ul style="list-style-type: none"> Continually determined to try new things and bring about improvement and innovation.

6. Learning, Communication and Teamwork

Unsatisfactory	Needs Development	Skilled	Accomplished	Sustainable Innovative Leaders
<p>Coach/ Teacher</p> <ul style="list-style-type: none"> Does not establish clear goals Does not explain “the big picture” and how daily/monthly objectives support overall company strategies <p>Communication</p> <ul style="list-style-type: none"> Avoids speaking in public Avoids answering questions <p>Open Communication</p> <ul style="list-style-type: none"> Never seeks to understand others’ perspectives <p>Mentor</p> <ul style="list-style-type: none"> Avoids or mishandles conflict Withholds or forgets to communicate information Lacks assertiveness in communication Incompetent negotiator Minimal to no influence skills 	<p>Coach / Teacher</p> <ul style="list-style-type: none"> Sometimes does not establish clear goals Sometimes explains “the big picture” and how daily/monthly objectives support overall company strategies <p>Communication</p> <ul style="list-style-type: none"> Is uncomfortable with public speaking Answers questions incompletely <p>Open Communication</p> <ul style="list-style-type: none"> Does not always seek to understand others’ perspectives <p>Mentor</p> <ul style="list-style-type: none"> Occasionally avoids or mishandles conflict May withhold or forget to communicate information Sometimes lacks assertiveness in communication Inexperienced negotiator Influence skills need development 	<p>Coach/ Teacher</p> <ul style="list-style-type: none"> Frequently establishes clear goals Frequently explains “the big picture” and how project objectives support overall company strategies <p>Communication</p> <ul style="list-style-type: none"> Is competent with public speaking Frequently gives complete answers <p>Open Communication</p> <ul style="list-style-type: none"> Seeks to understand other’s perspective <p>Mentor</p> <ul style="list-style-type: none"> Frequently handles conflict situations effectively Frequently shares information Frequently demonstrates assertive communication Competent negotiator Possesses competent influence skills 	<p>Coach/ Teacher</p> <ul style="list-style-type: none"> Consistently establishes clear goals Consistently explains “the big picture” and how project objectives support overall company strategies <p>Communication</p> <ul style="list-style-type: none"> Commands attention speaking in public Consistently offers complete answers <p>Open Communication</p> <ul style="list-style-type: none"> Consistently seeks to understand and make reference to other’s perspective when communicating <p>Mentor</p> <ul style="list-style-type: none"> Consistently and effectively manages conflict to surface important issues Consistently an assertive communicator Excellent and persuasive negotiator Possesses excellent influence skills Maintains clarity in pressure situations. Seeks clarification when communicating with others 	<p>Coach/ Teacher</p> <ul style="list-style-type: none"> Continually establishes clear goals Continually explains “the big picture” and how objectives support overall company strategies <p>Communication</p> <ul style="list-style-type: none"> Commands attention speaking in public Continually offers complete answers <p>Open Communication</p> <ul style="list-style-type: none"> Continually seeks to understand and make reference to other’s perspective when communicating Constantly creates an atmosphere in which timely and high quality information flows smoothly <p>Mentor</p> <ul style="list-style-type: none"> Always an effective manager of conflict to surface important issues and their root causes Continually assertive communicator Outstanding and persuasive negotiator Possesses outstanding influence skills Continually maintains clarity in pressure situations. Seeks clarification when communicating with others

The sustainable leadership evaluation model derived serves many purposes; first of all it explains the attributes of a sustainable leader. Secondly, the model explains the attributes at different leadership levels. Finally, it provides guidelines for improving the level of leadership within an organization.

Sustainable Leadership Evaluation Results

Data was collected through multiple methods like questionnaires, interviews, stories and artifacts, provided cross data validation. Data analysis provided the following evaluation results –

The model for Sustainable Leadership listed a total of forty attributes. 8 percent of the attributes were rated 5 (Sustainable Leadership Level) 84 percent of the attributes were rated 4 (Accomplished Leadership Level) and 8 percent of the attributes were rated 3 (Skilled Leadership Level)

Figure 7: Leadership Evaluation Results

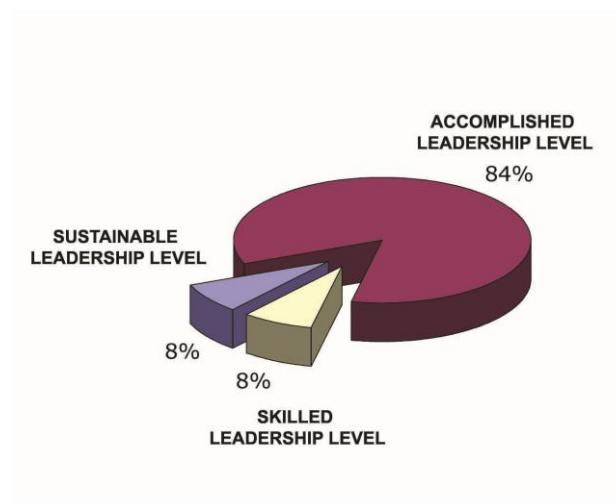
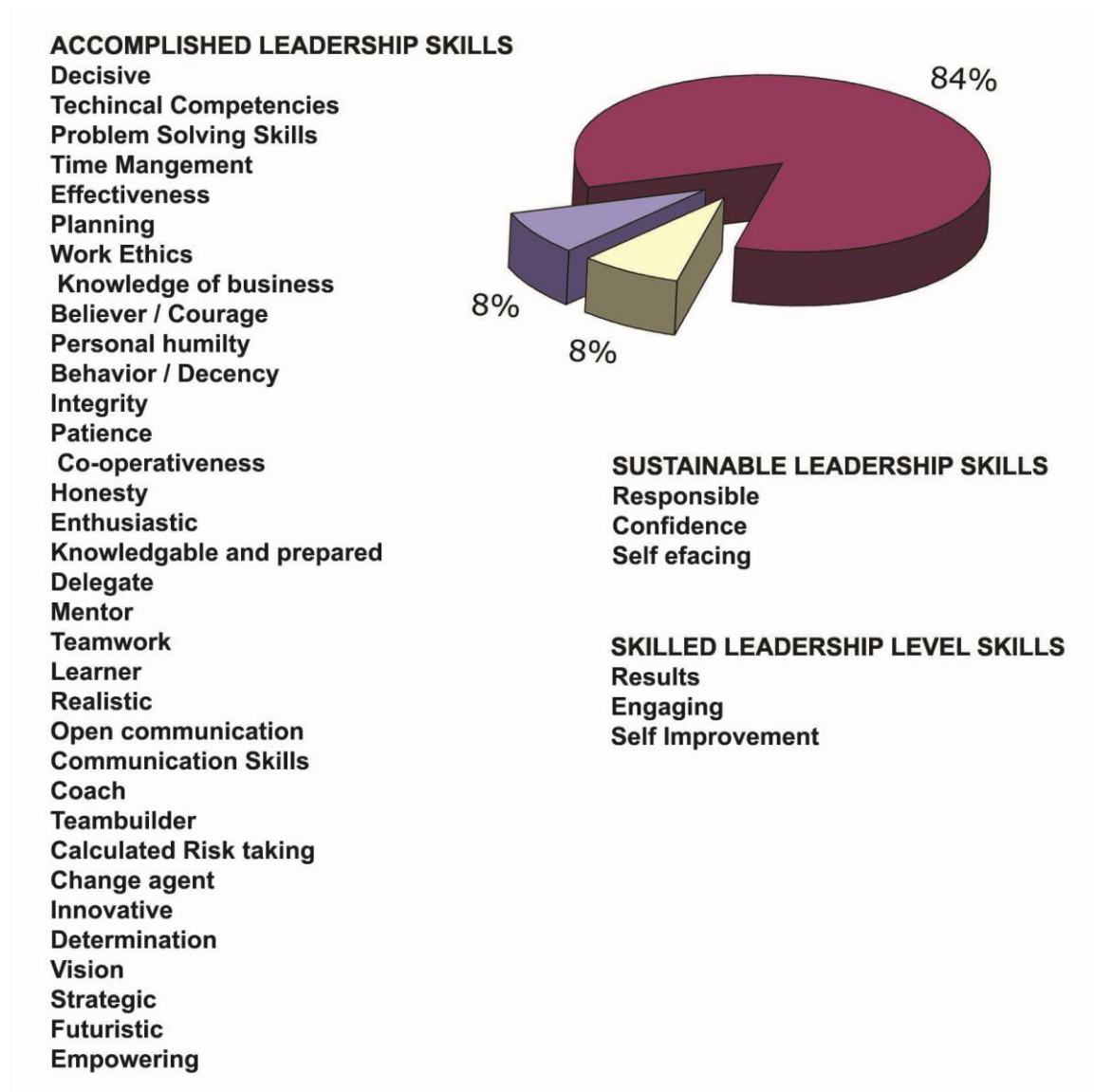


Figure 8: Leadership Skills



Conclusions

Through the research we have evaluated the level of individual leadership within an organization for one focal manager. The conclusion section shall now explain the results of the evaluation with reference to the Sustainable Leadership Evaluation model developed which has been developed in this research.

SUSTAINABLE LEADERSHIP SKILLS

Responsibility – The evaluation shows that all participants felt that Mr. LG has all the qualities of being responsible. His skill level has been found to be of a sustainable leader. The Sustainable leadership evaluation model defines his qualities as one who always accepts responsibility for own mistakes, learns from them and makes changes to ensure that others do not make the same mistake.

Confidence – The sustainable leadership evaluation model defines his qualities as one who possesses confidence, resulting in sound decisions and full support of others

Self Effacing – The sustainable leadership evaluation model defines his qualities as one Who appreciates work done by others, gives credit to team.

ACCOMPLISHED LEADERSHIP SKILLS

Decisive – Based on the model an Accomplished Leader consistently makes decisions using information from multiple sources. Whereas a sustainable Leader on the other hand continually makes decisions using information from multiple sources and achieves significant business results. Research data obtained from the interviews give us further insight on the subject –

“He is decisive but determination is not good enough as he allows bureaucratic pressure to influence his decisions.” (P-3 Jan 31, 2007)

“Needs improvement in the management side of work, He is still on the learning curve there. That is what will affect in the results, in his decisiveness and knowledge of business.”(P-5 – Feb 1, 2007)

As you can see that decisiveness has been identified as an area which needs improvement. Use of multiple sources to make sound decisions continuously is what is needed to be achieved. Bureaucratic pressure is identified as a hindrance to his decision making.

Technical Competency - Consistently uses technical knowledge to help solve problems. The model indicates that a sustainable leader continually uses technical expertise to help resolve other’s technical problems, transfers knowledge to others. This indicates the missing link.

Problem Solving Skills – An Accomplished leader consistently uses knowledge to create new solutions and is an excellent problem-solver who seeks out root causes.

Research data obtained from the interviews gives further insight on the subject - “I see him at the mid-point of the learning curve in terms of problem solving skills, looking at problem solving as an overall approach, if it was specific to technical skills, he would be graded much higher”. (P-2 Jan 30, 2007)

Time Management – An accomplished leader effectively manages time and is good at the job. While a sustainable leader even documents practices to streamline others use of time. Time management specifically is highlighted from the client side and is area in

need of improvement. “Project delays in regular bases indicates that time management is an important area for improvement” (P-6 Jan 20, 2007)

Effectiveness – An accomplished leader has an effective understanding of forecasting challenges and effectively manages the budget. Effectiveness at work is essential and its not always what you do, it is also how well you do it. As stated by the client P6 -“Quality issues seen on handover of project are critical and are not always in the best expected standards; effectiveness of work is critical and needs to be an area of improvement”. (P-6 Jan 20, 2007)

Planning- An Accomplished Leader consistently assists others in planning/organizing. Where as a sustainable leader is an ideal planner and never misses a target. Its perfection to be achieved when it comes to a sustainable leader.

Work Ethics - An accomplished Leader consistently shows empathy with the customer, peers and management. Research data obtained from the interviews gives further insight on the subject - “He is a very morally sound person, his work ethics are really high and there is nothing irrational or not moral about him. He tries hard to do things and help solve issues”. (P-2 Jan 30, 2007).

“I think is a very descent human being, but no one is perfect and there are areas which needs improvement”. (P-6 Jan 20, 2007) - Scope for improvement

Knowledge of business – An accomplished leader paints a compelling picture of company’s corporate strategies. The model indicates that a sustainable leader would make sure that he aligns all project goals with the corporate strategy as well. This shows that the knowledge of business is being utilized in every aspect of work.

Courage –An accomplished leader willingly and enthusiastically demonstrates flexibility in accepting assignments and pursues his belief with courage and determination.

Personal Humility, Honesty and Decency - Appreciates work done by others, gives credit to team, a prefect team member and exhibits a humble and honest impression. Research data obtained from the interviews gives further insight on the subject -

“He has been working day and night along with his team in order to complete the projects. Has done all kinds of works, even small things like cleaning or hammering a nail on site.” (P-5 – Feb 1, 2007)

Integrity – An accomplished leader consistently accepts responsibility for own mistakes, learns from them and frequently shares insights with others.

Patience – Maintains a cool temperament always and never presses the panic button. Research data obtained from the interviews gives further insight on the subject -

“He is patient but not internally patient; it is a level of patience which includes irritation. In this volatile business it is imperative to be patient always and I have felt at times that he struggles to keep calm attitude with clients and contractors”. (P-2 Jan 30, 2007).

Cooperativeness – Understands, social and friendly to his team and is not unrealistic in terms of work. Research data obtained from the interviews gives further insight on the subject – This shows that it needs more personal involvement.

“He encourages people to take up responsibility and take on jobs, but limits his involvement in some projects in that way. This causes a problem as he cannot foresee problems in projects”. (P-3 Jan 31, 2007)

Enthusiasm – Energetic and inspiring at work, get everyone engaged with his optimistic and motivated attitude. Research data obtained from the interviews gives further insight

on the subject – “He is a great friend and a manager, creates a very informal friendly atmosphere within the organization”. (P-4 – Feb 1, 2007)

Knowledgeable and Prepared - Understands work and knows how to manage people.

Delegate- Consistently delegates, and delegates effectively.

Mentor - Always an effective manager of conflict to surface important issues and their root causes, continually assertive communicator, outstanding and persuasive negotiator, possesses outstanding influence skills, continually maintains clarity in pressure situations. Seeks clarification when communicating with others

Teamwork – Possesses excellent knowledge and skill in building a cohesive, performing team. Is a leader as well as an active member of the team.

Learner – Consistently shares information and is consistently an active learner.

Realistic – An accomplished leader understands his people problems and does not set impossible deadlines. Whereas a sustainable leader would also go out of his way to solve their problems. Research data obtained from the interviews gives further insight on the subject – “He does not do enough to approach people to identify personal problems of his employees. He prefers and likes people to approach him instead”. (P-3 Jan 31, 2007)

Open Communication – An accomplished leader consistently seeks to understand and make reference to other’s perspective when communicating. Whereas a sustainable leader continually seeks to understand and make reference to other’s perspective when communicating and constantly creates an atmosphere in which timely and high quality information flows smoothly. Research data obtained from the interviews gives further insight on the subject – “Being the senior Operating manager of the department all

communication from the upper management of the group is transmitted through him, but the communication flow across has a scope for a lot of improvement”. (P-2 Jan 30, 2007).

“Communication links are identified problem and there is always a problem for me to know who to contact for specific project related information.” (P-6 Jan 20, 2007)

Further validated by the client’s point of view that the aspect of communication is highlighted as an area that requires improvement.

Communication Skills - Commands attention speaking in public and consistently offers complete answers.

Coach – Consistently establishes clear goals and consistently explains “the big picture” and how project objectives support overall company strategies.

Team Building – Consistently identifies and matches team member’s skills to projects. While a sustainable leader always matches team member skills to projects and achieves results.

Calculated risk taking –An accomplished leader consistently encourages others to take calculated risks, that provide results. A sustainable leader is involved in the risk taken and ensures success. Research data obtained from the interviews gives further insight on the subject –“He encourages people to take up responsibility and take on jobs, but limits his involvement in some projects in that way. This causes a problem as he cannot foresee problems in projects”. (P-3 Jan 31, 2007)

Change Agent – An accomplished leader consistently supports change, regardless of personal opinion. While a sustainable leader always supports change, but also studies its consequences. Research data obtained from the interviews gives further insight on the

subject – “He is working hard on a change within an organization at the moment, but again it looks like it has been influenced by the upper management and with very limited involvement of the team members”. (P-3 Jan 31, 2007)

Innovation – An accomplished leader consistently “pushes the envelope” through creative ideas and solutions. While a sustainable innovative leader ensures its success as well. Every business is volatile and to seek a future innovation is the key, the data from the research interviews show areas that indicate improvement -“The amount of projects and the fast moving pace of things in the office, does not allow him to seek innovation in the extent which is expected”. (P-3 Jan 31, 2007)

Determination – An accomplished leader is determined to try new things consistently. Whereas a sustainable leader is continually determined to try new things and brings about improvement and innovation. The research data from interviews highlights a critical element with respect to his determination and perseverance -“He is decisive but determination is not good enough as he allows bureaucratic pressure to influence his decisions”. (P-3 Jan 31, 2007)

Visionary – An accomplished leader continually supports future goals and moves towards long-term sustainable solutions. A sustainable leader consistently looks at the broader picture, seeks for sustainable solutions, and works diligently to groom his successor.

Strategic – An accomplished leader understands and shares company/project goals

Futuristic Thinking – An accomplished leader is a good team player who helps his team members. A credit giver is someone who prepares his successor for even greater success, whereas a sustainable leader set up his successor for even greater success in the next

generation. This includes displaying a compelling, modest, and self-effacing attitude to work. The research questionnaire relates to the attribute -“In this company there are employees who have been around for more than ten years and still I cannot identify the person who could be his successor. It is surprising that in his absence there is no one who can take over his duties”. (P-3 Jan 31, 2007)

Empowering – Accomplished leaders consistently create guidelines for direct reports/ others to make empowered business decisions. In contrast, sustainable leaders possess outstanding skills to develop an employee to take on greater responsibilities. In this case again the research interviews offer us critical information with respect to the participant’s empowering skills -“He gives you the power and entrusts you with the responsibility to do things on your own.” (P-5 – Feb 1, 2007)

“Helps people accomplish goals together, gives them the power and responsibility. But I don’t think he bothers enough or is proactive about their progress”. (P-2 Jan 30, 2007).

This indicates clearly the areas of improvement.

SKILLED LEADERSHIP LEVEL ATTRIBUTES

Results - An accomplished leader consistently delivers on promises, follows through and “walks the talk”. On the other hand a sustainable leader always delivers on promises follows through and “walks the talk”; and is perceived as trustworthy as a result. The research interviews provide more information on this topic - “Bureaucratic pressure in a family business plays a negative influence at work; causes time management issues, further affects planning and ultimately reflect in the results. He needs to be more determine to get what he wants”. (P-4 – Feb 1, 2007)

“Project delays in regular bases indicates that time management is an important area for improvement” (P-6 Jan 20, 2007) – Indicates that the aspect of results needs improvement.

Engaging – An accomplished leader is receptive to his team, understands and communicates with them. A sustainable leader on the other hand understands and realizes the problems of his team and takes action on them. – Research interviews provide more information which gives us a detailed understanding of the participant -“He does not do enough to approach people to identify personal problems of his employees. He prefers and likes people to approach him instead”. (P-3 Jan 31, 2007)

“He understands the brand and the clients point of view, but the output changes, probably it is the engaging factor with his team which is the cause of such project problems” (P-6 Jan 20, 2007)

Self Improvement – An accomplished leader seeks to improve himself with feedbacks and makes a development plan accordingly. A sustainable leader goes out of his way and keeps a self improving cycle on all the time. The research interviews provide more information on the topic -“I don’t think he puts in the amount of effort in self improvement as is expected. It is of critical importance in today’s business environment. Probably its time constraints but is essentially that he keeps working on this direction”. (P-2 Jan 30, 2007).

“The amount of projects and the fast moving pace of things in the office, does not allow him to seek innovation in the extent which is expected”. (P-3 Jan 31, 2007)

The evaluation results identify the strengths and weaknesses of the participant. The areas which need most improvement are the ones within the skilled leadership level. The sustainable leadership evaluation model also assists in providing guidelines for improvement. The research thus has successfully provided a model for sustainable leadership, sustainable leadership evaluation and has applied the model to an organization to evaluate the level of leadership within the organization in order to exhibit how the model can be used.

Implications of the Findings for Leaders and Organizations

Organizations recognize the value of effective leaders. The costs to recruit and retain leaders are high but nowhere near as expensive as making a failed search, and through the loss of leaders often accompanied by buy-outs. Reduced morale is an added liability experienced by many organizations after a change of leader, especially when it is a forced change. The data from this study provides new insights into recruitment and retention for leaders and organizations. The five concepts of sustainable leadership outlines in a research framework a sustainable leader paradigm which can be implemented as an assessment instrument for current leaders and used as a development tool for emerging and aspiring leaders. The sustainable leadership evaluation model can be used as a guideline for improvement. The world is in need of sustainable leaders today and this research attempts to bring more attention to this topic. In summary, it aims to benefit leaders and organizations, advance vision and to promote continuity in learning.

Recommendations for Future Research

Sustainability is a diverse topic and relates to the entire world. As a consequence of the world's desires for endless progress and limitless consumption, for immediate pleasure and short-term rewards, for wanting it all and wanting it now, our planet and its people are now in peril. Politicians today are hooked onto instant gratification of short-term elections and quick fix results have exchanged the moral imperatives of long-term climate change for the immediate popularity of electoral success – and global poverty, widespread climatologically catastrophe, and migration of millions around the globe are the consequences that now await us all.

Current fashionable educational change and reform strategies similarly threaten to treat our teachers and human resources as unsustainable, as multinational businesses and politicians have undermined the sustainability of our natural resources. The time has come to wake up and start to repair the damage that has been done and begin to create a sustainable future for everyone. The task is big and we need the participation of all kinds of people from politicians to CEO's teachers, civil officers and scholars for their research contribution.

In the current research we have primarily focused on sustainability with respect to organizations and business excellence. Further, we have derived the common attributes of leaders related to the qualities of sustainable leadership. A model for sustainable leadership has been constructed and the research has formulated a sustainable leadership

evaluation model. The model helps to evaluate the level of sustainable leadership and highlights the good and bad qualities of this complex phenomenon.

However the research findings do not give enough information to improve the level of leadership for each attribute. This would definitely be the next level of research which can take this study a step forward. Secondly the research has not gone into detail on the strategies involved in bringing about sustainability. This dissertation study focuses more on identifying and evaluating the attributes of leadership. This constitutes another significant area for future research. This study has concentrated mostly on the corporate and organizational aspects of sustainability; there is a lot of potential for future research on sustainability – like environmental sustainability and socio-political sustainability.

Environmental sustainability is the ability to maintain the qualities that are valued in the physical environment such as human life, climatic conditions, clean water, and air. It is about producing renewable resources such as water, timber, and solar energy. It concerns the functioning of our society and reductions in non-renewable resource depletion. Sustainability means creating a good quality of life for all by creating a beautiful environment. Research studies on the role of sustainability in the natural environment and the role of leadership in bringing about environmental sustainability are recommended. Leaders play a vital role in changing the environment; there are numerous ways in which we can participate in making a difference such as waste management and using less toxic materials. Sustainability is all about how much we can do to make a difference and research can further branch out in specific industries such as sustainable construction /

design and manufacturing. There are numerous ways that sustainability in the context of the natural environment can be studied.

Socio-political sustainability is concerned with the physical and material standing of people but further than this it is connected with the state of their civil society, it therefore expands beyond the employment of simple monetary means, socio-political development entails not only the engagement of institutional mechanisms, but also their modification and advancement. It seeks pathways to durable social enrichment and development via the vibrancy and health of a society's political processes. It includes respecting diversity and one another's belief in religion and culture so as to create a peaceful and sustainable society. Research on socio-political sustainability is another direction for future research. It would be interesting to see how this research could be done regionally in different parts of the world to understand how different approaches can be taken by leaders to handle issues of different regional context.

A sustainable approach to business is becoming more and more popular today and many organizations are seeking ways to incorporate this in their culture. Another interesting topic of research would be on how an organization can convert into a sustainable organization. These are some of the future research studies recommended. This is definitely not an end to the list. Sustainability is a never ending process by itself and learning, renewal and change are in essential part of it.

Summary of Chapter

The purpose of the study was to determine the qualities of a sustainable leader. A model was derived from the literature and a sustainable leadership evaluation model was created. The model was applied to an organization to see how the level of leadership can be evaluated. The results were referred to the sustainable leadership evaluation model to acquire a detailed understanding of the level of leadership existing in the organization under study. Conclusions derived from the evaluation indicate other potential areas of research. The world is in need for sustainable leaders today and this research attempts in bringing more attention to this topic, the research aims to benefit leaders and promotes continuity in learning.

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APPENDIX A

PARTICIPANT LETTERS

(EXPERT PANEL LETTER format to validate the Interview and 360 degree feedback Questionnaires)

Date
Expert, PHD
Organization
Address

Dear Dr.

Firstly, I would like to express my gratitude for your generosity and willingness to serve as an expert panel member and to assist me in establishing the validity related to my dissertation research and my interview questions. My focus of study is to create a model for sustainable leadership which can be applied to evaluate the level of leadership within an organization.

Based on the literature study I have identified five parallel concepts. Content analysis was used to code the data into these five concepts. A second rater also coded the data to provide interrater reliability. The five parallel concepts derived were *Operational tasks and Behaviours of Leaders, Inter-generational thinking, Personal Moral and Ethics, Learning/ Communication and Teamwork and Continual innovation and Improvement*.

Based on your expertise and eminence in your field, I would appreciate if you could evaluate the interview questions and the questionnaires in relation to the five parallel concepts to ascertain whether they will accomplish the goals of gaining the desired information. Please indicate your responses with respect to the interview questions and the 360 degree feedback questionnaire. Appreciate your comments and suggestions.

Please feel free to contact me at (Phone#) if you have any questions or if I may be of any other assistance. I look forward to your reply.

(Attached along with the letter are a copy of the interview protocol and the 360 degree feedback form.)

Thank you in advance for your time and consideration

Sincerely

Researcher's Signature

(Letter for participation for the main participant for whom the 360 degree feedback review shall be organized.)

Date

Name

Organization

Dear

Thank you for your interest in this study. This letter is intended to provide information regarding the study and your participation in the 360 review in order to evaluate the level of Sustainable leadership.

Leaders are considered a scarce resource in the existing environment, and most especially those that are able to successfully retain a leadership position within the same organization. Therefore, the focus of my dissertation is to study the common qualities among sustainable leadership and evaluate the level of sustainable leadership in your organization. You have been identified as a very successful leader within the organization and I am requesting your participation in my research.

Your participation will involve an interview of approximately 45 minutes which will be scheduled at your convenience. As for the 360 degree review a questionnaire is attached along with the letter for you to grade your competencies. A similar questionnaire shall be sent to five other participants, the five other participants in the 360 degree review would be two peers who have worked with you over a span of seven years or more, a sub-ordinate, a senior colleague and an external client. The over all review analysis report will be submitted to you along with recommendations that would come through the sustainable leadership model.

In an effort to provide full disclosure and comply with our university policies, I want to make you aware of the following items:

- The interview questions will be provided to you in advance.
- As standard practice, interviews will be recorded and the researcher will also take notes.
- The interview will be transcribed and for the purpose of accuracy, a copy will be sent to you for review so that you may clarify, correct and ultimately collaborate the information.
- As part of our understanding with the Human resource, your identity will be kept confidential in terms of the dissertation.
- A copy of the final report shall be sent to you for your reference.
- You are free to decide not to participate or withdraw from participation.

Please sign and return this letter, as your permission to conduct and publish this interview and the analysis reports as a part of my dissertation. Your signature indicates you fully understand and agree to the terms of participation.

This study is directed towards the study of sustainable leadership and its evaluation within organizations and your willingness to share your wisdom is greatly appreciated. Please feel free to contact me at (Phone#). I would like to express my gratitude in advance for your consideration.

Sincerely,

Researcher's Signature

.....
Signature of Participant

.....
Date

(Letter for participation for the other participant in the 360 degree feedback review shall be organized.)

Name
Organization

Dear

Thank you for your interest in this study. This letter is intended to provide information regarding the study and your participation in the 360 review in order to evaluate the level of Sustainable leadership.

Leaders are considered a scarce resource in the existing environment, and most especially those that are able to successfully retain a leadership position within the same organization. Therefore, the focus of my dissertation is to study the common qualities among sustainable leadership and evaluate the level of sustainable leadership in your organization. Mr. LG has been identified as a very successful leader within your organization and I am requesting your participation in my research.

The 360 degree feedback is a performance appraisal approach that relies on the input of an employee's superiors, peers, subordinates, external clients. Hence I would appreciate your participation in the process.

In an effort to provide full disclosure and comply with our university policies, I want to make you aware of the following items:

- A questionnaire will be provided to you in advance.
- As standard practice, of 360 degree feedback methodology, personal rating of the participants shall not be disclosed to the main participant.
- The questions prepared are totally based on a sustainable leadership model; the feedback received will help analyzing the level of sustainable leadership.
- As part of our understanding with the Human resource, your identity will be kept confidential in terms of the dissertation.
- You are free to decide not to participate or withdraw from participation.

Please sign and return this letter, as your permission in participating in the analysis as a part of my dissertation. Your signature indicates you fully understand and agree to the terms of participation.

This study is directed towards the study of sustainable leadership and its evaluation within organizations and your willingness to share your wisdom is greatly appreciated. Please feel free to contact me at (Phone#). I would like to express my gratitude in advance for your consideration.

Sincerely,

Researcher's Signature

.....
Signature of Participant

.....
Date

APPENDIX B
INTERVIEW PROTOCOL

INTERVIEW PROTOCOL

The purpose of this study is to determine the common qualities among sustainable leaders and then apply the model to an organization to evaluate level of sustainable leadership. An interview was organized for 45 minutes only with the prime participant.

Introduction

- A. Thank participant
- B. Explain the interview purpose including taping and taking notes.
- C. Inquire if the participant has any questions with respect to the 360 degree feedback questionnaires submitted previously.
- D. Collect the feedback questionnaire from the participant.

Questionnaire

With respect to the questionnaire filled up by you, we would like to discuss your comments in detail.

- A. OPERATIONAL TASKS AND BEHAVIORS
- B. PERSONAL MORAL AND ETHICS
- C. LEARNING TEACHING AND COMMUNICATION
- D. CONTINUAL INNOVATION AND IMPROVEMENT
- E. INTER – GENERATIONAL THINKING

Situational Experience

- A. Describe an incident where you have best exemplified your being a sustainable leader or when you have seen the prime participant exhibiting sustainable leader qualities.

Inquiry closing

- A. Is there anything you would like to add?
- B. Thank participant.

INTERVIEW TRANSCRIPTION

Participant 1–

OPERATIONAL TASKS AND BEHAVIORS

“Leading an organization is all about being responsible, being decisive, executing strategies and achieving results”. (P-1 Jan 12, 2007) – Statement exhibits his awareness to the subject.

PERSONAL ATTRIBUTES, MORALITY AND ETHICS

“If you are not honest and do not possess good moral ethics, you will never be a successful leader. If people don’t believe in you and they can’t trust you. It is important to ensure that organizations are led by people with high morals, ethics and integrity”. (P-1 Jan 12, 2007)

LEARNING COMMUNICATING AND TEAMWORK

“Leaders must be good teachers but they must be able to learn from every employee, vendor or customer”. (P-1 Jan 12, 2007)

“I always tell my guys as long as they are doing their jobs fine, I would not interfere. If there is a problem then I come in. Giving team members responsibilities and help them deliver is my way of working”. (P-1 Jan 12, 2007)

CONTINUAL IMPROVEMENT AND INNOVATION

“Change is evolving into the best, a never ending process to reach the summit”. (P-1 Jan 12, 2007)

INTER- GENERATIONAL THINKING

“I see a global organization handling projects of large scales and expanding operations”.
(P-1 Jan 12, 2007)

“I always tell my guys as long as they are doing their jobs fine, I would not interfere. If there is a problem then I come in. Giving team members responsibilities and help them deliver is my way of working”. (P-1 Jan 12, 2007)

NARRATIVE EXPERIENCES

“The time we were opening our corporate offices, most of the guys were on vacation and all the stress was on my shoulders and we worked as a smaller team, day and night and had the job finished on time. At the opening ceremony the client mentioned, if you ever need anything done, I could have it done – It was an achievement, got the results and won the trust of the client”. (P-1 Jan 12, 2007)

Participant 2 –

OPERATIONAL TASKS AND BEHAVIORS

“I see him at the mid-point of the learning curve in terms of problem solving skills, looking at problem solving as an overall approach, if it was specific to technical skills, he would be graded much higher”. (P-2 Jan 30, 2007).

“He is not a kind of person who sits on the fence, and is not a kind of person who does not get involved at work. He does not even pretend to know things he does not know about and always play and active role in terms of operational tasks”. (P-2 Jan 30, 2007).

PERSONAL ATTRIBUTES, MORALITY AND ETHICS

“He is patient but not internally patient; it is a level of patience which includes irritation. In this volatile business it is imperative to be patient always and I have felt at times that he struggles to keep calm attitude with clients and contractors”. (P-2 Jan 30, 2007).

“He is a very morally sound person, his work ethics are really high and there is nothing irrational or not moral about him. He tries hard to do things and help solve issues”. (P-2 Jan 30, 2007).

LEARNING COMMUNICATING AND TEAMWORK

“Helps people accomplish goals together, gives them the power and responsibility. But I don’t think he bothers enough or is proactive about their progress”. (P-2 Jan 30, 2007).

“Being the senior Operating manager of the department all communication from the upper management of the group is transmitted through him, but the communication flow across has a scope for a lot of improvement”. (P-2 Jan 30, 2007).

CONTINUAL INNOVATION AND IMPROVEMENT

“I don’t think he puts in the amount of effort in self improvement as is expected. It is of critical importance in today’s business environment. Probably its time constraints but is essentially that he keeps working on this direction”.

“We are so busy by carrying on routine stuff that we do not get time to be very innovative”. (P-2 Jan 30, 2007).

INTER- GENERATIONAL THINKING

“There is no successor at the moment, it doesn’t seem like he is grooming someone to be one. As this is a family business it is a different scenario. It is not totally in his hands to appoint a successor”. (P-2 Jan 30, 2007).

“He has made visionary moves and made plans to bring about changes I the organization, but I would like to see them work”. (P-2 Jan 30, 2007).

NARRATIVE EXPERIENCE –

“ He is a very humble and down to earth person, I have seem him work on designs and drafting , have seen him be on site for nights, where as he really didn’t need to do that as a senior operations manager of the company”. (P-2 Jan 30, 2007).

Participant 3 -

OPERATIONAL TASKS AND BEHAVIORS

“He is decisive but determination is not good enough as he allows bureaucratic pressure to influence his decisions”. (P-3 Jan 31, 2007)

“He doesn’t always accomplish the results he aims at and compromises with conditions and situations.” (P-3 Jan 31, 2007)

PERSONAL ATTRIBUTES, MORALITY AND ETHICS

“He is willing to do all jobs in the office and go out of his way to help others”. (P-3 Jan 31, 2007)

“He does not do enough to approach people to identify personal problems of his employees. He prefers and likes people to approach him instead”. (P-3 Jan 31, 2007)

LEARNING COMMUNICATING AND TEAMWORK

“He encourages people to take up responsibility and take on jobs, but limits his involvement in some projects in that way. This causes a problem as he cannot foresee problems in projects”. (P-3 Jan 31, 2007)

CONTINUAL IMPROVEMENT AND INNOVATION

“The amount of projects and the fast moving pace of things in the office, does not allow him to seek innovation in the extent which is expected”. (P-3 Jan 31, 2007)

“He is working hard on a change within an organization at the moment, but again it looks like it has been influenced by the upper management and with very limited involvement of the team members”. (P-3 Jan 31, 2007)

INTER-GENERATIONAL THINKING

“In this company there are employees who have been around for more than ten years and still I cannot identify the person who could be his successor. It is surprising that in his absence there is no one who can take over his duties”. (P-3 Jan 31, 2007)

NARRATIVE EXPERIENCE –

“I noticed once an employee was on vacation and LG realized the workload and took it upon himself to do the work in order to meet the deadline. He did not make a big thing

about it, but just did the job and finished it in the absence of the employee. It showed a lot of support and exhibited a sustainable leadership virtue”. (P-3 Jan 31, 2007)

“ In the 3D outdoor sports event day, I saw a different side of LG.

Participant 4

OPERATIONAL TASKS AND BEHAVIORS

“Bureaucratic pressure in a family business plays a negative influence at work; causes time management issues, further affects planning and ultimately reflect in the results. He needs to be more determine to get what he wants”. (P-4 – Feb 1, 2007)

PERSONAL ATTRIBUTES, MORALITY AND ETHICS

“He is a great manager, and probably one of the best I have ever worked with, but I feel he needs to be more engaging and more proactive in understanding the problems of his employees”. (P-4 – Feb 1, 2007)

“LG is family to all of us.”(P-4 – Feb 1, 2007)

LEARNING COMMUNICATING AND TEAMWORK

“He is a great friend and a manager, creates a very informal friendly atmosphere within the organization”. (P-4 – Feb 1, 2007)

CONTINUAL INNOVATION AND IMPROVEMENT

“He is ambitious and wants to do things but again is not able to overcome bureaucratic influences”. (P-4 – Feb 1, 2007)

INTER-GENERATIONAL THINKING

“To compete with the market we need to move fast and cope up with the changes and we need to be more futuristic. Needs more proactive thinking”. (P-4 – Feb 1, 2007)

Participant 5 -

OPERATIONAL TASKS AND BEHAVIORS

“Needs improvement in the management side of work, He is still on the learning curve there. That is what will affect in the results, in his decisiveness and knowledge of business”. (P-5 – Feb 1, 2007)

PERSONAL ATTRIBUTES, MORALITY AND ETHICS

“He gives you the power and entrusts you with the responsibility to do things on your own.” (P-5 – Feb 1, 2007)

LEARNING, COMMUNICATING AND TEAMWORK

“He gives you the power and entrusts you with the responsibility to do things on your own.” (P-5 – Feb 1, 2007)

CONTINUAL INNOVATION AND IMPROVEMENT

“Learning is never ending and LG also has a long way to go. No body is perfect and we need to improve in various aspects”. (P-5 – Feb 1, 2007)

“His support to give us the freedom to do things our self brings about innovation and improvement”. (P-5 – Feb 1, 2007)

INTER-GENERATIONAL THINKING

“He gives you the power and entrusts you with the responsibility to do things on your own.” (P-5 – Feb 1, 2007)

NARRATIVE EXPERIENCE –

“He has been working day and night along with his team in order to complete the projects. Has done all kinds of works, even small things like cleaning or hammering a nail on site.” (P-5 – Feb 1, 2007)

“He is the best manager I have ever worked for”. (P-5 – Feb 1, 2007)

Participant 6 -

OPERATIONAL TASKS AND BEHAVIOR

“Project delays in regular bases indicates that time management is an important area for improvement” (P-6 Jan 20, 2007)

“Quality issues seen on handover of project are critical and are not always in the best expected standards; effectiveness of work is critical and needs to be an area of improvement”. (P-6 Jan 20, 2007)

PERSONAL ATTRIBUTES, MORALITY AND ETHICS

“He understands the brand and the clients point of view, but the output changes, probably it is the engaging factor with his team which is the cause of such project problems” (P-6 Jan 20, 2007) “Project delays in regular bases indicates that time management is an important area for improvement” (P-6 Jan 20, 2007)

“I think is a very descent human being, but no one is perfect and there are areas which needs improvement”. (P-6 Jan 20, 2007)

LEARNING TEACHING AND COMMUNICATING

“Communication links are a identified problem and there is always a problem for me to know who to contact for specific project related information.” (P-6 Jan 20, 2007)

INTER – GENERATIONAL THINKNG

“If by any chance he leaves there is no successor for him.” (P-6 Jan 20, 2007)

NARRATIVE EXPERIENCES

“Mall of the Emirates, during the store openings, I saw him put in day and night to make sure the projects were done. Although he didn’t need to be there”. (P-6 Jan 20, 2007)

APPENDIX C

360 DEGREE FEEDBACK QUESTIONNAIRES

360 DEGREE FEEDBACK QUESTIONNAIRES FOR EVALUATION OF SUSTAINABLE LEADERSHIP WITHIN AN ORGANIZATION

The leader is rated with respect to his or her attributes in the following five categories, and the ultimate aim for the organization would be to create all sustainable innovative leaders or Role Models for their organization.

SUSTAINABLE LEADERSHIP GRADING SYSTEM

Unsatisfactory (1)	Needs Development (2)	Skilled (3)	Accomplished (4)	Sustainable Leaders (5)
Leader is not putting forth required effort. Coaching is either not getting done or does result in any change in behavior.	Includes leaders who are new in the role and those who are putting forth the required effort but not quite meeting Competency expectations. Require regular coaching.	Requires occasional coaching in these exhibited Competencies.	Requires minimal coaching in these exhibited Competencies. Frequently influences others to develop/apply this Competency.	Requires no coaching in these Competencies. Highly proficient in transferring skills of Competency to others across projects/departments through mentoring. Sought out due to reputation as expert.

APPENDIX D
EXPERT PANEL PROCEDURE

EXPERT PANEL PROCEDURE:

An expert panel group is composed of people who are distinguished and learned about the specific topics of research or are practitioners of the topic. Expert panel boards are used in various business as advisory committees, and stakeholder review boards.

With respect to this research, I felt the need to use an expert panel to cross-validate my questionnaire which I have developed through the research. I choose the Human Resource Head of my organization as he is a PhD graduate and has worked on leadership studies. I also used my dissertation guide on my expert panel and reviewed my questionnaires with them both before producing the final draft.

A letter as attached below was sent to them along with my research material and their the questionnaires were cross-validated.

(EXPERT PANEL LETTER format to validate the Interview and 360 degree feedback Questionnaires)

Date
Expert, PHD
Organization
Address

Dear Dr.

Firstly, I would like to express my gratitude for your generosity and willingness to serve as an expert panel member and to assist me in establishing the validity related to my dissertation research and my interview questions. My focus of study is to create a model for sustainable leadership which can be applied to evaluate the level of leadership within an organization.

Based on the literature study I have identified five parallel concepts. Content analysis was used to code the data into these five concepts. A second rater also coded the data to provide interrater reliability. The five parallel concepts derived were *Operational tasks and Behaviours of Leaders*, *Inter-generational thinking*, *Personal Moral and Ethics*, *Learning/ Communication and Teamwork* and *Continual innovation and Improvement*.

Based on your expertise and eminence in your field, I would appreciate if you could evaluate the interview questions and the questionnaires in relation to the five parallel concepts to ascertain whether they will accomplish the goals of gaining the desired information. Please indicate your responses with respect to the interview questions and the 360 degree feedback questionnaire.

Appreciate your comments and suggestions.

Please feel free to contact me at (Phone#) if you have any questions or if I may be of any other assistance. I look forward to your reply.

(Attached along with the letter are a copy of the interview protocol and the 360 degree feedback form.)

Thank you in advance for your time and consideration
Sincerely

Researcher's Signature

APPENDIX E
SUSTAINABILITY

SUSTAINABILITY

In a broad sense – Sustainability is the capacity to endure. The word describes how the biological system remains diverse over time. For humans it is the long term maintenance of well being and about the responsible use of our natural resources.

Sustainability in most corporate gatherings and initiatives has been conceptualized as something mainly having to do with eco-efficiency, involving pollution prevention and resource conservation. It is asserted that eco-efficiency is a necessary but not sufficient, prerequisite for full sustainable development. Socio-economic sustainability – involving poverty alleviation, population stabilization, female empowerments, employment creation, human rights observance and opportunity redistribution on a massive scale- is equally important. (TN Gladwin, 1995)

Sustainability is achieved when economic efficiency, ecological or environmental excellence and social responsibility is fulfilled. These are long term solutions which are just and holistic in nature. (Majer, 1978)

The quest for economic growth and social equity has been a major concern of the the past 150 years. Sustainability thus ties the current main challenges faced by humanity. None of these problems can be solved without also solving the other two. (Keating, 1993)

It is perhaps the greatest challenge of our time to satisfy the needs and wants of the growing population within the binding constraints imposed by our physical environment. So, the concept of sustainability may be subdivided into three topics – natural environment, socio-political environment and economic or business environment. (TN Gladwin, TS Krause, JJ Kenelly, 1995)

Environmental Sustainability

Environmental sustainability is defined as meeting the needs of the present without compromising the ability of future generations to meet their needs. It is the ability to maintain the qualities that are valued in the physical environment such as human life, climatic conditions, clean water, and air. Environmental sustainability can be achieved by producing renewable resources such as water, timber, solar energy, through a balanced functioning of our society that minimises non-renewable resource depletion and creates a good quality of life. (Robert Goodland and Herman Daly.1996)

Organizations operate within an environmental, social and economical context. Environmental sustainability is a part of this operation and is best achieved when integrated with other components. A sustainable organization takes into consideration this aspect and develops its strategies around these concepts. There are a lot of ways in which organizations can make a difference and move towards environmental sustainability for example:

- A manufacturing company can target to use less toxic materials and use recycled feed stock. It can implement pollution prevention practises, set energy and water efficiency goals.
- Office operations can reduce paper usage through double-sided copying and printing, use of e-mail, beginning recycling programs for discarded office items and buying recycled office supplies. Transportation can include reducing employee car miles through teleconferencing and trip consolidation, encouraging use of carpooling and mass transit by employees. Food services can include

encouraging energy and water efficiency in cooking and water operations, providing washable and re-usable dinnerware, implementing recycling programs for cans, bottles and other discarded items. It also means donating food as well to the needy. A facilities management company can include installing water-saving devices such as low -flow toilets and aerators on sink fixtures, maximizing energy efficiency in lighting, heating and cooling. A landscaping company can include evaluating the use / application of fertilizers, pesticides,, reducing or eliminating building and grounds landscape to conserve water, monitor watering systems to use only when needed.

Some architectural firms today are playing a vital role in bringing about Environmental Sustainability. The Leadership in Energy and Environmental Design (LEED) Green building rating system developed by the US Green Building Council provides a suite of standard for environmentally sustainable construction. Responsibility is the common cry of many scholars and environmental authors. The goal of achieving environmental sustainability revolves around collaborative and responsible behaviour and it is a sustainable leader who develops these strategies and sets up the organizational culture to move ahead and make a difference.

Economic Sustainability

Sustainable development does not just mean a cleaner environment; it also requires a stable and healthy economy. To deliver a more sustainable economy we need to do more with less by making better use of resources, increase investment, promote stability and

competition, develop skills and reward work. Sustainable development requires a long-term view of the economy, rather than adopting short-term fixes. A sustainable economy is one in which resources are not used up faster than nature renews them. It is one in which the population and the total output of the goods remain constant over time. Sustainable businesses tend to reduce costs, enhance profits, attract and retain employees, and have consistently strong bottom lines.

The idea of Eco- efficient organizations has been popularised by the World Business Council for Sustainable Development (WBCSD) as the “business link to Sustainable Development”. (Schmidheiny, 1992: Ayres et al., 1995: DeSimone and Popoff, 1997) under the following definition:

“Eco- efficiency is achieved by the delivery of competitively- priced goods and services that satisfy human needs and bring quality of life, while progressively reducing the ecological impacts and resources intensity throughout the life-cycle to a level at least in line with the earth’s carrying capacity.” (DeSimone and Popoff, 1997:47)

As we have seen in the literature review, sustainability and innovation go hand in hand, profitable, exportable technologies are developed when leaders take sustainability to heart. The EFQM model (Marrewijk, 2003) illustrates the fact that leadership policies and strategies contribute to deliver continuous excellence which is achieved through learning and innovation.

As sustainable economy requires continuous innovation and a long-term strategy, many companies have failed by focusing too narrowly on the mechanisms of innovation. For

example: Enron was an extraordinary company for creative accounting and misleading guidelines. Although it was successful in many of its energy and financial innovation program, it lacked core values in its creativity process. It also lacked a long-term focus, which comes with sustainability for an innovative process to be effective needs to be sustainable.

Scholars like Lovin et al (1999) call for a paradigm shift in organizational thinking that involves connecting with major systemic practices to dramatically increase productivity of natural resources through reduction of resource depletion. It means using closed loop systems to return waste as an ecosystem nutrient or a technological nutrient applying biological production models; providing solution-based manufacturing by a flow of services rather than the sales of goods and reinvesting capital.

The key elements shared in much of the scholarly works regarding economic sustainability revolve around renewal through learning and responsible behaviour. Porter (1996) in his sustainable competitive advantage model highlights that a sustainable economy can be brought about by activities tailored to strategy, clear tradeoffs and choice vis-a-vis competitors, fit across activities and operational effectiveness of the organization.

Zook & Allen, (2001) offers three steps in refining the organizational growth strategy for sustainability, which is by defining business boundaries, identifying and verifying sources of differentiation that will continue to create market power and to comb through the core and assess whether it is operating at or near its full economic potential. All of

these studies directly relate to the operational tasks and behaviours required to be practised by the leader to create a sustainable organization.

Socio-political Sustainability

Environmental protection is concerned with the preservation of our natural environment and resources; economic sustainability seeks durable growth and economic stability. The social-political represents the human element in sustainability. Social development and social-political sustainability are intimately related concepts but are not entirely interchangeable. It is important to understand both ideas clearly, the process of social development includes agents acting within institutions to effect change via established channels. More noticeable are those who act from the outside, those who reject the society's institutions as inadequate and who advocate wholesale social and political change as the only true path to social enrichment.

It is in the transformational role that we begin to touch on the realm of social-political sustainability. Social development can be pursued through simple granting of budgets. Financial and human resources are utilized to strengthen and enrich societies by improving educational opportunities, and by making improvements in healthcare and standards of hygiene. Socio-political sustainability is very much concerned with the physical and material standing of people but further than this it is concerned with the state of their civil society. It expands beyond the employment of simple monetary means; socio-political development entails not only the engagement of institutional mechanisms,

but also their modification and advancement. It seeks pathways to durable social enrichment and development via the vibrancy and health of a society's political processes. Political sustainability is essential to overall sustainability. In order to accomplish this people must be in control of their activities and resources. It applies to all levels from local communities to national governments to international organizations and government. Many people have cultural and religious beliefs that are very important to them. When these are ignored or destroyed, it has a significant impact on the sustainability of the population.

The world has seen many cases of people being deprived of their freedom, or their cultural and religious beliefs have been suppressed. This has often been caused by political instability in different parts of the world. It is in the hands of the leaders of the world today to ensure that there is peace and harmony, human rights are equal and everyone should have the opportunity to live a life of dignity, and have their basic needs met such as housing, food and water, education and healthcare. Almost everyone wants to live in a culture that is meaningful, and provides communities that engage their members to be involved in pursuit of the common good. This involves sustaining a socially and economically vital culture without jeopardizing the future. All the above three topics together form the foundation of building a sustainable world. All of this is only possible with good leadership and management. They are the ones who will need to make it a reality.

Leadership and management

Sustained Leadership arises from being able to see the world as it is: in its infinite complexity and subtle simplicity. It requires a deep capacity to know and reflect on yourself and the multiple implications of your actions. It also requires that you extend your concept of “self” to include much more than “me” and home to be much more than “my house”. It means looking continually at the bigger picture and always be aware of what consequences our actions may have on the world.

Sustainable leaders engage over an extended period of time in the process of influencing a group of individuals to achieve a common goal serving mutual purposes and values through a cooperative effort and bring about sustainability in every aspect of life. (*Jim Collins,2001*)

The qualities of sustainable leadership can be summarized in the five themes highlighted in the research – (1) Operational Tasks and Behaviors, (2) Personal Moral and Ethics, (3) Inter generational thinking, (4) Continuous Innovation and Improvement and (5) Learning Communication and Teamwork.

Operational Tasks and Behaviors includes good decision making skills, technical competencies, having great problem solving skills, being effective at work, willing to assist others with work, always being able to deliver on promises, and a willingness to accept responsibility.

Personal Moral and Ethics – Sustainable leaders are confident and courageous leaders; they are self-effacing and possess personal humility and integrity. Sustainable leaders are

caring and take good care of their employees; they have a sincere concern about the environment and society and have good moral and ethics which drive them to work on leading the organization towards environmental and socio-political sustainability.

Inter-generational thinking – Sustainable leaders are visionaries and plan their strategies for the future. They are not insecure about their position and set up their successors for even greater success. Sustainable leaders don't look at short-term goals – they are long-term thinkers seeking sustainable solutions to problems.

Continuous Innovation and Improvement – Sustainable leaders are change agents and bring about innovation in the organization. They believe in self-improvement and are always willing to hear from others. They are determined in what they do and are pioneers in taking calculated risk. They lead the organization towards sustained excellence by continuous innovation and improvement.

Learning Communication and Teamwork – Sustainable leaders are great teachers and communicate their strategies well to their team. They are mentors and possess outstanding influencing skills. At the same time they are good listeners. Sustainable leaders are team builders as well as great team workers. They set examples for their team and lead them from the front. They are always willing to learn and believe in the concept of the learning organization.

Summary

The research helps to determine the qualities of a sustainable leader. The world is in need of sustainable leaders today and this research attempts to bring more attention to this topic. It aims to benefit leaders and guide them to grow and change to become sustainable leaders. Presently, humanity is heading in the direction of self-destruction because of the unsustainable way it is using its resources and because of the greed and self-interest that permeates business, government and private life. We have the knowledge to correct the situation, the literature gives us comprehensive information on sustainability and the attributes of leadership which can make things happen. We understand the political systems and approaches to business that is sustainable. All that remains is the will and determination to put it all into practise and achieve worldwide sustainability. But the question is – Will the Human Mind wake up before it is too late?

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