

CRANFIELD UNIVERSITY

Lake Wang

**An Exploratory Study of Global Leaders' and
Chinese Managers' Leadership Constructs
in Multinational Corporations in China**

SCHOOL OF MANAGEMENT

DBA THESIS

Academic Year 2011-12

**Supervisors: Professor Kim Turnbull James (Lead)
Professor David Denyer
Dr. Catherine Bailey**

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for the degree of Doctor of Business Administration**

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Abstract

This research explores the leadership constructs of global leaders and Chinese managers in multi-national corporations (MNCs) in order to understand whether their constructs are misaligned, and if so, in what ways. To address these questions, data was gathered via repertory grid test interviews with 31 global leaders and 59 Chinese managers in six MNCs' China organizations.

Analysis subsequently revealed that global leaders rely upon twelve key constructs to define global leadership capability and potential. These are: *creative, drive to improve, communication skill, collaborative style, charisma, professional knowledge and experience, visionary, cross culture, flexibility, confidence, team development and emotional intelligence*. Crucially however, half of the global leaders' key constructs were not identified as important to Chinese managers; furthermore, most of the missing constructs resonate with charismatic and transformational leadership characteristics, indicating a gap between the two groups' leadership concepts.

Subsequently, both groups of leaders' leadership constructs were compared with their respective companies' Leadership Competency Frameworks. The results again revealed gaps, suggesting reliance upon headquarter-developed leadership frameworks to communicate leadership expectations and develop local leaders is either deficient, or inappropriate.

The global leaders and Chinese managers' perspectives on Chinese managers' career barriers were also explored, with the evidence indicating that perceptions of both groups are influenced by their own cultural assumptions. As the global leaders' perspectives aligned with their own leadership constructs but Chinese managers were not aware of the importance of those constructs, it seems to support the contention that a bias may exist when global leaders evaluate Chinese managers' leadership capability and potential.

Key Words: Leadership Constructs, Global Leadership, Cross Cultural leadership, China, Leadership Competency Framework, Repertory Grid Test

Table of Contents

LINKING DOCUMENT	1
ONE: INTRODUCTION.....	1
1.1 Business Issue Stimulating This Research	1
1.2 Purpose of This Research	3
TWO: LITERATURE REVIEW	5
2.1 Global Leadership Research.....	6
2.1.1 The definitions of Global Leadership.....	6
2.1.2 Defining Global Leadership profiles	8
2.1.3 Chinese Leadership research	10
2.2 Cross-cultural Leadership Research	13
2.3 Charismatic and Transformational/Transactional Leadership.....	16
2.4 Implicit Leadership Theories.....	19
2.5 Literature Review: Conclusion.....	22
THREE: RESEARCH QUESTIONS	24
FOUR: RESEARCH STURCTURE AND METHODS	25
4.1 Research Structure	25
4.2 Research Methods	25
4.2.1 RGT to elicit leadership constructs	26
4.2.2 Open-question interviews and qualitative data analysis.....	27
4.2.3 Summary of the research structure and methods.....	28
FIVE: SUMMARY OF PROJECT REPORTS.....	29
5.1 Project One Summary Report.....	30
5.1.1 Research purpose.....	30
5.1.2 Research questions	30
5.1.3 Summary of research method.....	30
5.1.4 Summary of results.....	31
5.1.5 Summary of discussion and conclusions of Project One.....	32
5.2 Project Two Summary Report	37
5.2.1 Purpose of Project Two.....	37

5.2.2 Research questions	37
5.2.3 Summary of research methods	38
5.2.4 Summary of results	38
5.2.5 Summary of discussion and conclusion of Project Two	41
5.3 Project Three Summary Report	49
5.3.1 Introduction	49
5.3.2 Purpose of this project	49
5.3.3 Research questions	49
5.3.4 Research methods	49
5.3.5 Senior Global Leaders' perspectives on the Chinese managers' career barriers	51
5.3.6 Chinese managers' perspectives about their own career barriers	53
5.3.7 Summary of Project Three discussion	54
SIX: CONTRIBUTION TO THEORY AND PRACTICE	58
6.1 Contribution to Theory	58
6.1.1 Contributions to Global Leadership and Cross-culture Leadership research .	58
6.1.2 Contribution to Implicit Leadership Theories	60
6.1.3 Contribution to discussions on using LCF to guide leadership development	61
6.2 Implications for Practice.....	63
6.2.1 Define the talent development strategy	63
6.2.2 Communication and implementation of the Strategy – be transparent and avoid bias	64
6.2.3 Clarify leadership expectations	65
SEVEN: LIMITATIONS AND FUTURE RESEARCH	67
7.1 Limitations.....	67
7.2 Future Research	68
PROJECT ONE REPORT	70
PROJECT TWO REPORT	131
PROJECT THREE REPORT	186
REFERENCES	205
APPENDICES	214

List of Tables

Table LD.1 Summary of research structure and methods	28
Table LD.2 Summary of key findings of three project	29
Table P1.1 Research company background	74
Table P1.2 An extract from a grid interview with interviewee A1 on "Leadership Perspective".....	82
Table P1.3 Average score of constructs by element category - Interviewee A1	83
Table P1.4 Mean scores and variations about construct means - Interviewee A1	85
Table P1.5 Correlations among constructs - Interviewee A1	86
Table P1.6 Analysis of component space - Interviewee A1	87
Table P1.7 Construct loading - Interviewee A1	88
Table P1.8 Definitions of the important constructs (preferred pole) - Interviewee A1	90
Table P1.9 Interviewee A1's perception of the three element categories	90
Table P1.10 Important constructs	97
Table P1.11 Analysis of component space - sum of top 2 components	98
Table P1.12 Component labels by interviewees	99
Table P1.13 Constructs discriminate global leaders	100
Table P1.14 Constructs discriminate high potentials	102
Table P1.15 Constructs discriminate others	103
Table P1.16 Initial reliability table	105
Table P1.17 Category definition	106
Table P1.18 Reliability checks on the coding (categorization) process	107
Table P1.19 Category definitions and empirical evidence of leadership constructs in cross grid analysis - factors mentioned by 30% or more of respondents and a variability number greater than average are highlighted	108
Table P1.20 Category definition for key constructs in cross grid analysis	109
Table P1.21 Label trend analysis	110
Table P1.22 Constructs interviewees use to discriminate GLs and HPs	110
Table P1.23 Unique important constructs of interviewees	112
Table P1.24 Comparison of important constructs against company	

leadership framework – Company A	117
Table P1.25 Comparison of important constructs against company leadership framework – Company B	119
Table P1.26 Comparison of important constructs against company leadership framework – Company C	120
Table P1.27 Comparison of important constructs against company leadership framework – Company D	121
Table P1.28 Comparison of important constructs against company leadership framework – Company F	123
Table P1.29 Summary of comparison between Leadership framework and important constructs	124
Table P1.30 Comparison between key construct category with charismatic leadership and transformational leadership	128
Table P2.1 Research company background and number of interviewees	137
Table P2.2 Coding table example (Part of "High Potentials" coding table)	140
Table P2.3 Important constructs of high potential middle level Chinese managers....	143
Table P2.4 Important constructs of “Others”	144
Table P2.5 Analysis of component space - sum of top 2 components of "High Potentials”	145
Table P2.6 Analysis of component space - sum of top 2 components of "Others"..	145
Table P2.7 Component labels by "High Potentials"	146
Table P2.8 Component labels by "Others"	147
Table P2.9 Category definition	152
Table P2.10 Reliability checks on the coding (categorization) process	153
Table P2.11 Category definitions and empirical evidence of High Potentials' leadership constructs in cross grid analysis - factors mentioned by 30% or more of respondents and a variability number greater than average are highlighted ...	154
Table P2.12 Identifying key construct categories of "High Potentials"	155
Table P2.13 Category definitions and empirical evidence of Others' leadership constructs in cross grid analysis - factors mentioned by 30% or more of respondents and a variability number greater than average are highlighted	156
Table P2.14 Identifying key construct categories of "Others"	157

Table P2.15 Key constructs summary of "High Potentials" and "Others"	157
Table P2.16 Company A - Comparison between important constructs and company leadership framework - "High Potentials"	160
Table P2.17 Company A - Comparison between important constructs and company leadership framework - "Others"	161
Table P2.18 Company B - Comparison between important constructs and company leadership framework - "High Potentials"	163
Table P2.19 Company B - Comparison between important constructs and company leadership framework - "Others"	163
Table P2.20 Company C - Comparison between important constructs and company leadership framework - "High Potentials"	164
Table P2.21 Company C - Comparison between important constructs and company leadership framework - "Others"	165
Table P2.22 Company D - Comparison between important constructs and company leadership framework - "High Potentials"	165
Table P2.23 Company D - Comparison between important constructs and company leadership framework - "Others"	166
Table P2.24 Company F - Comparison between important constructs and company leadership framework - "High Potentials"	167
Table P2.25 Company F - Comparison between important constructs and company leadership framework - "Others"	168
Table P2.26 Summary of comparison between leadership framework and important constructs	169
Table P2.27 Comparison of key constructs ratio between senior global leaders and Chinese manager	171
Table P2.28 Revised definitions of construct categories (based on senior global leaders' categories definitions)	172
Table P2.29 Comparison between Chinese managers' and senior global leaders' key constructs	175
Table P3.1 Comparison between career barriers observed by senior global leaders and their key constructs	197

List of Figures

Figure LD.1 Commonalities and differences on key constructs of Chinese managers and senior global leaders	40
Figure P1.1 Cognitive Map – Interviewee A1	89
Figure P2.1 Cognitive Map – Interviewee Aa	149
Figure P2.2 Cognitive Map – Interviewee Ad	150
Figure P2.3 Commonalities and differences on key constructs of Chinese managers and senior global leaders	173

LINKING DOCUMENT

ONE: INTRODUCTION

1.1 Business Issue Stimulating This Research

The Chinese economy has experienced rapid expansion for much of the last three decades. A key contributor to this development has been the presence of multi-national corporations (MNCs) who have not only benefited from China's robust growth but have also identified the country as a strategic focus for future business development. However, the Chinese market has not proved to be without obstacles. Differences in terms of regulatory approaches, market segmentation and consumer preference are merely the most obvious of these. Far more difficult to understand has been the difference in cultures which impact human capital development. Symptomatic of this problem has been the difficulty experienced by MNCs in developing and retaining Chinese leadership resources to support their growth in China. As a result, MNCs find themselves increasingly competing for a small group of high quality Chinese managers who possess an appropriate educational background, language skills, and solid leadership capabilities.

The prospect of a rapid resolution to this problem is slim given both the speed at which the Chinese economy is developing and the character of the Chinese educational system: from primary school to university a heavy emphasis is laid on recitation and memorization rather than the type of problem-solving and strategic thinking skills necessary for leadership positions in multinational organizations (Tan and Wellins, 2006). In the short- to medium-term until this situation changes the gap between leadership supply and demand will remain significant.

Responding to the problem of a leadership resource shortage, most MNCs have identified Chinese local leadership development as a key focus of their growth strategies.

However, despite continuous efforts to develop Chinese managers' leadership capabilities through heavy investment in leadership development activities, the number of Chinese local managers progressing to senior level leadership positions lags behind the anticipation of both MNCs and local managers (Farrell & Grant, 2005). The six companies contributing to this research provide typical examples of the phenomenon: with clear intention of developing Chinese managers to senior leadership positions, after having operated in China for decades and invested great effort into developing local leaders, 85% of director level and above positions in these MNCs' China organizations are still held by expatriates, and there are even fewer Chinese managers taking global leadership roles. The slow progress of Chinese managers being appointed into senior leadership positions is unsatisfactory for both MNCs' management and local employees.

To date, the response to coping with this leadership resource gap has been to bring in expatriate managers to support business development. However, while expatriate managers add value to the local organizations in terms of experience, skills and a deeper understanding of company culture, they also create problems. Such problems register not simply in terms of increasing labour costs but more fundamentally, due to language and cultural barriers, most expatriate managers lack long-term commitment to the local organization (Goodall, Li and Warner, 2006). The perception that expatriate managers are the root cause of the "glass ceiling" for local employees further exacerbates this problem. Expatriate managers therefore can be considered only as a stop gap.

In terms of methods for leadership development in MNCs, the Leadership Competence Framework (LCF) is regarded as a useful tool. Boyatzis' "The Competent Manager" (1982) triggered the popularity of the term 'competency' (Woodruffe, 1991). His work looked at how managers behave in their jobs and defined competency as "an underlying characteristic of a person...It could be a motive, trait, skill, an aspect of one's self-image or social role, or a body of knowledge which he or she uses." (Boyatzis, 1982:1) Many MNCs believe that by utilizing a LCF and focusing on competencies, leaders can increase their effectiveness by systematically aligning their behaviour with a selected strategy (Schuler and Jackson, 1987).

LCFs have been widely adopted in MNCs' China organizations, for example, five out of

the six companies in this research have such framework. However, a key issue relating to the use of LCFs should be highlighted: in order to align leadership competencies across their global operations, all of these MNCs' LCFs were developed by their headquarters without any local adjustments. This is problematic as some researchers suggested *when context changes so does the importance of different competencies* (Boam and Sparrow, 1992). This issue has also been pointed out by Boydell et al. (2004) who commented: "the competencies preferred by companies need to reflect the particular challenges faced by the organization itself and critically the context in which they arise" (p.33) - while assuring a global alignment, adopting a LCF universally comes at a potential cost of overlooking the particular requirements of local business operations, and may negatively impacts the progress of local leaders into senior positions.

Therefore, the business issue that stimulates this research is the slow progress of local Chinese managers in MNCs in China to senior leadership positions. The proposition is that MNCs use constructions of leadership which are applied globally without tailoring these different localities and this may lead to an unconscious bias in how expatriate global leaders perceive local Chinese leadership potential.

1.2 Purpose of This Research

The reason for the slow progress of Chinese leadership is likely to encompass a number of contributory factors such as selection processes, learning and leadership development process, etc. However, rather than focusing on HR management processes, this thesis intends to investigate a deeper area which may impact any attempt to develop Chinese leaders from a process perspective: the issue of what constitutes a leader. According to Implicit Leadership Theory (ILT) (Lord, Brown, Harvey and Hall, 2001; Konrad, 2000; Lord & Emrich, 2000; Lord & Maher, 1991), observers possess implicit theories about what a good leader *is* and *does* which create a set of stereotypical traits and behaviours which leaders are expected to exhibit. What this means for Chinese managers' career advancement is that in order to achieve senior level leadership positions they need to be aware that they have to present an image and exhibit behaviours consistent with the evaluators' (their managers, most are expatriate managers) leadership constructs about

effective leaders. However, due to cultural differences the leadership constructs of the expatriate leaders and Chinese managers may be divergent. As such differences could negatively impact Chinese managers' career progress especially when they remain implicit and unrecognized, this study conducts an in-depth investigation to explore implicit leadership constructs and find out whether there are differences, and if so, what are the differences.

The first step of this study therefore aims to elicit the leadership constructs of MNCs' *senior global leaders* who make promotion/selection decisions, and subsequently comparing these findings with the leadership constructs of the middle level Chinese managers who are the subject of these decisions, to understand whether perception gaps exist between the two groups. These *senior global leaders* not only represent the companies' China management team but also are part of their global leadership team.

As the LCF is widely adopted by MNCs' China organizations as an important tool for leadership selection, development and communication, after eliciting the senior global leaders' leadership constructs a further study compares them with the companies' LCFs to explore alignment – according to ILTs (Lord & Emrich, 2000; Konrad, 2000), misalignment between the leaders' actual leadership constructs and the official leadership document (i.e. LCF) would indicate challenges of utilizing the LCFs to communicate leadership expectations and develop leaders.

After eliciting their leadership constructs, this study also intends to gain an in-depth understanding of how the senior global leaders perceive Chinese managers' career barriers. These findings are subsequently compared with these leaders' own leadership constructs to identify the tentative link between their leadership constructs and their judgment of leadership capability and potential.

In order to explore what is thus far known in relation to this research and build on existing understanding of leadership in a global context, before defining the research questions and research methods, this paper next outlines a review of the relevant literature in which the study is embedded.

TWO: LITERATURE REVIEW

Before proceeding to the exploratory substance of this research, it is necessary to ground the conceptual and theoretical framework upon which this thesis is built within the extant literature. The literature review is structured as follows:

First, with direct relevance to this research, the Global Leadership literature is reviewed. As many of the Global Leadership studies focus on identifying competency profiles of global leaders in multinational organizations, the literature provides a foundation for this thesis in exploring whether the senior global leaders' leadership constructs identified in this research are in alignment with the extant Global Leadership literature. Further to that, the China Leadership literature as an emerging field under the Global Leadership research domain is also reviewed. This review not only demonstrates the developmental trends within this body of literature but the research gaps identified in the review also confirm the potential contribution this study can make.

Second, the review provides an overview of the Cross-cultural Leadership literature which focuses on comparing and identifying how people from different cultural environments perceive leadership revealing insights to this research. When most of the extant literatures treat China as a whole when conducting China-related cross-culture leadership research, this thesis can make a contribution by making a comparison between the findings in this research and the extant literature, to understand whether Chinese managers in a MNC environment construe leadership in the same way as found in other cross-culture research.

Third, an overview of Charismatic and Transformational/Transactional leadership research is conducted. These traditional leadership concepts are selected not only because of their strong influence on the Global Leadership and cross-culture leadership theories, but also due to their impact on managers' leadership concept (e.g. developed through leadership training and development programmes). The models the literature generated can also be utilized for the comparisons and analysis throughout this research to explore whether different groups' leadership constructs align with these concepts.

Finally, having built the theoretical foundation of this thesis and identified the research gaps to which this research responds, the literature review turns toward the purpose of this study – how leadership is construed by different groups of managers. The ILT literature opens a pathway for exploring *why* and *how* people perceive leadership and evaluate leadership behaviours differently. Additionally the ILT provides reference for this research in terms of the impact of culture on leadership perceptions.

Following the structure outlined above, the literature review for each area and their implications for this research are discussed in the following sections.

2.1 Global Leadership Research

In order to explore how different group of leaders in MNCs construe leadership, it is necessary to review the extant Global Leadership studies to understand how researchers approach this issue to define the Global Leadership and identify the Global Leadership profiles. Further to that, China Leadership literature as an emerging field under the Global Leadership research domain is also reviewed. This overview does not only describe its development trend but also help to identify the potential contribution this thesis could make.

2.1.1 The definitions of Global Leadership

Defining Global Leadership is a far from straightforward task, as Osland pointed out: “Although the idea that global leadership might be qualitatively different from other forms of leadership has gradually begun to gain acceptance, many scholars still struggle to define the concept in a positive sense.” (Osland et al., 2008: 246) Early definitions typically borrowed heavily from traditional leadership concepts such as Charismatic and Transformational leadership, often extrapolating without regard to suitability (Yeung and Ready, 1995). While conducting the research, some researchers tried to make clearer definitions of Global Leadership, for example, Mobley and Dorfman defined Global Leadership as: “*leaders who influence across national and cultural boundaries*” (Mobley and Dorfman, 2003: 13). More elaborately, Mendenhall et al. defined it as:

[those who] effect significant positive change in global organisations by building communities through the development of trust and the arrangement of organisational structures and processes in a context involving multiple stakeholders, multiple sources of external authority and multiple cultures under conditions of temporal, geographical and cultural complexity (Mendenhall, Osland, Bird, Oddou and Maznevski, 2008: 17).

However, while these scholars try to define the Global Leadership, some others (e.g. Osland et al., 2009) suggested that much work still needs to be done before crafting an entirely new concept of leadership, especially in terms of empirically comparing and contrasting the competency requirements of domestic and global leadership.

The difficulties in defining Global Leadership resonate with the diversified perspectives on this subject: in the developing process of Global Leadership research two dominant perspectives have emerged:

The first perspective assumes that *Global Leadership is qualitatively and philosophically different from traditional leadership*. Mendenhall (2008), for example, explains the distinctive element of this concept arguing that while most competencies required in traditional or domestic leadership arenas find equivalents at the global level, it is the *global* which places far higher demands on their deployment. “These strains can be measured in terms of valence, intensity, and complexity affecting everything from vision, to the ability to lead change.” (Mendenhall, 2008, p. 16) Aligns with this theme, Dalton et al. (2002) noted significant differences in the performance of domestic and global leaders. In addressing just how such roles might differ, Yukl (2006) and Beechler et al. (2004) emphasis the importance of *boundary spanning* referring to whether the particular competency is either absent or lacking in the same dimensions or attention to social capital, communication and decision making patterns in its domestic variation.

In contrast to the above notion that global leadership is materially different from traditional leadership, another perspective is that *global leadership is essentially*

intercultural leadership writ large, i.e. it is general/traditional leadership plus the cross-cultural element (e.g. Manning, 2003, Bass, 1997, 1998). This perspective is favoured by many scholars who maintain a commitment to establishing a universal view of leadership competencies. In support of this argument researchers cite strong similarities between the competencies of effective global leaders and those of transformational leaders (e.g. Campbell, 2006; Manning, 2003, Bass, 1997, 1998). For example Campbell (2006) crafts a framework of nine universal and timeless aspects of leadership which consist of six basic competencies that can be shared or delegated: *vision, management, empowerment, diplomacy, feedback*, and *entrepreneurialism*, and three personal competencies specific to the individual: *personal style, personal energy*, and *multicultural awareness*. Campbell's argument is that these competencies are universal precisely because they are unaffected by, or derive little importance from intercultural context.

Despite the diversified directions and debates on Global Leadership research, one common purpose of the body of research is to define Global Leadership requirements, a task that coincides closely with the goal and practices of MNCs' Global Leadership selection and development.

2.1.2 Defining Global Leadership profiles

Building on the existing Expatriate Management literature, much of the early work on Global Leadership has tried to identify and explore the competencies, capabilities and skills required to operate in a multi-context environment. While this orientation unites many scholars in the field, it has so far not yield a consensus on the global leadership profile. A number of examples illustrate this point:

Gregersen and colleagues (Gregersen et al., 1998) conducted interviews among 130 executives in 50 firms across Europe, North American and Asia and found that leaders in the study saw "inquisitiveness" as the force underlying the important global leadership characteristics of *emotional connection, integrity, duality, capacity for managing uncertainty, unique ability to balance tensions and business savvy*.

Caligiuri and Di Santo (2001) Used data generated by a focus group of 50 senior leaders identified eight specific dimensions of global leadership, classified under three categories. The first category focused on personality characteristics (*openness, ethnocentrism and flexibility*), while the remaining categories constituted knowledge (*knowledge of company's worldwide business structure, knowledge of professional contacts worldwide and knowledge of international business issues*) and ability (*to transact business effectiveness effectively in another country and ability to change leadership style based on the situation*).

Robie et al. (2001) identified four major skill dimensions considered crucial to effective leadership across countries: *drive for results, analysis of issue, show work commitment, and influence others*.

Goldsmith et al. (2003) designed a similar model, identifying five crucial factors for leaders to deal with global challenges: *thinking globally; appreciating cultural diversity; developing technological savvy; building partnerships and alliances; and sharing leadership*.

Offering a more practical approach, Kets de Vries (2004) together with colleagues at INSEAD developed the Global Executive Leadership Inventory (GELI) which measures leadership competencies along 12 dimensions: *(a) visioning, (b) empowering, (c) energizing, (d) designing and aligning, (e) rewarding and feedback, (f) team building, (g) outside orientation, (h) global mindset, (i) tenacity, (j) emotional intelligence, (k) life balance, and (l) resilience to stress*.

Drawing specifically on reviews from Mendenhall and Osland (2002) and Jokinen (2005), Osland et al. (2009) crafted a pyramid model of global leadership, which attempts to mirror the complexity of Global Leadership in terms of mutually supporting levels: *knowledge (level one), traits (level two), attitudes and orientations (level three), interpersonal skills (level four) and system skills (level five)*.

In addition to competency-focused global leadership research, the work of Goldsmith

(1999) points out that for global leaders to be effective, they need to develop a *global mindset*, i.e. to build up a mindset which can effectively integrate strategic aspects across the regional, country, and worldwide functions (Goldsmith, 1999).

Begley and Boyd (2003) stress that the identification of an effective global leader profile, rather than only focusing on the individual level, should also be linked to the organization and its culture - it is not enough for a few executives within a multinational corporation to have a global mindset, all employees should excel at balancing global consistency with local responsiveness.

Although ideas are exchanged among the scholars, it is clear from this review that the global leadership profiles identified in the extant literature are diversified. A number of explanations can account for this state of affairs. Most obviously, global leadership requirements can be studied from many different angles. For example, for those espousing trait theories the task is to define the leadership capacities or traits of global leaders. Similarly, situational and contingency theories seek to explain how global leaders are required to adapt to new situations and how the combination of new skills and specific situations demands greater reflexivity in leaders challenging them to constantly analyse what capabilities are appropriate for each situation. This explains the phenomenon that so far there is no aligned definition on Global Leadership, and the outcomes of Global Leadership research are much diversified.

2.1.3 Chinese Leadership research

Given the dramatically increasing influence of China upon global society, studies on understanding Chinese leadership behaviours and developing Chinese leadership profiles have attracted more attention in recent years (Lakey, 2007). Thus far the literature has struggled to reconcile two major differing agendas: first, that which sought to compare, refine, and apply theories created elsewhere (typically Western theories) to the Chinese context (e.g. Tsui et al., 2004), and second, that which focuses on establishing a theoretical foundation for Chinese leadership theory (e.g. Selvarajah & Meyer, 2008).

As for the former approach, an early research study was conducted by a Japanese researcher Misumi (1985) using a Western model to study Chinese leadership (Lakey, 2007). Based on the Ohio State and Michigan leadership research model (which focused on *task* and *relationship* dimensions of leadership), Misumi (1985) developed a two factor leadership model: focusing on performance (P) and maintenance (M). The major part of his research findings echo those of the US studies, however the finding that *pressure behaviours* as a component of leadership behaviours correlated positively with worker effectiveness contrasted with the US research findings. Later on, Misumi's research was updated and further developed by Chinese researchers, for example, Ling (1989) proposed that effective Chinese leadership should include an additional factor: C (the "moral character"). In addition to these studies, recent research such as that of Han et al. (2010) and Paine (2010) also provides examples of how Western-developed theories are tested and developed in the Chinese context, i.e. while identifying similarities with the Western theories they also found unique elements in Chinese managers' leadership concepts. However, while such approach considers the local context and provides opportunities for cross-cultural comparisons, it is challenged by some scholars as it utilizes a Western understanding of what leadership comprises to view the Chinese concept of leadership and therefore might involve some bias (Pittinsky and Zhu, 2005).

Some scholars (e.g. Ling, 1989) suggest that as Chinese leadership constructs are different from the West's, an understanding of implicit Chinese leadership theories should be the first step in examining Chinese leadership behaviours. This proposal led to the emergence of another stream of China leadership research which focuses on determining just what the Chinese conception of leadership is – whether in terms of context, culture or trajectory. Typically this research attempts to explore the relationship between the Chinese leadership concept and traditional Chinese culture (e.g. Laulusa, 2008; Wang, 2003; Ling et al., 2000; Yang, 1988).

Researchers advocating this approach believe that an introduction to Confucian philosophy is fundamental to an understanding of Chinese culture and leadership concept given the impact of Confucius on millennia of Chinese history (Lakey, 2007).

As a key reference for this notion, Confucian sayings describe the most cherished virtues characterizing the exemplary person as *humanity, justice, courtesy, wisdom, goodness, courage, principles, and honesty*. “Though Confucius does not use the word ‘leadership’ he clearly focuses on the concept.” (Lahey, 2007:126)

Some studies have confirmed the connections between Chinese philosophy and Chinese managers’ leadership concept. For example, Ling, Chia and Fang (2000) found four factors of Chinese leadership emerged from the analysis: *personal morality, goal effectiveness, interpersonal competency, and, versatility*; all of these resonate with Confucian philosophy. At the same time, other researchers (for example Ralston et al., 1999) compared young and older generation managers and identified a development trend within the Chinese managers’ leadership concept: the new generation of Chinese managers is less committed to Confucian philosophy than the older generation, and they are moving from collectivist attitudes towards Western style individualism.

When reviewing the China-related leadership literature, besides the observation that research in this area is still under-developed, another finding is that much of the so called “Chinese leadership research” conducted in China is ambiguous regarding the nature of the entities involved (e.g. state-owned, private-owned, multinational, and joint venture, etc.), which may be an oversimplified approach. Oddou and Mendenhall (1998) suggested that among organizations based in China, wholly foreign-owned MNCs perform significantly better than their joint venture or Chinese-owned counterparts. They explained that this is mainly due to the gaps in company *cultures and leadership behaviours* among different types of organizations (i.e. local private, state-owned, MNC wholly-owned, joint ventures) being much larger in China than those found in developed countries, and inevitably these become key factors in differentiating companies’ performance (Oddou and Mendenhall, 1998). The implication for this study is that Chinese employees (particularly employees who hope to make their career in an MNC environment) must be socialized into a MNC culture and learn how leadership is exercised in the culture which many not necessarily share the same leadership concepts as those operating in a range of other local Chinese organizations. Studies conducted in private entities in China cannot be generalized to

MNCs or state-owned companies and therefore a clear gap exists in extant literature in thoroughly understanding how leadership behaviours are perceived by Chinese managers in different types of organizations. However, so far there are very few studies on MNCs China leadership. While this situation creates challenges for the present research, it also demonstrates an opportunity for this thesis to make a contribution by studying MNCs specifically as these may be a different context from other Chinese organizations: these differences can be masked in studies which do not study a specific type of organization.

2.2 Cross-cultural Leadership Research

As this thesis focuses on comparing and identifying how people from different cultural environments construe leadership, an overview of the cross-culture leadership literature reveals insights to this research.

When reviewing the traditional leadership literature it becomes apparent that many of the theories and frameworks were developed in American and European countries. This has consequently given the literature a strong ethnocentric flavour, to the extent that it has even been called an “American-theory”, with House & Aditya (1997) commenting, “*It is very likely that most of the leadership theories are culture-bound, reflecting U.S. assumptions, values and beliefs*” (p.443). As House and Aditya (1997) suggested, research on *cross-culture leadership* is needed and likely to become more and more important as the world becomes a “global village” with a near-common market for the major countries of the world. There has been an increasing focus on cross-culture leadership research in the past decade suggests this call has been heeded.

Hofstede’s seminal cross-cultural study (1980) serves as an example of such work. In his survey on cross-cultural leadership behaviours he collected data from forty nations and compared the following theoretical constructs: *power distance, uncertainty avoidance, individualism versus collectivism, and masculinity versus femininity*. Amongst his comparisons were the differences between Asian (Chinese) managers and Western (UK and US) managers: Asian managers scored much higher in “*power distance*” and much lower in “*individualism*” than the managers in the UK and US

(Hofstede, 2001; 1980).

Perhaps the most referenced example of recent cross-cultural leadership research has been the GLOBE project (for example, House, Hanges, Javidan, Dorfman and Gupta, 2004; House, Javidan, Hanges and Dorfman, 2002; Den Hartog, House, Hanges, and Ruiz-Quintanilla, 1999). Drawing upon a broad church of methodologies including multivariate statistics, interviews and other observation techniques, the GLOBE project aimed to develop an empirically-based theory to describe, understand, and predict the impact of specific cultural variables on leadership and organizational processes and the effectiveness of these processes. The project set out to determine defensible measures of culture that can be applied universally, while at the same time identifying and distinguishing between those leadership prototypes that are applicable cross-culturally and those that are culturally idiosyncratic. To do this GLOBE investigated nine cultural attributes selected on the basis of a review of the literature relevant to the measurement of culture in previous studies and existing cross-culture theories. These attributes included: *uncertainty avoidance*, *power distance*, *collectivism I - societal emphasis on collectivism*, *collectivism II - family collectivistic practices*, *gender egalitarianism*, *assertiveness*, *future orientation*, *performance orientation* and *humane orientation* (House et al., 2002). These nine attributes were then operationalized to provide quantitative dimensions for measurement and evaluation.

The GLOBE project team subsequently identified leadership prototypes across 62 cultures, found that a number (30) of leader characteristics (traits) were seen either as universally positive or universally negative, but critically that a substantive number (35) appeared to be culturally contingent. The research confirmed that a number of generic leadership behaviours are universally applicable regardless of the dispositions or norms of diverse groups, while some other behaviours depend on culture. For example, several attributes reflecting charismatic/transformational leadership (i.e. *motive arouser*, *foresight*, *encouraging*, *communicative*, *trustworthy*, *dynamic*, *positive*, *confidence builder*, and *motivational*) are universally endorsed as contributing to outstanding leadership, and in contrast to these universally endorsed attributes, several other attributes are perceived as culturally contingent, including *enthusiastic*, *risk taking*,

ambitious, self-effacing, unique, sincere, sensitive, compassionate and willful (House et al., 2002). The GLOBE project report reveals clear differences between Chinese managers and Western managers, for example, Chinese managers are scored lower than US managers on *enthusiastic, risk taking, ambitious, and unique* (House et al., 2004).

While the GLOBE project focused on traits and behaviours, other scholars have also studied cross-cultural leadership from different angles. For example, Robie et al. (2001) attempted to compare the relative importance of leadership competencies to performance across several countries. They found a high correlation across the countries, with the most critical competencies being: *analyse issues, drive for results, show work commitment, and influence others*. Consistent with GLOBE, an examination of these attributes shows that many of the contingencies identified are more about how competencies are demonstrated in particular situations than what competencies are seen as required, for example, the mechanics of building relationships can vary greatly depending on culture: small talk at work, sake in the evenings, lunch, coffee or meetings, social events outside work with or without including one's family (Robie et al., 2001).

Dickson, Hanges and Lord (2001) approached the issue with different techniques but similarly concluded that some leadership principles are universal (i.e. the construct and its expression are similar across cultures), while others are vari-form (i.e. the general principle holds but its enactment varies across cultures). What this means is that in practice some functional relationships between leadership constructs and various criteria are universal (i.e. the strength of the relationship is the same) whereas others are vari-functional (i.e. the magnitude of the relationship varies across cultures).

However, although widely referenced, the cross-cultural leadership literature has not gone unchallenged. Hofstede's work (Hofstede, 2001; 1980), for example, has been criticized by some scholars (e.g. House, 1996; Dorfman & Howell, 1988) especially in terms of the methodologies employed in his study, e.g. the item composition, independency, and sample sources, etc. Besides challenges relating to the methodology, a fundamental issue pointed out by some researchers is that despite the

intention of understanding leadership behaviours in different cultural environments, many of the cross-cultural leadership studies have still been initiated in Western countries and look at the subject from a Western perspective (Littrell, 2002). The present research which is conducted locally in China by a Chinese researcher can be seen as an effective response to such limitation.

In summary, the cross-culture literature compared the leadership perspectives in different culture environments and confirmed that some leadership attributes are universally endorsed while some others are perceived as culturally contingent. The review of cross-culture leadership literature provides a useful reference to this thesis in terms of how people perceive leadership behaviours in different culture environment, at the same time illustrates opportunities this thesis can contribute to the extant literature.

2.3 Charismatic and Transformational/Transactional Leadership

When reviewing the Global Leadership and Cross-culture Leadership literatures, it become obvious that these leadership concepts and theories are strongly influenced by two traditional leadership theories – Charismatic and Transformational/Transactional leadership (e.g. Yukl 2002; Bryman 1992; Bass, 1985; Burns, 1987, etc.). Further, as these theories provide comprehensive descriptions and frameworks for effective leadership, they have also been treated as an important reference for MNCs in designing leadership training and development programmes (Munir et al., 2009). As such, Charismatic and Transformational/Transactional leadership theories play an important role in prescribing leadership profiles, constructing people's leadership concepts, and shaping the perceptions which leaders use to evaluate leadership capabilities.

“*Charisma*”, taken from the Greek word *ἀρισμία* (kharisma) meaning “gift” or “divine favor”, is a term popularly used in political science and sociology to describe a subset of leaders who “by the force of their personal abilities are capable of having profound and extraordinary effects on followers” (House & Baetz, 1979: 399). Followers perceive a charismatic leader as one who possesses superhuman qualities and they will accept unconditionally the leader's mission and directives for action (Willner, 1984).

In terms of just what the concept entails for leadership, its parameters and applicability, Conger and Kanungo (1987) pointed out that “Charismatic leadership, like any other form of leadership, should be stripped of the aura of mysticism and considered to be an observable behavioural process that can be described and analysed in terms of a formal model” (p. 639). For this purpose they presented a model which included a set of behavioural components that emphasize:

a predisposed opposition to the status quo and a desire/willingness to strive to change it; an idealized vision highly discrepant from the status quo; a shared perspective which together with this idealized vision makes him/her a likable and honorable hero worthy of identification and imitation; a tendency towards disinterested advocacy that incurs great personal risk and cost; expertise in using unconventional means to transcend the existing order; unconventional or counter normative values, high need for environmental sensitivity for changing the status quo; strong articulation of future vision and motivation to lead; personal power (based on expertise, respect, and admiration for a unique hero); elitist, entrepreneur, exemplary, and transforms people to share the radical changes advocated (Conger & Kanungo, 1987: 639).

Further to the Charismatic leadership theories, Burns (1978) identified two types of leadership styles: transformational and transactional leadership which have since captured the attention of many scholars and had a deep impact on leadership studies. In expanding on these concepts, Lowe et al (1996) characterize the transactional leader as “one who operates within the existing system or culture, has a preference for risk avoidance, pays attention to time constraints and efficiency, and generally prefers process over substance as a means for maintaining control” (p.387). The skilful transactional leader is likely to be effective in stable, predictable environments where charting activity against prior performance is the most successful strategy. By contrast, transformational leaders seek new ways of working and opportunities in the face of risk. A typical transformational leader prefers effective answers to efficient answers, and is less likely to support the status quo. In simple terms transformational leaders (like their charismatic cousins) do not merely react to environmental circumstances - they attempt to shape and create them (Bass, 1985).

It is evident from leadership research that it is difficult to separate attributions about leaders and their effectiveness from the specific behaviours they exhibit (Bono & Judge, 2004). Thus, to make the theory more tangible, Bass (1985) identified typical behaviours to describe transactional and transformational leadership styles. The four transformational leadership behaviours identified are: *idealized influence*, *inspirational motivation*, *intellectual stimulation*, and *individual consideration*. Transactional leadership behaviours are aimed at monitoring and controlling employees through rational or economic means and comprise: *contingent reward*, *management by exception-active*, *management by exception-passive* and *laissez-faire*. What is important for this thesis, as Graham (1998) describes, is a critical distinction amongst leadership typologies. Therefore as these behavioural descriptions operationalize these leadership concepts, they can be used to benchmark and analyse behaviours in this leadership studies.

The approaches adopted by these two types of leaders in terms of how they deal with their followers is also different: transformational leaders are expected to evaluate their potential of followers in terms of their ability to fulfill current commitments while also envisioning an expansion of their future responsibilities – the emphasis here is on *follower development* (Avolio & Gibbons, 1988). In expanding these concepts Avolio and colleagues (Avolio et al., 2002) created a framework encompassing three main domains of developing followers: *motivation*, *morality*, and *empowerment*. Critically they found clear evidence of a positive impact of transformational leadership behaviours on follower development. By contrast, transactional leaders expect followers to achieve agreed-upon objectives but do not encourage them to assume greater responsibility for developing and leading themselves and others (Bass 1985). Further to these findings some scholars have further analyzed the impact of different leadership styles and identified a positive relationship between transformational leadership behaviours and team members' job satisfaction and performance (e.g. Munir et al., 2009; Castro et al., 2006).

At the same time, it is also important to acknowledge that transformational and transactional leadership do not represent an incompatible dichotomy; rather,

transformational leaders may in practice rely on transactional strategies when and where appropriate even as they continue to utilize symbolism and imagery to solicit increased effort. As such, like many other forms of leadership, it is more useful to think of them as complimentary or alternatives, i.e. a given manager may be both transformational and transactional (Bass, Avolio & Goodheim, 1987).

Much of the research on Charismatic and Transformational/Transactional leadership has primarily focused on the West. In response to such challenges, some researchers started to test transformational/transactional leadership theories in global organizations and in different culture environments (e.g. Che, 2011; House et al., 2002, 2004; Tsui et al., 2004; etc.), which led to the emerging of Cross-culture and Global Leadership research (as have reviewed in the previous sections).

2.4 Implicit Leadership Theories

As this thesis is orientated towards the objective of understanding and comparing how leadership is construed by different groups of leaders, ILTs (e.g. Shamir, Pillai, Bligh, & Uhl-Bien, 2006; Schyns & Meindl, 2005; Lord et al., 2001; Meindl, Ehrlich, & Dukerich, 1985) are relied upon to provide valuable guidance for this study. Therefore this section reviews the literature on ILTs together with a discussion of its implications.

Extensive research using an information processing approach has shown that people filter information by developing their own ideas and concepts in order to help them observe, categorize and process information (Rosch, 1978). As individuals are often unaware or are unprepared to address these organizing tools, the means by which they encode, process and recall specific events and behaviour are often not made explicit, hence the label implicit (Shaw, 1990).

Perceptions are likely to be explained through two radically different perspectives: they can be *inferred* from outcomes of key events or they can be *recognized* based on their fit with observed characteristics and perceived implicit ideas (Lord & Maher, 1991). In respect of perceptions about leadership, “While leadership perceptions may not be reality, they are used by perceivers to evaluate and subsequently distinguish leaders

from non-leaders or effective from ineffective leaders.” (Lord & Maher, 1991: 98) That is to say, the recognition of individuals as leaders is critically contingent upon the observer’s perception that they have the characteristics of a good leader. This recognition in turn is based on their fit with existing leadership prototypes or, where the observer is more cognizant, they can be inferred from favorable outcomes (Lord & Emrich, 2000). As such, an individual’s implicit leadership theory is built on beliefs held about how leaders behave in general and what is expected of them, rather than being about what they *actually do* (Eden & Leviathan, 1975). The essence of this argument is therefore that the better the fit between the individual under scrutiny and the observer’s leadership theory, the more likely this person will be seen as a leader (Lord & Emrich, 2000).

In respect of the question “whether and how (if any) ILTs change over time?” some researchers suggest that as a cognitive process, ILTs develop slowly over time through repeated experiences with objects, persons or situations (e.g. Rush & Russell, 1988; Konrad, 2008). Brown and Lord (2001) offered a view that ILTs only change when the context changes, if the context remains stable, then individuals’ ILTs will be coherent and consistent over time. Poole et al, (1989) and Epitropaki & Martin (2004) also pointed out that people would be reluctant to put themselves through the suffering of a cognitive redefinition phase, and therefore, their ILTs will remain stable and persistent over time.

Given their different interests and areas of focus, misaligned leadership expectations between the leader’s team members and his superior may be at play. One example that supports this point is provided by Fields and Porr’s (2006) ILT study in which they found all of the subordinate ratings of managerial behaviour were significantly related to *internal processes* (i.e. how the leaders manage the teams to follow the process), while nearly all ratings provided by the leaders’ superiors were related to *performance outcomes*. And further to that, Epitropaki and Martin’s (2004) research found that in order to keep positive relationship with their subordinates, leaders adjust their behaviours to match their subordinates’ leadership theories. If this is true, when the expectations of the leaders’ subordinates are misaligned with their managers’, how

would the leaders deal with their superior's expectations? Therefore, whether conscious or not of these misaligned expectations, a leader has to determine how to behave in order to be seen as an effective leader - in whose eyes should they see themselves?

The culture element adds further complexities to this issue. As cultural values and norms influence commonly held ILTs hence they vary by culture (Lord and Maher, 1991). In this regard, in terms of cultural background Chinese managers can be viewed as "minority" by members of the MNCs' management (most of whom are Western leaders), and in consequence their leadership behaviours may not fit with their Western superiors' ILTs, even though their traits and behaviours are leader-like in a Chinese context. In Schyns' (2006) study of ILTs' impact on minority leaders' career development in Western society, she pointed out:

A person may just not fit the implicit leadership theories of his or her supervisor and will therefore be disadvantaged in the promotion process although he or she has the same capacity as the successful candidate (Schyns, 2006: 195).

The above provides a possible explanation for the frustration felt by many Chinese managers: when considering why their company gives promotion opportunities to expatriate managers even when these expatriate managers' leadership behaviours are less favorably assessed by their local team members and peers - it is very likely that in comparison with a Chinese candidate, a Western candidate's behaviours are more aligned with their Western superiors' ILTs so that they can be seen as more leader-like, whereas Chinese candidates may less favorably evaluated due to the misaligned ILTs with their Western superiors.

In order to understand employees' ILTs in a specific business environment, this research attempts to identify the leadership constructs of senior global leaders (most of whom are Western managers) in six MNCs' China organisations, and compares them with Chinese managers' constructs. If, both Chinese and Western leaders construe leadership from their own cultural perspectives, and at the same time their ILTs remain stable, being resistant and persistent over time (as suggested above by Poole et al., 1989), then it

might lead to a challenge to Chinese managers' career progress in MNCs.

In summary, when attempting to identify the root cause of Chinese managers' slow career progress in MNCs, it is necessary to bear in mind the possible effect of ILTs. According to the cross-culture leadership literature, it is very likely that the Chinese managers' leadership constructs are not aligned with the Western global leaders'. Therefore, this exploratory research will try to identify the gap in leadership constructs, and understand whether such gap is impacting Chinese managers' career progress.

2.5 Literature Review: Conclusion

An understanding of the extant literature which relevant to this research has been gathered through the literature review, and this provides the theoretical basis for the thesis and identifies the research gaps to which this study can contribute.

Despite the fact that most leadership theories have initially been developed in Western countries, given that much Global Leadership research focuses on competences and uses the ideas of charismatic and transformational/transactional leadership these may be useful reference points for understanding the findings from this exploratory study.

The Chinese Leadership literature review indicates that, despite the fact that research into leadership in China is attracting more attention, understanding of Chinese leadership is still in its infancy and much work still needs to be done. In particular, researchers need a far better awareness of the very diverse contexts in different types of organization in China in which Chinese leadership both emerges and is practiced. For example, linking Chinese leadership to Confucian philosophy may be problematic in MNCs. Therefore this study intends to contribute to the knowledge of leadership in a more precise fashion by providing a deeper understanding of managers' leadership constructs in MNCs' China organizations.

The Cross-cultural Leadership literature offers considerable support for the argument that cultural differences may lead to *divergent perspectives* on exactly what constitutes

effective leadership. This contention is given empirical force by a growing body of ILT research which suggests that some leaders might be disadvantaged in the promotion process when competing with those who share the same cultural background as the promotion decision makers. This proposal opens up a series of questions which guide this research, i.e. how do senior global leaders and Chinese managers in MNCs construe leadership differently? And, might the differences of leadership constructs impact Chinese managers' career advancement?

THREE: RESEARCH QUESTIONS

Derived from the research problem outlined previously and the gaps identified in literature review, this thesis aims to address the overarching research questions “What are the leadership constructs of senior global leaders in MNC China organizations?” and “How do they compare with the Chinese managers’ leadership constructs and the companies’ explicit leadership messages (i.e. LCFs)?”

The first step of this exploratory research intends to elicit the senior global leaders’ (note: these leaders not only represent the companies’ China management team but also are part of their global leadership team) leadership constructs to answer the following research sub-questions:

- *How do the senior global leaders construe leadership?*
- *Are their leadership constructs aligned with their companies’ LCFs?*

The next step is to elicit Chinese managers’ leadership constructs and subsequently compare them with the senior global leaders’ constructs and LCFs in order to answer the sub-questions:

- *How do the Chinese managers construe leadership?*
- *What are the commonalities and differences between the senior global leaders’ and Chinese managers’ leadership constructs?*
- *Are the Chinese managers’ constructs aligned with their companies’ LCFs?*

Further, in order to explore the potential link between the individuals’ leadership constructs and their judgment on Chinese managers’ career progress, this study also intends to address the following sub-questions:

- *What do senior global leaders in this study perceive to be Chinese managers’ career barriers?*
- *How do Chinese managers perceive their own career barriers?*
- *What are the commonalities and differences between the two groups?*
- *Are these observations/judgments in line with their own leadership constructs?*

How the research is conducted is described in the following section.

FOUR: RESEARCH STRUCTURE AND METHODS

4.1 Research Structure

Guided by the research questions, the first part of this research (*Project One*) is designed to explore MNCs' senior global leaders' leadership constructs and how they discriminate between high and low potential managers. Their constructs are consequently compared with the company's officially communicated LCFs in order to probe for, and assess commonalities and gaps. A clear gap would indicate that the companies' official leadership criteria do not reflect the promotion decision makers' leadership constructs.

The *second project* initially focuses on eliciting the leadership constructs of two groups of people: first, "high potential" Chinese managers (who can potentially become senior global leaders within five to eight years, identified by their leaders) and second, "others" (who were not identified as high potential); and subsequently comparing their constructs with the LCFs. In the second phase of Project Two, the Chinese managers' leadership constructs are compared with senior leaders' to test the alignment.

Project Three is designed to explore how these senior global leaders perceive the career barriers Chinese managers face, and compare whether their perspectives align with the Chinese managers' own judgments of this problem. And further to that, Project Three also explores whether these leaders' perspectives are in line with their own leadership constructs.

4.2 Research Methods

The choice of method is driven by the objective of this study which is to understand how different groups of leaders construe leadership capability and potential. The Repertory Grid Test (RGT) and open question interviews are adopted in order to achieve this objective.

4.2.1 RGT to elicit leadership constructs

The research method primarily used in this study is the RGT which derives from Personal Construct Theory (PCT), proposed by the psychotherapist George Kelly. According to Kelly (1955), a person's construct system is composed of a finite number of dichotomous constructs on the basis of which elements (things, people, and events that the person encounters) are categorized as similar to, and different from others. These constructs are used to anticipate and predict how the world and its inhabitants might behave (Kelly, 1955). Kelly explained the importance of constructs by focusing upon how they guide people in terms of anticipating events such that "A person lives his life by reaching out for what comes next. And the only channels he has for reaching are the personal constructions he is able to place upon what may actually be happening." (Kelly cited in Maher, 1969: 222).

The RGT is an exploratory method for uncovering a person's personal constructs, the relationships between constructs and the importance a person places upon constructs. Unlike more traditional testing methods which depend heavily upon the theories and preparation of the investigator, Kelly (1955) developed the RGT method to enable the researcher to draw out the participant's *own* idiosyncratic constructs in a given context. The method attempts to access knowledge about personal world-views in a way that goes beyond words (Fransella and Bannister, 1977) by asking interviewees to specify how they construe the phenomenon under scrutiny (Langan-Fox and Tan, 1997).

The RGT has been widely adopted in management research as a useful method for studying a range of subjects. For example a number of gender-related research studies have relied upon the technique to reveal how men and women have different perceptions of the same jobs (e.g. Sparrow & Rigg, 1993, and Ailmo-Metcalf, 1995). Given that the goal of this research is to explore leadership constructs among leaders, the RGT method is particularly appropriate as it provides a way of helping interviewees identify and articulate the leadership constructs which are most important to them and of which they may not be immediately aware. According to the PCT, such constructs are accessible even though the researcher must be careful not to re-interpret the data

provided by interviewees. At the same time, through using a compare and contrast method the RGT technique penetrates deeper than is usually possible in interviews of similar duration. Given the time constraints of managers for research interviews, this is an important advantage.

4.2.2 Open-question interviews and qualitative data analysis

Subsequent to the completion of each RGT interview, a semi-structured interview approach is adopted to give the interviewers more latitude and control over the process when exploring perspectives on Chinese managers' career barriers. There are a number of grounds to support this as a research method (Fowler, 1993): first, the semi-structured interview offers opportunities to identify and pursue questions that may not have been immediately apparent which are related to the concept/problem under investigation. Second, as a means of intervention, the flexibility of the semi-structured interview allows for additional, diverse probes that can elicit a wider range of information which is idiosyncratic to the individual in terms of experience and perception. Third, it also enables the researcher to build rapport in order to elicit deeper and more personal answers from interviewees. Therefore, this interview approach not only provides opportunities to help the researcher understand the general perspective of the managers, it also creates room for eliciting further information that reveals important insights into how these managers viewed the nature and parameters of the issues on which this research focuses (Seidman, 2006).

In terms of analysis, a qualitative coding process (Fowler, 1993) was relied upon to categorize and analyze the interviewees' perspectives, which allowed the researcher to identify the common and unique perspectives among the individuals. Direct quotations were included in order to avoid over-construing the interviewees' ideas, with the explanations of categories relating as closely as possible to each interviewee's own wording (Seidman, 2006).

4.2.3 Summary of the research structure and methods

The research structure and methods utilized in each research project are summarized in Table LD.1 below. The specific methods used for each project are detailed in the three individual Project Reports (start from page 70).

Table LD.1 Summary of research structure and methods

	Purpose of the Research	Research Methods and Process
Project 1	<ul style="list-style-type: none"> •To map and interpret the leadership constructs of senior global leaders, and gain a deep understanding of how they explicitly and implicitly discriminate between managers in terms of leadership capability and potential •To identify the commonalities and gaps between the senior global leaders' constructs and the LCF 	<ul style="list-style-type: none"> •Repgrid test interview •Repgrid data analysis <ul style="list-style-type: none"> - Single grid analysis - Cross grid analysis •Comparisons between each senior global leader's important constructs and detail description of their respective company's LCF
Project 2	<ul style="list-style-type: none"> •To elicit middle level Chinese managers' leadership constructs •To identify the commonality and gaps between the Chinese managers' constructs and the LCF •To identify the commonalities and gaps between the senior global leaders' and Chinese managers' leadership constructs 	<ul style="list-style-type: none"> •Repgrid test interview •Repgrid data analysis <ul style="list-style-type: none"> - Single grid analysis - Cross grid analysis •Comparisons between each Chinese manager's important constructs and detail description of their respective company's LCF •Comparisons between Chinese managers' and senior global leaders' constructs
Project 3	<ul style="list-style-type: none"> •To explore how interviewees perceive the career barriers of Chinese managers •To identify the link between interviewees' perspectives and their leadership constructs 	<ul style="list-style-type: none"> •Semi-structured interview •Qualitative data analysis and identification of senior global leaders and Chinese managers' perspectives about the barriers of Chinese managers •Comparisons between the interviewees' perspectives and their key constructs

FIVE: SUMMARY OF PROJECT REPORTS

This section provides a summary of the three research project reports. The full project reports follow this linking document (Project One, page 70-130; Project Two, page 131-185; and Project Three, page 186-204). Table LD.2 below summarizes the key findings of each project:

Table LD.2 Summary of key findings of three projects

	Project One	Project Two	Project Three
Interviewees' Perspectives	Senior global leaders' key constructs <ul style="list-style-type: none"> •Creative •Drive to improve •Communication skill •Collaborative style •Charisma •Professional knowledge and experience •Visionary •Cross culture •Flexible •Confident •Team development •Emotional intelligence 	Key constructs of HPs <ul style="list-style-type: none"> •Professional knowledge and experience •Visionary •Confident •Collaborative style •Can do attitude 	Senior global leaders' perspectives on Chinese managers' career barriers: <ul style="list-style-type: none"> •Communication issues •Not charismatic •Not creative •Not capable in leading and developing team •English language •Mobility •Time of leadership development is still too short, however the right strategy is not in place
	Constructs senior global leaders used to discriminate GLs <ul style="list-style-type: none"> •Visionary •Charisma •Communication skill •Professional knowledge and experience •Pragmatic •Can do attitude 	Key constructs of Others <ul style="list-style-type: none"> •Professional knowledge and experience •Visionary •Confident •Drive to improve •Ambitious •Cross culture •Networking 	Chinese managers' perspectives on their own career barriers: <ul style="list-style-type: none"> •Western managers do not understand our behaviours •We are not trusted •Language is a challenge •The company has no desire to develop Chinese managers to be global leaders
	Constructs senior global leaders used to discriminate HPs <ul style="list-style-type: none"> •Collaborative style •Intelligence •Pragmatic •Can do attitude 		
Comparison with LCFs	Overall degree of alignment is between 50-80%. Five constructs important for senior global leaders but not in LCFs: <ul style="list-style-type: none"> •Networking •Charisma •Communication skills •Professional knowledge and experience •Cross culture 	Overall degree of alignment between HPs and LCF is 35-66.7% (average 44.5%). Constructs important for HPs but not in LCFs: <ul style="list-style-type: none"> •Strategic thinking (Company A, C) •Communication skills (Company C) •Professional knowledge and experience (Company B) •Networking (Company A) Overall degree of alignment between Others and LCFs is 20-55.5% (average 42.8%). Constructs important for Others but not in LCFs: <ul style="list-style-type: none"> •Charisma (Company D) •Organization savvy (Company D) 	Only one of the senior global leaders' perspectives of "developing team" resonant with two companies' LCFs, all the others are not in LCFs.
Comparison between senior global leaders and Chinese managers	N/A	<ul style="list-style-type: none"> •Senior global leaders were more cognitive complex in leadership domain •Chinese managers' leadership constructs are considerably less cohesive •Definitions of some constructs are different •Constructs shared by HP, Others and senior global leaders <ul style="list-style-type: none"> - Professional knowledge and experience - Visionary - Confidence •Constructs shared between HP and senior global leaders <ul style="list-style-type: none"> - Collaborative style •Constructs shared between Others and senior global leaders <ul style="list-style-type: none"> - Cross culture - Drive to improve •Senior Global Leaders' key constructs missed in HPs and Others <ul style="list-style-type: none"> - Communication skill - Charisma - Creative - Flexible - Team development - Emotional intelligence 	<ul style="list-style-type: none"> •Common perspectives on Chinese managers' career barriers: <ul style="list-style-type: none"> - Cross culture understanding - English language - Bothe from their own culture perspective to view this subject - The right strategy is not in place •The senior global leaders' perspectives on this issue are in line with their key constructs (e.g. charisma, communication skill, creative etc.), however, those constructs were not seen as important for Chinese managers, therefore they don't see the same obstacles

5.1 Project One Summary Report

Project One studied 31 senior global leaders in six MNCs' China organisations. These companies provided a good spread in terms of organizational origin (i.e. American, Northern European, French and British) and industry (i.e. energy, petrochemicals, retail, insurance, and logistics services). Detail descriptions of the companies see Table P1.1 in Project One report, page 74). This section provides a summary of Project One. The full project report starts on page 70.

5.1.1 Research purpose

The purpose of this project is to map and interpret the leadership constructs of senior global leaders, and gain a deep understanding of how they explicitly and implicitly discriminate between managers in terms of leadership capability and potential. Once identified, these leaders' constructs are subsequently compared with their respective companies' LCFs to test the alignment between the two.

5.1.2 Research questions

This project is designed to answer two research questions:

- *How do the senior global leaders construe leadership?*
- *Are their leadership constructs aligned with the company's LCF?*

5.1.3 Summary of research method

Given that this study intended to elicit how individuals construed leadership it was decided to rely upon the RGT method (detailed in Section 4.2.1 above, page 26-27). This enabled interviewees to identify and articulate the leadership constructs which are most important to them, including those of which they may not be immediately aware. The interviews were recorded and transcribed.

Working to a format of nine elements, spread evenly across three categories (Global Leaders, High Potential, and Low Potential managers), interviewees are asked to randomly choose three elements each time and differentiate amongst them in order to

elicit construct poles. Each element is subsequently rated on a five point rating scale to determine how the interviewee judges how the elements perform on each construct.

The data analysis of this research is firstly interpreted at single grid level (*i.e. single grid analysis*) and then conclusions draw across grids (*i.e. cross grid analysis*) – allowing the researcher to generate commonalities between perspectives. A computer programme (Idio-grid) is used to generate descriptive statistics, component space and cognitive maps of each single grid. Subsequently the data output from individual grids are coded and categorized to identify key constructs with the resultant data used cross grid to identify both commonalities and the uniqueness of constructs of senior leaders as a group.

The reason of identifying the leaders' common constructs across companies is because the Chinese managers' leadership career paths are not limited by any single company. Further to that, the common leadership constructs identified in this research allows comparisons with the cross-culture and global leadership literature. Ideally the senior global leaders' common constructs can also be generated by each company, however as identified in the pilot research this task cannot be achieved due to the small sample size of each company.

Please note: further details of the research methods are described in Section Three of the Project One Report (from page 72 to 94).

5.1.4 Summary of results

392 constructs were elicited from the 31 senior global leaders across six MNC organizations. Although each senior global leader had his/her own idiosyncrasies, coding and analysis revealed 12 key construct categories common to them as a group. These consisted of: *creative, drive to improve, communication skill, collaborative style, charisma, professional knowledge and experience, visionary, cross culture, flexibility, confidence, team development and emotional intelligence*. Definitions of these key construct categories can be found in Table P1.20 (page 109) of the Project One Report.

Further to above, the analysis reveals that these leaders use constructs *visionary, charisma, communication skill, pragmatic, can do attitude, and professional knowledge and experience* to discriminate global leaders from middle level managers, while the constructs *pragmatic, can do attitude, collaborative style and intelligence* are used to discriminate high potential managers from others.

These leaders' constructs are subsequently compared with their companies' LCFs. The overall outcome of the comparison is that the degree of alignment within the five case study companies (one company currently does not have LCF, even though they have the intention of developing such document) ranges between 50% and 80%, which indicates that some competencies emphasized in the LCF are not seen as important to these leaders. And further to that, five constructs (*networking, charisma, communication skill, professional knowledge and cross culture*) are important to these leaders but cannot be found in the LCFs. It is important to note that among these five missing constructs, three (*charisma, communication skill and professional knowledge*) were identified as constructs used by the leaders to discriminate capable GLs from middle level managers, but not shown in the companies' LCFs. These findings demonstrate a gap between the companies' officially communicated leadership expectations and the actual leadership perspectives of these promotion/selection decision makers.

5.1.5 Summary of discussion and conclusions of Project One

- *Common and unique leadership constructs of senior global leaders*

As summarized in Table LD.2 above (page 29), while single grid analysis revealed individual leadership constructs which provide insight into the way each interviewee distinguishes capable global leaders and high potential managers, cross grid analysis generated insight into common perspectives on leadership.

When attempting to identify these leaders' common constructs, this research also explored and identified those constructs which are neither common to the majority of these leaders nor covered by LCFs. It is very likely that these unique leadership constructs differentiate the senior leaders' judgments on leadership capability and potential, which may explain some challenges Chinese managers face in their career

progress, i.e. they may be seen as high potential by one leader but may not be viewed in the same way by another. Although this could happen in any country, two factors make such a challenge more obvious in China. First, there are frequent changes of leaders as most of the MNCs' senior global leaders in China are expatriates who normally take short term assignments. Second, there is high staff turnover (market average is above 10%) amongst Chinese employees (the Chinese interviewees in this study changed managers every two to three years due to the high staff turnover). Therefore accessing the unique leadership perspectives of those with promotion authority is important as it could help the companies and the leaders to consciously avoid potential bias and to retain consistency in leadership selection and development, which allows them to achieve the objective of sustainable growth of Chinese leadership resources.

- *Senior global leaders' perspectives on leadership capability and potential*

The constructs interviewees used to distinguish capable global leaders from middle level managers included *visionary, charisma, communication skill, professional knowledge/experience, pragmatic, and can-do attitude*. As the first four constructs were identified as these leaders' key constructs, it is very likely that they primarily used these constructs to identify capable global leaders.

In contrast, the constructs most strongly used to discriminate high potential managers from others were: *collaborative style, intelligent, pragmatic and can-do attitude*. Compared with global leaders, high potential middle level managers were scored even higher in "*collaborative style*" and "*intelligent*" suggesting that these two constructs were important in relation to middle managers being seen as "high potential" (i.e. they should be intelligent and possess good people skills). By comparing these constructs with the constructs interviewees used to distinguish global leaders (i.e. *visionary, charisma, communication skill, and professional knowledge/experience*) the important development areas for high potential managers can be identified. However amongst these constructs, *charisma, communication skill, and professional knowledge/experience* were not even mentioned in the companies' LCFs, which challenges the effectiveness of LCF.

The Others (lower potential managers) received low scores across all constructs. Their three lowest scored constructs (i.e. *visionary, charisma and communication skill*) are exactly the same as those the interviewees used to discriminate capable GLs from middle level managers, which reinforces the notion that these leaders primarily use these constructs to distinguish leadership capability and potential.

However for this to be useful it is necessary to test whether the middle level managers are aware of the importance of these constructs for improving their leadership capability. This therefore became a key objective of the next project, P2, in this research.

- *Comparing the senior global leaders' constructs with the leadership literature*

Having identified the senior global leaders' constructs through this study, it is important to compare them with extant leadership literature.

The result of comparison (detailed in Table P1.30 in Project One, page 128) shows that most of the key constructs identified in this study align with either Charismatic or Transformational leadership (or both), but none aligns with transactional leadership. This echoes Manning's (2003) comment that researchers find a similarity between the competencies of effective global leaders and those of transformational leaders. However, there are exceptions to this model. For example, the senior global leaders' construct "*cross culture*" is not covered by Charismatic/Transformational leadership raising the question of whether this finding, from another angle, supports the argument that global leadership is just a "leadership plus culture" (e.g. Campbell, 2006; Manning, 2003; Bass, 1997). At the same time, the construct *professional experience and knowledge* could not be found in the Global Leadership literature, although within this study it was identified as being with high importance to the interviewees (not only identified as a key construct, but also a construct that senior global leaders use to define Global Leaders). This might be because after several years working in the emerging market these leaders realized that one of their key objectives is to share experience and transfer knowledge to the local organization, however this point is not captured by the extant Global Leadership literature.

As the majority (76%) of the interviewees in Project One are Western managers, whilst

all the others are “returnees” (have Western education/work experience), it could be the reason that these leaders’ constructs resonate with the traditional leadership theories which developed in the West. Consequently it would seem likely these interviewees’ are based on Western cultural assumptions about leadership to evaluate Chinese managers’ leadership behaviours and this may lead to a bias due to the culture differences. Therefore, it is necessary to identify the Chinese managers’ leadership constructs and to compare them with those of senior global leaders in order to identify the commonalities and differences, which is the analysis to be done in the second project.

- *Comparisons with the Companies’ LCFs*

Alongside the growing use of LCF within organizations, a parallel debate has raised significant concerns about their effectiveness and the extent to which they really can improve leadership effectiveness. One of the critiques of the LCF is whether it can properly reflect the organization’s implicit/unconscious leadership concept (Probert and Turnbull James, 2011). This point is supported by the findings of this project: analysis revealed clear gaps between the senior global leaders’ leadership constructs and the LCFs - the overall degree of alignment between the senior leaders’ important constructs and their own companies’ LCFs ranged between 50% and 80%, whilst five (out of 12) of the senior global leaders’ *key constructs* fell outside these frameworks.

There could be various reasons for this misalignment, for example one company had launched a new leadership framework three years previously. However, as RGT elicits constructs rather than espoused or conscious company messages, this research uncovered aspects of these leaders’ constructs which had been acquired over many years of experience, training and exposure to previous versions of leadership frameworks. Alternatively it is possible that these leaders had been influenced by Chinese culture after working there for a period of time (on average five years), i.e. in the sense that they do not espouse the “pure Western-centric” leadership frameworks. This would also account for why the construct "*cross culture*" features as a key construct of interviewees but does not appear in their companies’ LCFs.

Irrespective of the cause, the misalignment might increase the difficulties for Chinese

managers' career advancement as they probably try to align themselves with the explicit message (LCF) about what is being looked for in leaders within the company. More problematically, among the senior global leaders' five additional constructs to LCF, three (*i.e. charismatic, communication and professional knowledge*) are used by the leaders as key criteria to identify capable global leaders suggesting a fundamental flaw in the LCF approach, i.e. if the companies use their LCFs to communicate and guide the employees' leadership competency development, but at the same time the leaders use different criteria to evaluate candidates and decide promotions, it may create confusion within the organizations. This is likely to impact people who are struggling to grasp different cultural assumptions rather more than those whose cultural background is similar to their leaders.

In summary, Project One focused on MNCs' senior global leaders' leadership constructs. Whilst this offers some insights into the difficulties Chinese managers face in their career progress in MNCs, it is equally important to understand the Chinese managers' personal leadership constructs. Therefore the next phase of this research focuses on how Chinese managers construe leadership and how their constructs compare to those of senior global leaders', and to LCFs.

5.2 Project Two Summary Report

This section provides a summary of Project Two. The full project report starts on page 131.

5.2.1 Purpose of Project Two

Building on the findings of Project One which revealed how senior global leaders in six MNCs construe leadership, the purpose of this project is to explore middle level Chinese managers' leadership constructs and to compare them with both the companies' LCFs, and the senior global leaders' constructs.

5.2.2 Research questions

The first part of Project Two elicits Chinese managers' leadership constructs in order to address the following question:

- *How do high- and low-potential Chinese middle managers construe leadership?*

After identifying the Chinese managers' leadership constructs, these constructs are subsequently compared with the leadership competency framework to address the research question:

- *What is the degree of alignment between these Chinese managers' leadership constructs and their company's LCF?*

After the above comparisons, the second part of Project Two compares the Chinese managers' leadership constructs with the senior global leaders' (identified in Project One), in order to understand:

- *Do the Chinese managers construe leadership differently from senior global leaders?*

5.2.3 Summary of research methods

Given that the purpose of this project is also to explore managers' leadership constructs, it was decided to continue to utilize the RGT method. The research is conducted within the same companies, and the RGT rating scales and element categories also replicate those in the first project, which allow for consistency and comparability with the previous projects.

The interviews are recorded and transcribed. Many of the interviews in this project have to be conducted in Chinese Mandarin in order to accommodate the language needs and comfort levels of the Chinese interviewees. To ensure accuracy and limit the injection of bias, most transcripts are first translated into English by a professional English translator, and further reviewed and confirmed by the author (who is a native mandarin speaker himself). Wherever meanings are identified as unclear or potentially contested, the researcher returns to the relevant interviewees to check against their actual meaning.

Data analysis is undertaken first at single grid level in order to identify the *important constructs* of each individual before the grids are amalgamated in one pool for cross grid analysis to identify the commonly shared *key constructs* of the group. The data of HPs and Others are analysed separately in order to identify and compare commonalities and differences.

The research method is detail described in Section Four of Project Two Report (page 136-141).

5.2.4 Summary of results

5.2.4.1 Leadership constructs of individual HPs and Others

Among the 296 constructs elicited from HPs, 132 can be identified as being of higher importance to the individuals (i.e. variability higher than average), suggesting the

interviewees primarily use these constructs to construe leadership. At the same time, 140 out of 316 constructs are identified as important constructs for Others. These constructs are summarized in Table P2.3 (for HPs, page 143) and P2.4 (for Others, page 144) in the Project Two report.

5.2.4.2 Interviewees' commonly shared leadership constructs

Following the cross grid analysis process, five constructs are identified as commonly shared key constructs of HPs, these are *collaborative style, professional knowledge and experience, visionary, can do attitude, and confident*. Table P2.12 (page 155) provides definitions of these key constructs.

Applying the same process, seven key constructs are identified for "Others". These are: *Drive to improve, professional knowledge and experience, ambitious, visionary, cross culture, visionary, confident, and networking*. Table P2.14 (page 157) details the definitions of these key constructs.

After eliciting their leadership constructs, the HPs' and Others' constructs are compared with the LCFs and the senior leaders' constructs.

5.2.4.3 Comparison between Chinese managers' constructs and LCFs

The overall degree of alignment between HPs' constructs and their own companies' LCFs is between 35% and 66.7% (on average 44.5%), whilst for Others it is between 20% and 55.5% (on average 42.8%). Further, seven constructs (five from HPs and two from Others) are commonly seen as important to the interviewees but not indicated in the LCFs.

Moreover, the degree of alignment between interviewees' constructs and most (54%) competencies in the LCF is below 40%, within which 13 competencies (26%) were not mentioned by *any* of the interviewees, clearly suggesting the companies' messages relating to expected leadership competencies are not resonating with the Chinese managers' leadership constructs.

These results suggest misalignments between the LCFs and these Chinese managers' actual leadership constructs. The detailed result of comparison is summarized in Table P2.26 on page 169.

5.2.4.4 Comparison between Chinese managers' and senior global leaders' constructs

Figure LD.1 below illustrates the overlap and differences between the Chinese managers' and senior global leaders' leadership constructs:

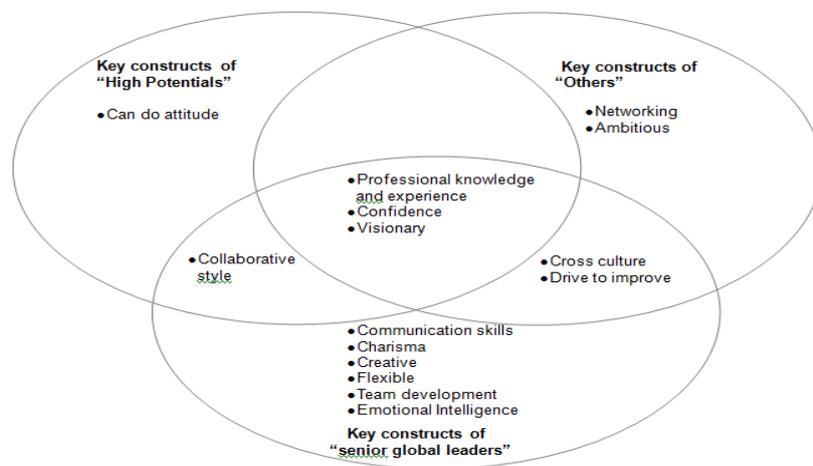


Figure LD.1 Commonalities and differences on key constructs of Chinese managers and senior leaders

- *Constructs commonly shared among the groups*

As demonstrated in the figure above, three key constructs (*professional knowledge and experiences, confidence, and visionary*) are commonly shared by the three groups, indicating that all interviewees perceived these as important for leaders. However, when reviewing the definitions of these constructs, clear gaps could be identified in two constructs (*i.e. Professional knowledge and experience and Confident*; details of the differences described in P2.28 on page 172 of Project Two Report).

Collaborative is the only key construct commonly shared between high potential managers and senior leaders, which echoes the finding in Project One that senior global leaders largely distinguish HPs from their counterparts on the basis of *collaborative style, intelligent, pragmatic and can-do attitude*. However, while senior global leaders

strongly emphasized teamwork in the construct *collaborative*, this research revealed that Chinese managers defined *collaboration* in an instrumental fashion, i.e. that collaboration should serve a clear purpose, being either to advance themselves in the eyes of their peers and superiors or to handle a task with others collaboratively for the good of their own department. This conditional interpretation of collaboration might reflect the competitive pressures under which Chinese leaders feel that they operate.

Two constructs are commonly shared between Others and senior global leaders: *cross culture* and *drive to improve*. However, according to the Project One findings neither of these constructs was used by senior global leaders to identify leadership capability and potential.

- *Half of the senior global leaders' key constructs are not seen as important to Chinese managers*

It is important to stress that 50% (six out of 12) of senior global leaders' key constructs are absent from those of the Chinese managers: *communication*, *charisma*, *team development*, *creative*, *flexible*, and *emotional intelligence*. Of these constructs *charisma* and *communication skill* registered as very critical in how senior global leaders distinguished capable global leaders. The fact that these two key constructs are not seen as important by Chinese managers therefore indicates a potential problem in their career development.

A positive sign relating to this issue is that among the six missing constructs of Chinese managers, the constructs *communication*, *charisma*, and *team development* were frequently mentioned by both HPs and Others (frequent mentions were all above 50%) but failed to be identified as key constructs due to their low variability (below average). This means the Chinese managers might have realized the necessity of mentioning these constructs, however the significance of these constructs was still not high.

5.2.5 Summary of discussion and conclusion of Project Two

Having identified the leadership constructs of HPs and Others in this study, it is

important to compare them with extant literature and discuss the implications of the result.

5.2.5.1 Comparison between the Chinese managers' constructs and cross-cultural leadership literature

In Hofstede's (2001; 1980) research on the IBM global organization he identified that Chinese managers were much lower than UK and US managers in *individualism*, which is in line with findings of this study that HPs emphasize "*collaborative style*", and Others view "*networking*" as a key construct. However, the Chinese managers in this research imbued "collaborative" with a specific meaning, i.e. either to advance themselves in the eyes of their peers and superiors, or work together with others collaboratively to achieve their own/teams' objectives which is an additional element to the senior global leaders' definition which mainly focused on teamwork (comparison of definitions can be found in Table P2.28 on page 172). Linking this element with other key constructs of the Chinese managers such as *can-do attitude* and *aggressiveness*, this may indicate that while the new generation of Chinese managers in MNCs is still focusing on the *relationship*, they consider such relationships should be able to support individual's objectives (i.e. there are certain *individualism* characteristics embedded in such construct). This finding is supported by Ralston et al.'s (1999) research which compared the new generation of Chinese managers with the older generation and found an emergent tendency towards individualism.

However, some findings of this research do not align with the GLOBE project (House et al., 2004): while the GLOBE project identified that Chinese managers scored lower on *enthusiastic, risk taking, and ambitious*, in this research the key constructs *can do attitude, ambitious, drive to improve, and confident* identified for HPs and Others **do not** support such a finding - it is very clear that Chinese managers in these MNCs perceive those constructs to be very important and would not score them low. One explanation for such misalignment is that the GLOBE project only conducted research in several local Chinese companies whereas the Chinese managers who have been socialized in a MNC cultural environment do not share the same leadership constructs as those operating in local Chinese organizations. Therefore, given the complexity of the China

environment, the findings of GLOBE cannot (and should not) be generalized to other types of organizations in China. While it confirmed the notion that a thorough understanding of how leadership behaviours are perceived by Chinese managers in different types of organization is necessary, it demonstrates one contribution of this thesis.

5.2.5.2 Comparisons with Global Leadership literature

In order to describe leadership in a structured manner, Campbell (2006) crafted a framework of nine universal and timeless aspects of leadership which consisted of six basic competencies that can be shared or delegated and three personal competencies specific to the individual. These included: *vision, management, empowerment, diplomacy, feedback, entrepreneurialism, personal style, personal energy, and multicultural awareness*. Comparing the key constructs identified in this study for HPs (*professional knowledge and skills, visionary, confident, collaborative style and can-do attitude*) and Others (*professional knowledge and skills, visionary, confident, networking, ambitious, cross culture, and drive to improve*) with Campbell's (2006) framework, it is clear that while many overlaps can be identified, *empowerment* is not present in both HPs' and Others' key constructs. Further to this, *multicultural awareness* also cannot be found in HPs' key constructs.

Another research conducted by Kets de Vries and colleagues (2004) at INSEAD developed the Global Executive Leadership Inventory (GELI) which measures leadership competencies along 12 dimensions: (a) *visioning*, (b) *empowering*, (c) *energizing*, (d) *designing and aligning*, (e) *rewarding and feedback*, (f) *team building*, (g) *outside orientation*, (h) *global mindset*, (i) *tenacity*, (j) *emotional intelligence*, (k) *life balance*, and (l) *resilience to stress*. A comparison reveals that while there are many alignments between the GELI and Chinese managers' key constructs identified in this study, the competencies *empowering, energizing, team building, and emotional intelligence* described by GELI do not appear in Chinese managers' key constructs.

Benchmarking the Chinese managers' missing constructs in above comparisons (*e.g. empowering, energizing, team building, emotional intelligence, etc.*) against the four

transformational leadership behaviours identified by Bass (1985), (*idealized influence, inspirational motivation, intellectual stimulation, and individual consideration*), it appears that most of them can be categorized as transformational leadership characteristics, and Chinese managers did not recognize the importance of these constructs.

Avolio & Gibbons (1988) pointed out that transformational leaders evaluate the potential of all followers in terms of their ability to fulfil current commitments, while also envisioning expansion of their future responsibilities. To verify this argument, Avolio and colleagues (Avolio et al. 2002) integrated different sources to build a conceptual framework encompassing three main domains of follower development: *motivation, morality, and empowerment*; they found clear evidence of a positive impact of transformational leaders on follower development. The leadership behaviours described in Avolio et al.'s (2002) framework overlap with the missing constructs of the Chinese managers identified in other comparisons above (i.e. *empowering, energizing, team building, etc.*).

Even these comparisons cannot directly lead to the conclusion that the Chinese managers interviewed in this research have a transactional leadership mindset, the evidence shows that at least *they do not perceive the importance of some transformational leadership constructs*. As people's behaviours are guided by their constructs (Kelly, 1955), such a finding means that these managers might not focus on the development of such transformational leadership behaviours. This situation would be particularly problematic when the senior global leaders in the same company utilized transformational leadership constructs to judge leadership capabilities and potential (as identified in Project One).

5.2.5.3 Comparisons with LCFs

Comparisons between the Chinese managers' leadership constructs and their own companies' LCFs revealed a misalignment. While the first project found that the company-prescribed leadership competencies were not aligned with the promotion decision makers' expectations, this study confirms that these competencies in LCFs are

not being recognized by managers further down the hierarchy as well.

As Hollenbeck et al. (2006:341) pointed out: “As we look across the business scene, we see little evidence that these systems (LCFs) in place for years now, are producing more and better leaders in organizations.” The findings in this research have confirmed that, despite the companies have used the LCF as a critical method in leadership communication and development for many years, the competencies described in LCFs are still misaligned with Chinese managers’ (both HPs and Others) leadership constructs. Therefore, a more fundamental review of the LCF should be considered.

5.2.5.4 Comparison between Chinese managers and senior global leaders

- *Chinese managers are less cognitively complex in the leadership domain.*

The average number of constructs elicited from Chinese managers was 10.3, which is 26% lower than the senior global leaders’ 12.7. PCT (Kelly, 1955) suggests that individuals who generate more constructs are cognitively more complex than those who generate fewer constructs. While cognitive complexity is not a measure of intelligence, this certainly suggests that the Chinese managers’ view of leadership is less nuanced than the senior global leaders. This may be because the senior global leaders have gathered in-depth understanding through broader and more complex tasks and cross-culture experience. In Lynton and Thogersen’s (2006) research they found global leaders learned new ways of perceiving the cross-cultural environment and new ways of reacting within it: “They have become more complex, more connected, and more personal as the basis for their consistently impressive business results.” (Lynton and Thogersen, 2006:170), which echoes the findings in this research.

Bieri (1955: 185) suggested that “A more cognitively complex person has available a more differentiated system of dimensions for perceiving others’ behaviour than does a less cognitively complex individual”. And Larson and Rowland (1974: 38) also pointed out that “individuals with low cognitive complexity are characterized as having categorical black-white perceptions as well as relatively few but rigid rules of integration”. Following these points it is very likely, when perceiving leadership capabilities and developing leadership behaviours, that the Chinese managers are less

flexible and have a narrower view than the senior global leaders. This point resonates the senior global leaders' perspectives on Chinese managers' career barriers that "*Chinese managers are not flexible enough*" (note: "*flexible*" was identified as one of the key constructs for senior global leaders but not for the Chinese managers), "*they don't have broad view*", etc. Such observations may have negatively impacted the Chinese managers' career progress.

Further, such a phenomenon not only affects the Chinese managers' own career progress but also impacts the companies' long term leadership capability. Because the middle level managers play important roles in the selection, coaching and development of their junior subordinates, it would create a critical challenge to the companies' long term leadership pipeline if these middle level leaders do not have a comprehensive view of leadership. Therefore it becomes an important task for companies to define clear leadership expectations and to use them to select, develop, and communicate with the middle level managers in order to create sustainable leadership development.

- *The leadership constructs within the Chinese manager group are less consistent than senior global leaders*

Further to the above, comparing with the senior global leaders many fewer common constructs could be identified for the group of Chinese managers: while 52% (12 out of 23) constructs were identified as key to for the senior global leader group, only five and seven key constructs (28% and 44%) could be identified for high/low potential Chinese manager groups respectively. This provides an indication that there is much less consensus among Chinese managers in terms of how to construe leadership. This may well be due to the high turnover of the talent market, Chinese managers' working experience in a single company is typically much less than the senior global leaders, leaving them less time to align their leadership theories with the group. In such circumstances, it is even more incumbent upon companies to communicate leadership expectations as a means of aligning understanding and guiding middle managers' leadership competency development.

- *The gap between senior global leaders' and Chinese managers' constructs might*

represent a challenge for Chinese managers' career progress

One of the key findings from the analysis is that that 50% (six out of 12) of senior global leaders' key constructs are absent from those of the Chinese managers: *communication, charisma, team development, creative, flexible, and emotional intelligence*. As most of these can be categorized as charismatic/transformational leadership characteristics, this finding is in line with comparisons between Chinese managers' constructs and the leadership literature which confirmed that the Chinese managers are less focused on charismatic/transformational leadership behaviours. More importantly, as the constructs *charisma* and *communication skill* registered as very critical in how senior global leaders define global leadership capability yet were missing in Chinese managers, it indicates a potential challenge to Chinese managers' career progress.

Despite the data showing that three constructs (*professional knowledge and skills, visionary and confident*) are commonly shared between Chinese managers and senior global leaders, it is important to appreciate the differences that emerged in their definitions, i.e. even though some construct labels are the same, they contain different meanings for different groups of people. These differences are summarized in Table P2.28 (page 172). One example is that for Chinese managers the construct "*professional knowledge and experiences*" also means solid educational background and fluent English communication - a leader without such competencies may not be seen as capable by Chinese managers, even if the senior global leaders may have a different view on the same individual.

The gaps identified here provide some explanations of the slow career progress of Chinese managers in MNCs: according to ILTs (e.g. Lord & Emrich, 2000, Schyns, 2006, etc.), senior global leaders rely upon their leadership constructs to evaluate leadership capabilities and decide promotions, however the Chinese managers were either not aware of the importance of these senior global leaders' key constructs, or did not share the same understanding of these constructs. Further, only one (*team development*) of the six missing constructs was indicated in the companies' LCFs, which not only emphasizes the problem of Chinese managers' career progress but also

challenges the utilization of the LCF as a major communication and leadership developmental tool in MNCs.

A positive sign relating to this issue is that among the missing constructs of Chinese managers, the constructs *communication*, *charisma*, *team development* were frequently mentioned by both HPs and Others but failed to be identified as key constructs due to their low variability. This means the Chinese managers might have realized the necessity of mentioning these constructs even though the significance of these constructs was not yet high for them. Such a phenomenon indicates a possible process of evolution in the Chinese managers' transformational leadership concepts (i.e. developing from frequently mentioning to understanding the importance). As described by ILTs (e.g. Konrad, 2000; Russell & Rush, 1987), people's leadership perspectives change slowly over time. In order to enhance this developmental process such messages should be reinforced through leadership training, leaders' coaching, and other communication and leadership development methods.

5.3 Project Three Summary Report

5.3.1 Introduction

This section provides a summary of Project Three. The full project report starts at page 186.

5.3.2 Purpose of this project

In order to understand whether the process of how senior global leaders and Chinese managers construe leadership makes any contribution to the slow career progress of Chinese managers, this final project is an exploratory study to understand how participants in this research perceive career barriers for Chinese managers, and the relationship between their perceptions and leadership constructs.

5.3.3 Research questions

Project three therefore addresses the following research questions:

- *What do senior global leaders in this study perceive to be Chinese managers' career barriers?*
- *How do Chinese managers in this study perceive their own career barriers?*

Building upon these questions the findings for each group are subsequently compared to determine:

- *What are the commonalities and differences between senior global leaders' and Chinese managers' perceptions?*
- *Whether leaders' perceptions about barriers to career progress can be related to their leadership constructs?*
- *What other factors impact Chinese managers slow progress to senior positions?*

5.3.4 Research methods

A semi-structured interview approach is adopted to give the interviewees latitude and greater control over the process when exploring perspectives (Fowler, 1993). There

are a number of grounds to support this as a research method (Fowler, 1993): first, the semi-structured interview offers opportunities to identify and pursue questions that may not be immediately apparent in relation to the concept/problem under investigation. Second, as a means of intervention, its flexibility allows additional, diverse probes that can elicit a wider range of information which is idiosyncratic to the individual in terms of experience and perception. Third, because this interview section is an extension of the RGT interview, it also enables the researcher to further build on rapport established during the RGT interview process in order to elicit deeper and more personal answers.

In terms of process, subsequent to the completion of each RGT interview, the semi-structured interview is conducted as part of the natural flow of the research intervention, with interviewees already engaged, and primed for response. To ensure a degree of consistency across interviews, each component started with an open question. The senior global leaders are asked “*What are the major obstacles of Chinese managers’ career progress in becoming global leaders?*” This not only provides opportunities to help the researcher understand the general perspective of these leaders, it also creates room for eliciting further information that revealed important insights into how these leaders viewed the nature and parameters of this problem. Similarly, during interviews with Chinese managers, an initial question, modified to “*What are the career obstacles for your own career progress in becoming a senior global leader?*” is asked and then followed with further probes to elicit the Chinese managers’ perspectives.

In terms of data analysis, a qualitative coding process is adopted to categorize and analyze the interviewees’ perspectives: the data generated from each interviewee (e.g. passages of text, key words, metaphors, etc.) are coded into themes that allow the elicited barriers to be categorized and subsequently clustered (Seidman, 2006). After this process is completed at the individual level, analysis focuses on coherence within groups (i.e. among the groups of senior leaders, HPs and Others) within each company, then across the companies. This process allows the researcher to retrieve data quickly as well as revealing structural trends both within and across specific corporate environments. To avoid over-construing the interviewees’ ideas, direct quotations from transcriptions are included, with the explanations of categories relating as closely

as possible to each interviewee's own wording (Seidman, 2006).

To address the research questions concerning similarities and differences between the various groups' perspectives and their leadership constructs, analysis proceeds constantly referring back to the definitions of interviewees' leadership constructs to ensure fair comparisons.

5.3.5 Senior Global Leaders' perspectives on the Chinese managers' career barriers

The following obstacles emerged from the senior global leaders as common perspectives on Chinese managers' career barriers:

- Obstacle One: Communication issues

SAMPLE QUOTE: Sometimes it is hard to understand Chinese managers' communication approach - they are not willing to speak out, and their messages are not easy to understand.

- Obstacle two: Not charismatic

SAMPLE QUOTES: They do not behave like leaders. Not be respected by the team members.

They are not creating enough impact in the cross cultural environment.

They do not aggressively inspire people to pursue objectives.

- Obstacle three: Not creative

SAMPLE QUOTES: Chinese managers are good at following the rules but are not creative.

They are not 'thinking out of the box'.

- Obstacle four: Not capable in leading and developing team

SAMPLE QUOTES: Many Chinese managers are good individual contributors but not good at leading and developing team.

They see the team members as potential competitors; therefore they are not willing to

share knowledge and experience to develop the team.

- Obstacle five: English language

SAMPLE QUOTES: Some Chinese managers do not speak good English, which creates challenges in the cross-culture communications.

When speaking English their behaviours are very different from when they are communicating in Chinese - without understanding the meanings, I observe when communicating in Chinese they are much more confident and faster.

- Obstacle six: Mobility

SAMPLE QUOTES: Many Chinese managers are not willing to take overseas jobs because they are afraid of losing short term (local) career opportunities. This impacts their long term career progress.

They are reluctant to take the overseas assignment to help them develop their cross-cultural understanding and global thinking. Maybe because the risk is too high?

- Obstacle seven: Time allowed for leadership development is still too short, however the right strategy is not in place

SAMPLE QUOTES: It takes time to develop leaders. Compared with the mature market the history of China leadership development in MNCs is very short.

Companies need to confirm their desire of developing Chinese managers to become global leaders (some may not intend to do so), and develop a sound strategy to accelerate leadership development.

While identifying the above cross-company themes, there were also some company-specific obstacles which may relate to the company culture and business nature. For example, the obstacles of “*networking*” and “*joint venture set up*” were only mentioned by interviewees in company A. As the joint venture set up is uniquely related to company A’s China business strategy, while “*networking*” aligns with the senior global leaders’ *additional competency* to Company A’s LCF as identified in the Project One analysis.

5.3.6 Chinese managers' perspectives about their own career barriers

A similar coding process is conducted to identify how the HPs' and Others perceived their own career barriers. Results of the data analysis indicate that there is no perceptible gap between these two groups, therefore the following summary represents both groups' perspectives:

- Obstacle one (perceived by Chinese managers): Western managers do not understand our behaviours

SAMPLE QUOTES: *The senior leaders are biased when judging our behaviours from Western cultural perspectives.*

Our behaviours and efforts are not understood and appreciated.

- Obstacle two (perceived by Chinese managers): We are not trusted

SAMPLE QUOTES: *The senior leaders only trust people from the same culture background.*

Local managers do not have chance to build up good relationships with the senior leaders in headquarters therefore they do not have confidence in us.

- Obstacle three (perceived by Chinese managers): Language is a challenge

SAMPLE QUOTES: *When communicating in English we have to translate the messages in our mind, which makes us less effective.*

- Obstacle four (perceived by Chinese managers): The company has no desire to develop Chinese managers to be global leaders

SAMPLE QUOTES: *The company does not give enough opportunities to Chinese employees.*

*Actually they have no intention of developing Chinese managers to be global leaders - we are just here to deliver **their** strategy.*

Interestingly, around 27% of the interviewees did not see any obstacles to their career development: *"I can develop my career to be a global leader; if not in this company it must be in another company. It's just a matter of time."*

5.3.7 Summary of Project Three discussion

This section first reviews the senior global leaders' perspectives on Chinese managers' career barriers and compares these with their key leadership constructs. Following this is a comparison between Chinese managers' and senior global leaders' perspectives.

- *Review of senior leaders' perspectives on Chinese managers' career barriers*

Section 5.1 of the Project Three Report (page 193 to 196) reviewed the senior global leaders' perspectives on Chinese managers' career barriers, and confirmed that these perspectives are based on Western-culture assumptions, and do not necessarily align with the Chinese local environment (e.g. Chinese culture, education, talent competition, etc.). Therefore, within a "Western-culture-centric" MNC environment, the typical Chinese managers' behaviours can easily be perceived as *ineffective*. At the same time, many obstacles are related to people's fundamental behaviours, characteristics and skills and hence may not be easy to improve. For example, it is difficult to behave as a "Western style charismatic leader" (e.g. to become an "exciting public speaker"); to overcome the English language barrier (for both employees and their family members) and to become creative, etc.

In the comparisons made in Project Two, six key constructs were identified as important for senior leaders but not for Chinese managers, these were: *communication, charisma, creative, flexible, team development and emotional intelligence*. When comparing senior global leaders' *key constructs* with their perspectives on Chinese managers' career barriers, strong connections can be identified (detailed please see P3.1 in Project Three Report, page 197). This result echoes ILT research findings: people use their leadership prototype to judge leaders' capabilities and potential (Lord & Emrich, 2000). However, as Chinese managers were not aware of the importance of these constructs (i.e. these constructs were missing from the Chinese managers' key constructs and most were not described in their companies' LCFs), this could be an issue for Chinese managers' career progress.

Again, as discussed in Project Two, most of these Chinese managers' absent constructs can be categorized under charismatic/transformational leadership style, and they were

used by the senior global leaders to perceive Chinese managers' career barriers. Thus it is very likely that senior global leaders conclude that *it is difficult for Chinese managers to become global leaders because they are not charismatic/transformational leaders.*

- *Review of Chinese managers' own perspectives*

As detailed in Section 5.3 of Project Three (page 198-199), the review demonstrates that the barriers Chinese managers perceived in their own career progress were either linked to their key constructs (e.g. *professional knowledge and experience, collaborative and networking, etc.*) and/or were culture-related. Additionally, a feedback from the interview was that many Chinese interviewees were frustrated in dealing with such challenges to developing their careers in MNCs. This is problematic especially when the senior leaders are judging the leadership capability and potential of the Chinese managers based on their key constructs and the Chinese managers themselves are not aware of the importance and the impact of these constructs. At the same time, however, another group (27%) of Chinese managers did not see any obstacles to their career development. While this demonstrated their strong confidence (*confident and can-do attitude* were identified as their key constructs), it also indicated that they were not aware of issues that potentially affected, or were likely to affect, their career progress.

- *Comparison between senior global leaders' and Chinese managers' perspectives*

Both senior global leaders and Chinese managers were aware that *cross-cultural understanding* is an obstacle to Chinese managers' career progress. However, they perceived this issue from different positions: while the senior leaders commented that the Chinese managers' behaviours were hard to understand, the Chinese managers complained that their behaviours were not understood and appreciated.

Several suggestions can be provided for dealing with this problem. Brislin, Worthley and Macnab (2006) proposed that "confusion acceptance" (the act of accepting *not knowing*) might be an important attribute of cross-cultural understanding, maintaining that those who fully embody the habits and norms of their native culture may be the most alien when they enter a culture not their own. In situations where culture

differences cause a problem the senior leaders should be able to deal with the confusion caused by the differences, and then work with Chinese subordinates to better understand their behaviours. At the same time, the Chinese managers also need to improve their cultural intelligence to better understand their leaders' expectations, and adjust their behaviours in order to perform well in the cross-cultural environment.

Cross-cultural understanding can also be useful in dealing with the *trust* issue perceived by Chinese managers. It not only supports companies to develop a transparent and unbiased selection/development process, but also helps them to build up positive relationships between senior leaders and Chinese managers.

English Language was perceived as a fundamental problem by both Chinese managers and senior global leaders. Unfortunately none of the case study companies' China organisations explicitly identified *English language* as an essential criterion for Chinese leadership selection and development. It might be that because many MNCs adopted headquarters-developed LCFs to guide their leadership development activities, and the English language issue was not a "universal" challenge across the global organisations, it therefore was overlooked. If the language issue has indeed prevented the Chinese managers' career progress, it should be added as an important criterion locally for the identification and development of leadership talents.

The other career barriers identified by senior global leaders, e.g. *not charismatic, communication issue, not creative, etc.*, were based on their key constructs. However, it is not surprising that none of these obstacles resonated with Chinese managers' perspectives because these constructs were not perceived as important to Chinese managers. Further, as identified in Project Two, in comparisons between senior global leaders' key constructs and LCFs, most of these Chinese managers' absent constructs are not described in the LCFs, which creates a bigger problem for Chinese managers' in improving their leadership capabilities.

Finally, both groups questioned the companies' intention to develop Chinese managers to become global leaders. As a foundation of leadership development, this issue needs

to be addressed by clarifying and communicating the objectives of Chinese leadership development and designing appropriate strategies to achieve these objectives.

When analysing the perspectives of different groups, it is necessary to realize the potential impact of fundamental attribution error (FAE) (Gilbert & Malone, 1995; Rose, 1977) on the leaders' perspectives. FAE refers to the tendency to over-value dispositional explanations for the observed behaviours of others while over-valuing situational explanations for their own behaviours, i.e. when people explain the behaviours of others they tend to underestimate the situation but when explaining their own behaviours people tend to overestimate the situation (Gilbert, 1998). The implication for the present study is that when describing Chinese managers' career barriers a potential FAE might exist: for senior global leaders, they may tend to link this issue more with the Chinese managers' capability gaps (dispositional), but Chinese managers might overestimate the impact of environment (situational). While the exact impact of FAE on this subject requires further study, such potential impact is worth noting here as a potential limitation of the study and warranting further research in this context.

As can be seen, the research findings in this project, together with the outcome of the first two projects, have provided evidence relating to the research problem "*why do so few Chinese managers progress to senior global leadership positions in MNCs?*" These findings and their implications for theory and practice are discussed in the next section.

SIX: CONTRIBUTION TO THEORY AND PRACTICE

In this chapter the key findings of this study are reviewed alongside the extant literature and theories to identify their contributions. Following this, the findings are considered in relation to the major problems which simulated this research in order to make recommendations for practitioners to improve Chinese leadership advancement in MNCs.

6.1 Contribution to Theory

This exploratory research focused on understanding and comparing the leadership constructs of senior global leaders and middle level Chinese managers in MNCs' China organizations, and contrasts them with the LCFs. The contribution of this thesis can be absorbed into several research fields:

6.1.1 Contributions to Global Leadership and Cross-culture Leadership research

As discussed in the literature review, most of the Global Leadership studies have built their analysis on responses of leaders from companies' headquarters in American and European countries to identify global leadership profiles (Vilkinas, Shen and Cartan, 2009). As a result, the literature offers little assistance in terms of understanding how global leadership is perceived in MNC China organizations, therefore it requires a deeper study. Focusing on this specific gap, this research was conducted specifically in MNC China organizations to study the leadership constructs of both senior global leaders and middle level Chinese managers.

- *This thesis provides knowledge of how senior global leaders' in MNCs' China organizations construe leadership*

First, this research identified that these senior global leaders' constructs are generally in line with the charismatic/transformational leadership theories, which echoes Manning's (2003) comment that researchers in this area find that there is a similarity between the competencies of effective global leaders and those of transformational leaders. Second, the construct *cross-culture* which is not covered by charismatic/transformational

leadership but is seen as critical to the senior global leaders, appears to support the argument from some scholars that global leadership is *(transformational) leadership plus culture* (e.g. Campbell, 2006; Manning, 2003; Bass, 1997). Third, the global leaders interviewed in this research perceived *professional knowledge and experience* as a key construct for global leaders. This might indicate that after working in the emerging market for several years these leaders have realized that one of their major responsibilities is to coach local talent and transfer their own professional knowledge to the local organization. As these constructs are not explicitly described in existing Global Leadership literature, these findings can be seen as an addition to the literature.

- *Leadership constructs of Chinese managers socialized in the MNC environment*

As noted in the literature review, there are two major challenges to the current China-related leadership literature: first, researchers have attempted to generalise Chinese leadership from the Western concept of leadership (Littrell, 2002), and second, they have studied Chinese leadership as a whole and ignored the diversity/complexity of the China environment. To deal with such challenges, some scholars (e.g. Ling, 1989) have proposed conducting Chinese leadership research locally, treating the understanding of implicit Chinese leadership theories as the first step in examining Chinese leadership behaviours. Such a proposal is reflected in the objective which this thesis seeks to achieve and from which several key findings can be summarised:

The comparison with the cross-culture literature shows that the Chinese managers' constructs identified in this thesis do not entirely align with the previous research findings. Specifically, while the GLOBE project (House et al., 2004) identified that Chinese managers scored low on *enthusiastic*, *risk taking*, and *ambitious*, this thesis identified Chinese managers' key constructs as *can do attitude*, *ambitious*, *drive to improve*, and *confident*, which indicates that the Chinese managers in MNCs perceived these constructs are very important in supporting them to become capable leaders. At the same time, the *individualism* characteristic embedded in Chinese managers' *collaborative* construct (they defined *collaboration* as "should help to achieve individual/team objective") points towards an extension to Hofstede's (2001; 1980) cross-culture leadership research findings. The reasons for these discrepancies

identified here are very likely because the Chinese managers in MNCs are influenced by multi-cultural environments therefore their leadership concepts are different from those traditional Chinese managers who are socialized in local/single culture entities, i.e. as those in which the previous research was conducted.

Further to this, the comparisons between these MNCs Chinese managers' leadership constructs and transformational/transactional leadership theories provides evidence that, in contrast to the senior global leaders (most of whom are Westerners), these Chinese managers did not perceive the importance of some transformational leadership constructs. At the same time this research also showed that the Chinese managers view leadership in a much simpler way, and as a group their leadership constructs are less coherent than those of the senior global leaders. Such information cannot be found within the extant China-related leadership literature. Although further questions still remain to be answered in order to understand the reasons for such phenomenon, these findings can be seen as adding to the current knowledge relating to Chinese leadership research.

6.1.2 Contribution to Implicit Leadership Theories

The leadership constructs of senior global leaders and Chinese managers were identified and compared in the first two projects; the clear gap which emerged indicates that these two groups of managers construe leadership differently, i.e. their leadership prototypes are different. Further, it has been confirmed in Project Three that both senior global leaders and Chinese managers were based on their own culture assumptions to perceive the barriers of Chinese managers' career progress, and such perceptions are generally in line with their own leadership constructs. While this finding indicates that there are challenges to Chinese managers career progress, it also confirms two points of the ILT in MNC China environment: first, individuals can be recognized as leaders based on their fit with others' existing leadership constructs (Lord & Emrich, 2000) - "While leadership perceptions may not be reality, they are used by perceivers to evaluate and subsequently distinguish leaders from non-leaders or effective from ineffective leaders." (Lord & Maher, 1991: 98). Second, it also confirms a number of ILT research findings

(e.g. Offermann et al., 1994 and Ling et al., 2000) that people's leadership perspectives are impacted by their own cultural experiences.

6.1.3 Contribution to discussions on using LCF to guide leadership development

Competency models are perceived as an important tool in helping define and improve superior leadership performance (Briscoe & Hall, 1999). LCFs are believed to promote the notion that effective leadership can be defined, promoted and enhanced by a single set of independent, context-free and cumulative behaviours, traits and abilities (Hollenbeck et al., 2006). Proponents of LCF suggest that the systematic way in which they are developed, means they provide a "common language" to reduce the possibility of protectionism, guess-work and biases in leadership selection and development processes thereby increasing their sophistication and legitimacy (Briscoe and Hall, 1999). However this notion has been criticised by some scholars, mainly in the area of the *effectiveness of developing LCFs* and *utilising LCFs for leadership development*.

In terms of developing the leadership framework, Briscoe and Hall (1999) summarised three main approaches utilised by organisations: *the research based approach*; *the strategy based approach*; and *the values-based approach*. By reviewing the drawbacks of these approaches, Probert and Turnbull James (2011) pointed out that there is usually a tacit knowledge about how leadership is enacted in an organisation but it might not be uncovered in the process of developing leadership frameworks – "the process tends to ignore the unconscious/implicit aspects inherent in the way organisation members perceive and conceptualize leadership" (Probert & Turnbull James, 2011: 141). The findings in this research support this argument: the overall degree of alignment between the senior leaders' constructs and LCFs within the five case study companies ranged between 50% and 80%, whilst five (out of 12) of the senior global leaders' *key constructs* fell outside these frameworks - clearly the LCFs in these companies do not reflect the leadership constructs of their leaders.

In terms of utilising LCFs to guide leadership selection and development, some scholars

argue that competency models may be useful as the basis for selection and training for lower-level jobs where there is a tight coupling between worker characteristics and behaviours and subsequent results, but usually become impossible for senior leadership positions (Hollenbeck et al., 2006). “As we look across the business scene, we see little evidence that these systems, in place for years now, are producing more and better leaders in organisations.” (Hollenbeck et al., 2006: 400) In this study, despite the fact that companies have utilised LCFs for their leadership selection and development in their China organisations for many years, the average degree of alignment between their high potential managers’ leadership constructs and the LCFs was only 44.5%. Further, five constructs were commonly seen as important to the high potential managers but were not indicated in the LCFs, suggesting a clear misalignment between the LCF and these Chinese managers’ actual leadership perspectives. These findings challenge the effectiveness of utilizing the LCF for leadership selection and development.

Therefore, by providing *specific measurement* of the misalignment between people’s actual leadership constructs and LCFs, this research contributes to the current debate on the effectiveness of *developing LCFs* and *utilising LCFs for leadership development*.

In summary, the contribution of this thesis to extant knowledge and theories can be categorized into three areas: first, the leadership constructs of global leaders and Chinese managers in MNCs’ China organisations can be seen as adding to knowledge in Cross-culture and Global Leadership; second, this study has contributed to Implicit Leadership Theories by confirming positive relationships between the managers’ leadership constructs and their evaluation of leadership capability/potential in MNCs China environment; and third it has identified gaps between managers’ leadership constructs and LCFs, thereby contributing to debate on the role of LCF in leadership development.

6.2 Implications for Practice

As leadership researchers have increasingly realised that there is a disconnection between theory and practice in many areas of leadership, the importance of bringing the two together is gaining momentum (Avolio, 2007). This academic thesis was stimulated by a major business problem which has concerned practitioners for many years: “How to effectively identify and develop Chinese leadership in MNCs to support their fast business growth?” While the findings of this study contribute to the leadership literature they also result in several recommendations for practitioners:

6.2.1 Define the talent development strategy

Despite the fact that all the six companies participating in this research expressed clear intentions of advancing Chinese managers into senior leadership positions, and in order to achieve the objective they have heavily invested in local leadership development, frustrations expressed by interviewees still concerned the purpose and sincerity behind developing Chinese managers. This is not only because the majority of the senior positions in MNCs China organisations are still occupied by expatriate managers, but also that the companies have never defined and communicated clear strategies for their Chinese leadership development, i.e. the objective of these activities is still vague.

Therefore, MNCs need to prepare a strategy and clarify the purpose of Chinese leadership talent development. This talent strategy should be linked with the company culture, the business strategy, and should also properly position the China talent pool in the global organisation. This strategy will then play an important role especially in the areas of defining leadership selection criteria, designing development programmes, and communicating to managers/employees in ways that will help align their understanding of what is required. For example, if the company intends to use their top level positions in China to develop leaders from headquarters to enhance their global perspectives while maintaining control, and expect Chinese managers to become local business leaders to deliver their local/regional strategy, the Chinese talent development focus should then be put on leading local teams. This being the case, competencies

such as in-depth local culture and market understanding would be important. On the other hand, if the objective is to develop Chinese managers to become senior global leaders, English language capability and mobility would become fundamental in identifying right candidates. And if the intention is to develop the local talent to become senior global level leaders in local organisations and selecting suitable candidates for global leadership roles, then cross-cultural understanding and connections/networking with senior executives in headquarters would become crucial. These objectives must be decided by each organisation, however, from the findings of this study it is obvious that such strategy has not yet been defined.

6.2.2 Communication and implementation of the Strategy – be transparent and avoid bias

Clear communication of talent strategy will not only support the delivery of the strategy but also to reduce confusions. Companies should be able to answer questions in relation to the talent strategy such as “what are the objectives?”, “what are the criteria for leadership selection and development?”, and “what support is needed from managers and employees to achieve such objectives?” These transparent messages would not only help to reduce misunderstandings but more importantly would ensure alignment and gain support from managers and employees during the implementation process.

Cultural perspectives should be considered as a key element during the communication and implementation process. Hofstede (2001) identified that in a multi-cultural environment the Chinese preference for *influential style* communications can affect mutual understanding. This finding is supported by Che et al.’s (2011) recent research finding that being an “exciting public speaker” is not appreciated by Chinese employees, because in Chinese society strategy vision is normally expressed in a non-aggressive manner. Therefore *charismatic communication style* such as a large group speech (which is preferred by Western leaders) should be supplemented by small group/individual conversations in order to serve the purpose.

While implementing talent strategies the companies should also try to avoid bias. This

research has identified that senior global leaders perceive both Chinese managers' leadership capabilities and career barriers from their own cultural perspectives. Therefore, instead of basing on personal opinions, the selection/promotion decisions should follow pre-defined criteria. ILTs (e.g. Lord & Emrich, 2000) indicate that it might be a challenging task for people to realise (and sometimes give up) their implicit leadership concepts in the decision making process. The findings from this research concerning individual global leaders' implicit leadership concepts may be seen as useful information to enhance decision makers' self-awareness (i.e., to help the senior leaders realize their ILTs) and help them avoid bias in the leadership selection and development process.

6.2.3 Clarify leadership expectations

Briscoe and Hall (1999) found that the use of a LCF in the selection and development of leaders was ongoing and there was no intention by companies to use them less. The recent discussions with the CEOs and HR managers from these research companies confirmed that such phenomenon is not changed. One important reason behind this situation is that so far no strong alternative solution has been developed to satisfy various parties' interests (e.g. to ensure alignment in MNCs global organisations, to engage top level leaders during the development process, to replace the passion of HR for LCFs, etc.).

From the debates among researchers and based on the outcome of this research, some opportunities for improvement in developing and implementing LCFs can certainly be identified. For example, as Probert and Turnbull James (2011) suggested, the process of developing leadership frameworks should involve uncovering the implicit/unconscious leadership concept in the organisation. Failure to reveal such knowledge previously might be because the organisation simply researched current constructs provided by top leaders and then only modified them slightly by benchmarking them against "best practice" (Turnbull James and Collins, 2008). This research used systematic methods to elicit the global leaders' leadership constructs and hence would be valuable to these MNCs in reviewing their LCFs. Such review is necessary because the MNCs' China organisations use LCFs as an important tool for

communication and leadership development, but at the same time the senior global leaders may use their own leadership constructs to evaluate Chinese managers' leadership capabilities.

Further to above, some of the key findings from this research are uniquely important for MNCs' *China* organisations therefore they should be expressed locally even if they are not relevant to the entire global organisation. One example is that English language was perceived as an important capability for global leaders but identified as a major barrier to Chinese managers' career progress. Even if this may not be a global issue for MNCs, English capability should be defined locally as part of the leadership selection and development criteria.

Therefore, leadership expectations should be explicitly defined to guide selection and development activities, alongside the consideration of company implicit leadership concepts and local talent development strategy.

SEVEN: LIMITATIONS AND FUTURE RESEARCH

7.1 Limitations

The main limitations of this research study are linked to the sample of companies and managers investigated, and the research methods adopted. Due to these limitations caution is necessary in interpreting the implications of the findings.

Because of the small sample size, these six MNCs' China organisations cannot be taken to be representative of the whole MNC China environment. Similarly, although the sample size of 31 global leaders and 59 middle level Chinese managers interviewed in this research is acceptable for RGT data analysis, they do not represent all senior global leaders and Chinese managers in MNCs' China operations. Therefore wider research is needed to enable any generalisations.

The sample size of this research has also discouraged the intention of identifying the leaders' commonly shared leadership constructs by company, because it was impossible to conduct cross grid analysis among the small numbers of leaders (on average five leaders from each company). However as there are no other leaders in these MNCs' China organisations with similar level of authority for leadership selection and promotions, this limitation can only be solved when the research extend to the other parts of these MNCs' organisations (to identify the senior global leaders' leadership constructs within a single company), or to conduct a further research in their China organisations after they grow to a much larger size.

In terms of research method, although there are many advantages to the repertory grid technique, it is also important to recognise some of its potential limitations in relation to this research, specifically that "the somewhat artificial nature of a RGT interview may influence an interviewee's constructs" (Open University, 1979: 30); the interviewees' ratings of the elements might be susceptible to a "halo" effect on ratings (ratings may not be objective) (Goffin, 2002); and finally that although the data analysis followed the recommendations in the repertory grid methodology literature and were mainly concentrated on identifying common key constructs cross grids, the rich data focusing

on the differences between *individual* perceptions should not be forgotten.

Due to practical limitations, to cope with the managers' busy schedule the interviews on Chinese managers' career barriers were conducted in conjunction with the RGTs. Therefore the interviewees' perspectives might be sensitized with the constructs elicited from RGT interview. Even a short break was offered to interviewees between these two sections for a clear distinction, the potential impact may still exist. Therefore this limitation is worth noting.

As most of the interviews with Chinese managers were conducted in Mandarin then translated into English, despite the application of a rigorous process to ensure the accuracy of translation, potential errors may still exist especially when comparing the definitions/understandings of some leadership constructs across languages/cultures.

Finally, as a comparative novice in academic research, the researcher's own research knowledge and skills still need to be further developed even though they have improved during this process. This implies some potential opportunities for improvement will be inherent in the present thesis.

7.2 Future Research

While the results of this research have contributed a number of explanations for the slow career progress of Chinese managers they also open up a broader terrain for future research:

- *Future research opportunities based on this research findings*

From the findings of this research several further research questions can be identified which could be used as the foundation for future research. For example, "What are the reasons for Chinese managers' diversified leadership perspectives?", "Can the fact that senior leaders generally have a more complex understanding of leadership be attributed to having a more diverse set of experiences and observations to draw and reflect upon?" or "Does their cross cultural experience endow them with a *global* leadership perspective that Chinese managers cannot secure in their current environment?" and

“How do they compare with the senior leaders who have only worked in a single cultural environment?”, etc.

However two key areas for research have clearly emerged from this study in which further investigation is imperative:

- *How can or should the LCF be an effective tool to rely upon in leadership selection and development?*

Detailed data analysis in this research revealed misalignments between LCFs and people’s leadership constructs which challenge the functionality of the LCF. However as LCFs are commonly adopted in MNCs’ China organizations as important tools for leadership selection and development, and currently companies have no intention of replacing them with other methods, future research therefore is required to address the efficiency/effectiveness of LCFs. This would be mainly in two areas: first, whether the way companies develop LCFs properly reflects the actual leadership expectations, and second, how to measure the effectiveness of implementing the LCF.

- *To expand knowledge of MNC managers’ leadership constructs*

Following a previous scholar’s suggestion that the understanding of implicit leadership theory should be the first step in future examination of leadership behaviour (Ling, 1989), this research focused on six MNCs’ China organizations to elicit their managers’ leadership constructs. In order to gather an in-depth understanding of the leadership concepts and behaviours in different parts of MNC organizations, future research possibilities may lie in expanding the depth and breadth of leadership research in different countries/regions. This would not only help those Western-headquartered MNCs to develop their senior global leaders, but also can support Asian companies (e.g. TATA, Haier, etc.) to develop their global leadership resources.

This is the end of the Linking Document. The detail reports of three research projects are presented in the following chapters.

PROJECT ONE REPORT

Table of Contents

ONE: PURPOSE OF THIS RESEARCH	72
TWO: RESEARCH QUESTIONS	72
THREE: RESEARCH METHODOLOGY	72
3.1 Research Companies and Interviewees	73
3.2 RGT Interviews	74
3.3 RGT Elements	75
3.4 RGT Rating Scale	76
3.5 RGT Data Analysis	77
3.5.1 Single grid data analysis method	78
3.5.1.1 Analysis of ratings of element categories	78
3.5.1.2 Principal Component Analysis (PCA)	79
3.5.2 An example of single grid analysis	82
3.5.3 Cross grid analysis methods	91
FOUR: RESEARCH PREPARATION: DOCUMENT REVIEW AND PILOT STUDY	95
FIVE: RESULTS OF SINGLE GRID ANALYSIS	96
5.1 Individual Interviewees' Leadership Perspectives: Research Question One	96
5.1.1 Each interviewee's important leadership constructs	96
5.1.2 Individuals' component space	98
5.1.3 Individuals' component labels	98
5.2 Interviewees' Constructs on GLs, HPs and Others: Research Question Two	100
5.2.1 Constructs interviewees used to discriminate capable global leaders ...	100
5.2.2 Constructs interviewees used to discriminate HPs	101
5.2.3 Interviewees' constructs on low potential managers ("Others")	103
5.3 Conclusion of Single Grid Analysis	104
SIX: RESULTS OF CROSS GRID ANALYSIS: RESEARCH QUESTION THREE	105

6.1 Categorizing Constructs	105
6.2 Identification of Key Constructs	107
6.3 Interviewees' Common Constructs on GLs and HPs	110
SEVEN: GLOBAL LEADERS' UNIQUE LEADERSHIP CONSTRUCTS: RESEARCH QUESTION FOUR.....	112
EIGHT: COMPARISONS BETWEEN INTERVIEWEES' CONSTRUCTS AND LCF: RESEARCH QUESTION FIVE	115
NINE: DISCUSSION AND CONCLUSION OF PROJECT ONE.....	125
9.1 Common and Unique Leadership Constructs of Senior Global Leaders.....	125
9.2 Global Leaders' Constructs on Leadership Capability and Potential	126
9.3 Comparison with the Leadership Literature	127
9.4 Comparison with the Companies' LCFs.....	129

ONE: PURPOSE OF THIS RESEARCH

The purpose of this project, as indicated in the linking document, is to map and interpret the leadership constructs of senior global leaders, and gain a deep understanding of how they explicitly and implicitly discriminate between managers in terms of leadership capability and potential. These leaders' constructs are also compared with the companies' official Leadership Competency Frameworks (LCFs) to explore the alignment between the two.

TWO: RESEARCH QUESTIONS

This project intends to answer two overarching research questions: "How do the senior global leaders construe leadership?"; "Are their leadership constructs aligned with the company's LCF (when used)?"

The following sub-questions are asked to support addressing these general questions:

- RQ1: *What are the leadership constructs of each senior global leader?*
- RQ2: *How does each senior global leader construe the leadership of capable global leaders and high/low potential middle level managers?*
- RQ3: *Are there themes in terms of "common leadership constructs" that can be identified among these senior global leaders?*
- RQ4: *Are there differences?*
- RQ5: *What is the degree of alignment between these senior global leaders' leadership constructs and their company's LCF?*

THREE: RESEARCH METHODOLOGY

The method used in this study is the Repertory Grid Test (RGT) which derives from Personal Construct Theory (PCT), proposed by the psychotherapist George Kelly. According to Kelly (1955), a person's construct system is composed of a finite number of dichotomous constructs on the basis of which elements (things, people, events that the person encounters) are categorized as similar to, and different from others. These

constructs are used to anticipate and predict how the world and its inhabitants might behave (Kelly, 1955). Kelly explained the importance of constructs by focusing upon how they guide people in terms of anticipating events such that “A person lives his life by reaching out for what comes next. And the only channels he has for reaching are the personal constructions he is able to place upon what may actually be happening.” (Kelly cited in Maher, 1969: 222).

The RGT is an empirical method for uncovering a person’s personal constructs, the relationships between constructs and the importance a person places upon constructs. Unlike more traditional testing methods which depend heavily upon the theories and preparation of the investigator, Kelly (1955) developed the RGT method to enable the researcher to draw out the participant’s *own* idiosyncratic theories in a given context. The method attempts to access knowledge about personal world-views in a way that gets beyond words (Fransella and Bannister, 1977) by asking interviewees to specify how they construe the phenomenon under scrutiny (Langan-Fox and Tan, 1997).

The RGT has been widely adopted in management research as a useful method for studying a range of constructs, for example, a number of researchers (e.g. Sparrow and Rigg, 1993; Ailmo-Metcalf, 1995) have used RGT to study gender-related career progress issues. Given that the aim of this research is to explore leadership constructs among global leaders, the RGT method is appropriate as it provides a way of helping interviewees identify and articulate the leadership constructs which are most important to them and of which they may not be immediately aware. Through using a compare and contrast method the technique penetrates deeper than usually is possible in interviews of similar duration. Given the time constraints of leaders for research interviews, this is an important advantage.

3.1 Research Companies and Interviewees

Six Western headquartered multi-national companies (MNCs) were chosen within which to conduct the research. Each had a long track record in China and provided a good spread in terms of organizational origin (i.e. American, Northern European,

French and British) and industry (i.e. energy, petrochemicals, retail, insurance, and logistics services, see Table P1.1 below for details). From conversations with their HR directors and CEOs it was clear that all these companies intended to accelerate the career progress of local talent into senior leadership positions but faced similar problems so that most of the senior positions still being held by expatriates. This research therefore was strongly supported by the companies' management teams.

Table P1.1 Research company background

Company	Industry	Headquarter	Number of Employees in China	Number of Interviewee
A	Energy	UK	3,600	6
B	Insurance	France	2,000	7
C	Petrochemicals	US	3,900	5
D	Petrochemicals	US	6,000	5
E	Logistics	Denmark	600	3
F	Drinks	UK	500	5

Thirty one leaders (i.e. interviewees), identified by their own companies as being of “senior global leader” level (i.e. these senior leaders not only represent the companies' China management team but also are part of their global leadership team) were invited to participate in the study. The interviewees accounted for 80% of the management team members in these companies (while the other 20% were unable to be interviewed due to the schedule issues), therefore the “common constructs” identified in this study represent vast majority of the management teams' leadership perspectives. On average the interviewees had over 13 years' experience in their current organization. In terms of the demographic spread of the interviewees, there were 23 expatriates (eight Americans, nine Europeans and six from the other countries) and eight Chinese leaders. All the Chinese leaders interviewed were “returnees”, i.e. they had either studied and worked in Western countries and returned to China for taking the senior leadership roles.

3.2 RGT Interviews

On average each interview lasted between 60 and 75 minutes. The majority of the interviews were conducted in English, and were recorded and subsequently transcribed. The two exceptions, both with Chinese leaders, required some discussion in Chinese language to clarify the meaning of some constructs/comments for accurate

understanding. These Chinese discussions were translated by a professional translator, and verified by researcher in order to ensure that as a Mandarin speaker the author did not make any additional interpretations based on language nuances.

The RGT interviews proceeded on a round by round basis to elicit the interviewees' constructs, with the interviewer drawing three element cards at random each time. The actual interview was therefore built around the question: "How are two managers similar to each other and different from the third in terms of leadership?"

Laddering technique was frequently utilized during this research to elicit deeper levels of leadership perceptions. For example, when comparing the elements an interviewee mentioned "*aggressive*", he was then asked: "From what kind of behaviours is a person identified as aggressive?" and "Is aggressiveness very important for a leader?" From the answer it appeared that "aggressiveness" from this interviewee's perspective was not only related to trying to achieve better performance, but also in personal career progress (i.e. to improving competency and advancing a career aggressively). This led to two separate constructs being listed, i.e. "aggressively improve job performance", and "aggressively improve competency and develop career". Many similar examples throughout the study demonstrated the value of using the laddering technique. During the RGT interviews, this technique was complemented by follow-up questions providing the researcher with the opportunity to clarify or probe unique points of interest (e.g. definition of the constructs, or logic behind distinctive scores provided by the interviewee, etc.).

3.3 RGT Elements

An element is an example of, exemplar of, instance of, sampling of, or occurrence within, a particular topic. A set of elements is compared systematically to discover a person's constructs (Jankowicz, 2004:13). The elements for comparison in this research were *leaders* who have worked with interviewees - the interviewees were asked to provide nine elements under three categories which are supplied to them. These were:

- Three existing capable “Global Leaders” (GLs) who were people already in global leadership positions.

For the purposes of this research, Mercer’s Job Grade system (to evaluate the positions allowing a fair comparison across companies) was used to keep alignment across companies. Positions of Mercer Job Grade 63 and above were defined for this category, while during the interviews the company’s own job titles were used (e.g. V.P., Director, etc.) to ensure interviewees’ understanding. These job levels and title systems were ascertained by the HR managers in the research companies.

- Three “high potential middle managers” (HPs) identified by interviewees as “potentially able to become global leaders within the next five years”.
- Three “low potential middle managers” (Others) identified by interviewees as “unlikely to become global leaders”.

The elements could be derived from any nationality, as long as the interviewees are familiar with their associated leadership capabilities (e.g. behaviors, skills, etc.). It is important that interviewees chose their own elements based on their perceptions of these categories in order to compare and rate them during the interviews.

3.4 RGT Rating Scale

Several scoring options for repertory grid tests were evaluated, ranging from bi-polar scales, ranking scales, to rating scales. *Bi-polar scales* can be used, but wider scales increase the sensitivity of the measurement so that respondents often have difficulty in coping with them. *Ranking* offers a way to gauge how interviewees perceive elements, but the kind of ordinal measurement it relies upon limits the scope of statistical analysis because the difference between each of the ranked elements may not be the same. Smith (1986a) also warned against ranking scales because they degrade the quality of the information, pose unreasonable dilemmas for the respondent, and produce data which is notoriously difficult to analyze. Compared with the first two options *ratings* (three point, five point, seven point etc.) are more commonly used and can be easily

analyzed (Goffin, 2002). Therefore after evaluating the possibilities, a *rating* scale was selected for this research.

Further, within the options of ratings scale, given that seven point requires more exacting scales, takes longer interview times and creates difficulties for interviewees while narrow scales (three point) limit the opportunities for detecting finer distinctions, for practical purposes the “five point rating scale” was chosen. This ranged from “extremely positive on this dimension” (five) to “extremely poor on this dimension” (One).

3.5 RGT Data Analysis

The leadership constructs (as opposed to the elements) and their definitions generated from the interviews are the primary focus of data analysis – because they define *how* leadership is perceived, and help to determine which constructs are critical to each individual interviewee in making distinctions among the element categories (i.e. “HPs”, “Others” and “GLs”).

In the situation where multiple cases (grids) are involved, Yin (1994) suggested that analysis should first be conducted within each case to understand patterns and explanations then compared across cases to identify commonalities and divergences. Following this advice the data analysis of this research is first interpreted at single grid level (*single grid analysis*) and then conclusions drawn across grids (*cross grid analysis*) – allowing the researcher to generate consolidated perspectives.

The primary components of the *single grid analysis* consist of *Analyzing the Ratings of Element Categories*, and *Principal Components Analysis (PCA)* which is supported by the Idio-Grid software programme.

The process of *cross grid analysis* is taken from Goffin’s research method paper (Goffin, Lemke and Szwejczewski, 2006) and involves the steps of *categorization of the constructs* and *identification of the key constructs*. The data analysis methods are

explained in detail in the next section.

3.5.1 Single grid data analysis method

The single data analysis is conducted through the following steps:

- Analyze ratings of element categories
- Principal component analysis (PCA)

3.5.1.1 Analysis of ratings of element categories

As previously mentioned, the rating scale used in this research ranges from 1 (extremely poor on this dimension) to 5 (extremely positive on this dimension). The “*average ratings of each element category*” help to identify on which constructs an element (GL, HP and Others) received the highest/lowest average scores, therefore providing insight into how the interviewee distinguished between the element categories.

The following process is used to generate the findings of this study:

First, the average score of each element category in each construct is reviewed and the highest scored element category is identified. Giving an element a high score indicated that the interviewee perceived this element as performing better than the others. For example, Interviewee A1 gave the highest scores to GLs on “*focus (prioritizing)*” (5, 5, 5, – resulting in an average of 5), which is the highest average score among the three element categories. From this it is clear that the interviewee thought GLs perform the best on “*focusing (prioritizing)*” among the elements.

Second, the average scores which above 4 are reviewed. This helps to identify the degree to which the interviewees perceived that the elements performed well. According to the definition of the ratings, a score above 4 means the element performed well or very well in that specific construct. However, some interviewees were more “relaxed” in scoring (e.g. interviewee C2 scored all the GLs 4 and above). In these cases instead of highlighting all the 4 and above constructs, only the top 50% of constructs are listed to show the constructs that performed “higher-than-norm”.

Further to the above, the 2 and below scores (by definition, the elements which performed poorly or very poorly in this construct) are highlighted. As the constructs are generated in a bipolar fashion, a low score for a preferred pole indicates a high score of the negative pole, for example, in interviewee A1's construct "*Bring out the best of people – not helping people to develop*", the "others" (low potential managers) received an average score of 2, which indicates from the interviewee's perspective, that low potential managers do not help to develop people in the organization.

3.5.1.2 Principal Component Analysis (PCA)

In seeking to reduce the complexity of the unprocessed grid data, PCA uses mathematical formulas to reveal and highlight statistical trends by transforming an original set of variables into a set of hypothetical variables which are uncorrelated. In doing so the first hypothetical variable (or component) is derived to account for maximum variance, while the second component accounts for the maximum variance subject to being uncorrelated to the first (Smith 1986a). Each component is a statistical invention, the purpose of which is to represent, as straightforwardly as possible, one of the different patterns in the grid (Jankowicz, 2004).

Given the complexity of these equations and the volume of data to be analyzed, this technique is generally conducted through computer software – in this research, the Idio-Grid programme. The output from the Idio-Grid comes in three parts: first, *descriptive statistics*, second, an analysis of its *component space*, and third, *the cognitive map*.

Descriptive statistics

Descriptive statistics provide an extremely rich vein of information making it possible to explore how constructs and elements are related. This also allows the researcher to both identify which constructs are of greatest importance to the interviewee, and more critically to expose how discrimination amongst elements occurs. Two statistics most important to this research are *variance and correlation*.

Variation among constructs is based on the assumption that if a construct is important to a person then they are likely to use it to differentiate among elements, and these differences will register as high variations (Smith, 1986). Thus constructs with a high percentage variation are those of most importance and salience to the interviewee. After obtaining the variation scores of the constructs, the constructs with variations above average were highlighted as being of greater importance to the interviewees. The definitions of important constructs are quoted from interview transcripts, and consolidated in Appendix 4. The variation scores are not only utilized to identify the individual interviewee's important leadership constructs in the single grid analysis, but are also used in the cross grid analysis to identify key constructs across the interviewees.

Correlation among constructs, i.e. how constructs are connected to each other is crucial in helping to identify dominant trends in the way a person thinks. In simple terms, the closer the correlation score is to 1, the stronger the correlation between constructs. The correlation score also reveals information about cognitive complexity in that the more loosely knit the constructs (i.e. the lower the correlations) the more complex or differentiated is the person's construct system (Fransella & Bannister, 1977). The correlations are helpful for identifying the interviewees' leadership perspectives, for example, in interviewee A1's data, construct 13 (experience in different functions) was closely correlated to construct 9 (tackling conflict), and construct 12 (being decisive) – the correlations were 0.94 and 0.92. This can be interpreted as meaning that for interviewee A1, “experience in different functions” (construct 13) is closely related to the managers' capability in “tackling conflict” and “being decisive”.

As the literature on PCA and RGT is essentially silent on the specific cut-off point to be applied in determining the strength of the correlation, for practical reasons this study uses a cut-off point of 0.9 to review the closely correlated constructs.

Component space

The analysis of *component space* is a statistical technique within PCA. Its purpose is to locate recurrent trends in the respondent's ratings by identifying what percentage of

information within the grid is accounted for by each component (Nelson, 2004:162). The Component Space also gives some indication of cognitive complexity - in general, respondents with low cognitive complexity will have few significant trends. “As very rough rule of thumb, three or more significant trends or *less than* 60% of the variance accounted for by the first two trends can be thought of as cognitively complex” (Smith 1986a:13).

Ideally significant trends can be labeled, giving some collective meaning to the components. The labels for each component are generated by the researcher based on the definitions of the high-loading constructs in the component. Although labeling (requiring interpretation and judgment on the part of the researcher) means potentially moving away from the interviewee’s original interpretation, the intent is to provide a simple but rich description of how the interviewee prioritizes their perceptions. In this research, component labels are based on the higher loaded constructs in each component and their definitions (made by the interviewees). To improve reliability a second researcher is brought in to discuss and verify the labels. Those labels are also used in the cross grid analysis to verify the common constructs identified.

Cognitive map

The *cognitive map* is a visual map of the structure of the interviewee’s grid. By using the two prevalent trends (components) as axes at ninety degrees to each other, the loading of the elements and constructs then become visualized. In simple terms, the positions of both elements and constructs are projected onto this map, giving an indication of how the interviewee structures their world (Tschudi, 1998) - in this case revealing how they understand leadership, and how they see the elements’ leadership capabilities.

In terms of determining the number of significant trends (principal components), Goffin (2002:213) stated that: “If the variation explained by the first two components is not around 70%, then the map is a serious compromise, because the data cannot be well represented in two dimensions.” In keeping with this advice, a cut off line of 70% was used; accordingly if the variation explained by the first two components was below 70%,

a third component was then added to make comparison feasible.

In the next section a specific example of single grid (interviewee A1) data analysis is provided to demonstrate how to follow the above process to analyze a single grid, whilst the key findings of all single grid analysis are presented in Section Five.

3.5.2 An example of single grid analysis

In this section the data analysis of interviewee A1 is presented as an example of the process described above.

A total of 16 constructs were generated from the interview with interviewee A1 (see table P1.2).

Table P1.2 An extract from a grid interview with interviewee A1 on "Leadership Perspective"

5	High Potentials			Others			Global Leaders			1
	A	B	C	D	E	F	G	H	I	
Push the boundary (Get the job done)	5	4	5	3	4	4	5	4	4	Allowing "let it be"
Connected with broad stakeholders	4	4	4	3	3	1	5	5	4	Narrow focused in people engagement
Being direct	5	4	5	2	1	1	5	3	4	Not giving messages
Focus (Prioritizing)	3	4	3	4	4	4	5	5	5	Try to do everything
Strategic thinking	3	4	4	3	3	2	3	5	4	Tactical thinking
Financial acumen	4	5	5	1	3	3	4	5	5	Not being able to use numbers to tell story
Presence	5	4	5	2	2	1	5	5	5	Low impact
Networking	4	3	3	1	1	1	5	5	4	Lack of visibility
Tackling conflict	4	3	4	1	2	2	5	5	4	Avoiding conflict
Consistent	3	4	4	4	3	3	5	5	5	Inconsistent
Bring the best of people	4	4	3	3	2	1	4	3	5	Not helping people to develop
Being decisive	4	4	4	3	2	3	5	4	5	"Scared to put neck on the line"
Experience in different functions	5	4	4	3	2	3	5	5	5	Narrow experience
External focused	4	4	5	2	3	3	3	4	4	Internal focused
Self-confident (Faith in your own judgement)	4	3	3	4	3	2	5	5	5	"Doubting yourself"
Welcoming/Open to feedback (Able to change own behaviour)	5	4	5	1	2	4	4	3	4	Defensive

Analyses of the ratings of element categories

The “average ratings of element categories” are calculated to help understand how the interviewee perceived the elements, i.e. to identify in which constructs an element category was performing better than the others. Following the principle described in the above section, the average scores of each element category are calculated, with the higher scored constructs of element categories being highlighted. Table P1.3 shows the average score of each construct under the three element categories.

Table P1.3 Average score of constructs by element category - Interviewee A1

	5	High Potentials	Others	Global Leaders	1
Push the boundary (Get the job done)		4.67	3.67	4.33	Allowing "let it be"
Connected with broad stakeholders		4.00	2.33	4.67	Narrow focused in people engagement
Being direct		4.67	1.33	4.00	Not giving messages
Focus (Prioritizing)		3.33	4.00	5.00	Try to do everything
Strategic thinking		3.67	2.67	4.00	Tactical thinking
Financial acumen		4.67	2.33	4.67	Not being able to use numbers to tell story
Presence		4.67	1.67	5.00	Low impact
Networking		3.33	1.00	4.67	Lack of visibility
Tackling conflict		3.67	1.67	4.67	Avoiding conflict
Consistent		3.67	3.33	5.00	Inconsistent
Bring the best of people		3.67	2.00	4.00	Not helping people to develop
Being decisive		4.00	2.67	4.67	"Scared to put neck on the line"
Experience in different functions		4.33	2.67	5.00	Narrow experience
External focused		4.33	2.67	3.67	Internal focused
Self-confident (Faith in your own judgement)		3.33	3.00	5.00	"Doubting yourself"
Welcoming/Open to feedback (Able to change own behaviours)		4.67	2.33	3.67	Defensive

Not surprisingly, the GLs’ constructs were generally scored higher than the HPs, and further higher than the Others. In the following five constructs all GLs received the highest scores (“5”s) which indicates from the interviewee’s perspective that GLs are performing extremely well in these constructs:

- Focus (prioritizing)
- Presence
- Consistent
- Experience in different functions
- Self-confident (faith in your own judgment)

At the same time, the GLs also received the highest scores amongst the three element categories in the following constructs:

- Connect with broad stakeholders
- Strategic thinking
- Financial acumen

- Networking
- Tackling conflict
- Bring the best of people
- Being decisive

In five constructs, the HPs' average scores were not only much higher than those of Others, but also equaled or exceeded the scores awarded to the "GLs", therefore can be seen as constructs that the interviewee used to discriminate HPs from the other element categories. These are:

- Being direct
- Financial acumen
- Welcome/open to feedback (able to change own behaviors)
- Push the boundary for higher performance
- External focused

The "Others" (low potential managers) generally received the lowest scores among the three element categories. In the following constructs their scores are 2 or below, which indicates that interviewee A1 perceived them as performing poorly in these constructs.

- Being direct – *Not giving messages* (average score 1.33)
- Presence – *Low impact* (average score 1.66)
- Networking – *Lack of visibility* (average score 1)
- Tackling conflict – *Avoid conflict* (average score 1.66)
- Bring the best of people – *Not helping people to develop* (average score 2)

As all the constructs are generated in a bipolar fashion (i.e. positive and negative pole), while the "positive pole" is mainly used to understand the interviewee's perceptions, the "negative pole" can also be used to verify/clarify such perception, i.e. if an element receives low score in a construct, the negative pole would properly be used to describe that element. Therefore the above list suggested that Interviewee A1 perceives the Others as "*not giving messages*", "*low impact*", "*lack of visibility*", "*avoid conflict*", and "*not helping people to develop*".

PCA

As described in Section 3.5.1.2 above, the PCA contains three major elements, i.e. 1) *descriptive statistics*, 2) *component analysis*, and 3) *cognitive map*. These three elements of interviewee A1's PCA are reported below:

1) **Descriptive statistics** provide *variation of the constructs and correlation among constructs*.

Variations of constructs

According to Smith (1986), if a construct is important to a person then they are likely to use it to distinguish among elements, and these distinctions will register as high variations. Thus constructs with high variations are those of most important to the interviewee. The following table shows the means and variations of the constructs in this study.

Table P1.4 Mean scores and variations about construct means - Interviewee A1

Constructs Preferred Pole	Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1 Push the boundary (Get the job done)*	3	4.22	5	3.6	1.9
2 Connected with broad stakeholders	1	3.67	5	12.0	6.4
3 Being direct	1	3.33	5	22.0	11.7
4 Focus (Prioritizing)*	3	4.11	5	4.9	2.6
5 Strategic thinking	2	3.44	5	6.2	3.3
6 Financial acumen	1	3.89	5	14.9	7.9
7 Presence	1	3.78	5	21.6	11.5
8 Networking	1	3	5	22.0	11.7
9 Tackling conflict	1	3.33	5	16.0	8.5
10 Consistent*	3	4	5	6.0	3.2
11 Bring the best of people	1	3.22	5	11.6	6.1
12 Being decisive	2	3.78	5	7.6	4.0
13 Experience in different functions	2	4	5	10.0	5.3
14 External focused	2	3.56	5	6.2	3.3
15 Self-confident (Faith in your own judgement)	2	3.78	5	9.6	5.1
16 Welcoming/Open to feedback (Able to change own behaviour)	1	3.56	5	14.2	7.6

Remarks:*** stands for lowest variation score

In the table above, the variability of seven constructs (*“being direct”, “presence”, “networking”, “tackling conflict”, “financial acumen”, “welcome/open to feedback” and “connected with broad stakeholders”*) is higher than average (score of 6.25), suggesting these constructs are of higher importance to the interviewee when perceiving leaders and making distinctions, i.e. these can be identified as *“important constructs”* for interviewee A1. At the same time, the constructs *“focus”, “push the boundary for higher performance” and “consistent”* exhibit the lowest variation scores, suggesting

that these constructs are the least important to the interviewee. This explains why “Others” are still seen as “low potentials” even though they received relatively good scores (average scores 4; 3.67 and 3.33) on these constructs.

Correlations among constructs

For reasons explained in Section 3.5.1, this thesis used a cut-off point of 0.9 to review the closely correlated constructs. Data in Table P1.5 below revealed a number of points: first, what is noticeable is that three important constructs (i.e. construct 7 *presence*, 8 *networking* and 9 *tackling conflict*) are closely connected (the range of correlation for these constructs falls between 0.9 and 0.96), and second, construct *presence* is also closely connected to another important constructs *being direct*, correlation score of 0.9), which echoes the findings from the analysis of variation data (see Table P1.4 above), confirming that these constructs are closely related as a cluster of important constructs for interviewee A1. And third, construct 13 (*experience in different functions*) is closely correlated to construct 9 (*tackling conflict*), and construct 12 (*being decisive*) – the correlations are 0.94 and 0.92. This can be interpreted as meaning that for interviewee A1, cross functional experience can support the managers’ decision-making process and help them to deal with the conflicts, or, “being decisive” and “tackling conflict” generally can support people to gather more “experience in different functions”.

Table P1.5 Correlations among constructs - Interviewee A1

Constructs	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1 Push the boundary (Get the job done)	1.00	0.41	0.72	-0.29	0.02	0.58	0.62	0.57	0.71	0.00	0.24	0.47	0.50	0.61	0.08	0.83
2 Connected with broad stakeholders		1.00	0.74	0.30	0.73	0.57	0.89	0.86	0.79	0.71	0.74	0.67	0.73	0.42	0.78	0.20
3 Being direct			1.00	-0.13	0.40	0.63	0.90	0.77	0.75	0.44	0.77	0.83	0.81	0.63	0.46	0.70
4 Focus (Prioritizing)				1.00	0.28	0.13	0.12	0.39	0.30	0.74	0.24	0.37	0.29	-0.28	0.62	-0.31
5 Strategic thinking					1.00	0.67	0.68	0.60	0.57	0.65	0.48	0.42	0.51	0.61	0.50	0.08
6 Financial acumen						1.00	0.77	0.72	0.80	0.42	0.47	0.64	0.66	0.89	0.23	0.73
7 Presence							1.00	0.92	0.90	0.62	0.79	0.83	0.89	0.70	0.67	0.58
8 Networking								1.00	0.96	0.70	0.69	0.85	0.94	0.51	0.76	0.51
9 Tackling conflict									1.00	0.61	0.54	0.79	0.87	0.63	0.62	0.62
10 Consistent										1.00	0.60	0.74	0.65	0.16	0.79	0.00
11 Bring the best of people											1.00	0.80	0.74	0.34	0.71	0.30
12 Being decisive												1.00	0.92	0.45	0.65	0.59
13 Experience in different functions													1.00	0.51	0.72	0.59
14 External focused														1.00	0.01	0.77
15 Self-confident (Faith in your own judgement)															1.00	-0.08
16 Welcoming/Open to feedback (Able to change own behaviour)																1.00

2) **Component analysis** studied the *Component Space* and *Component Labels*

Component Space

Table P1.6 below shows that the first trend for interviewee A1 accounts for 70.20% of the information in the grid, while the second trend accounts for 13.85%.

Table P1.6 Analysis of component space - Interviewee A1

Component	Root	As %	Sum
1	132.13	70.20	70.20
2	26.07	13.85	84.05
3	11.59	6.16	90.21
4	8.25	4.38	94.59
5	5.52	2.93	97.52
6	2.04	1.08	98.61
7	1.78	0.95	99.55
8	0.84	0.45	100.00

This analysis of Component Space gives some indication of cognitive complexity. In general, respondents with low cognitive complexity will have few significant trends. “As very rough rule of thumb, three or more significant trends or *less than* 60% of the variance accounted for by the first two trends can be thought of as cognitively complex” (Smith 1986a:13). Given that the first two components account for 84.05% of the grid data, this data suggests that interviewee A1 viewed leaders in a relatively simple way.

Component Labels

Loading is a term used to describe the index of how the constructs are contained within components. The labels for each principal component are generated by the researcher based on the definitions of the high-loading constructs in the component, with the purpose of giving some collective meaning to the component and axis.

The table below shows that for Component 1, Construct 7 (*presence*), Construct 8 (*networking*), Constructs 9 (*tackling conflict*), Construct 13 (*experience in different functions*), Constructs 12 (*being decisive*), Construct 2 (*connected with broad stakeholders*), and Construct 3 (*being direct*) are the higher loading constructs. Collectively this component has been given the label “***creating impact***”.

For Component 2, Construct 4 (*focus/prioritizing*), Construct 15 (*self confident/faith in your own judgment*) and Construct 10 (*consistent*) show the highest loadings. This second component can be labeled “***determined direction***”.

Table P1.7 Construct loading - Interviewee A1

Component	Construct No.	Construct	Load
1	7	Presence	0.98
	8	Networking	0.96
	9	Tackling conflict	0.93
	13	Experience in different functions	0.93
	12	Being decisive	0.90
	2	Connected with broad stakeholders	0.87
	3	Being direct	0.87
	6	Financial acumen	0.80
	11	Bring the best of people	0.78
	10	Consistent	0.70
	15	Self-confident (Faith in your own judgement)	0.69
	5	Strategic thinking	0.67
	14	External focused	0.66
	1	Push the boundary (Get the job done)	0.59
	16	Welcoming/Open to feedback (Able to change own behaviours)	0.59
2	4	Focus (Prioritizing)	0.27
	4	Focus (Prioritizing)	0.80
	15	Self-confident (Faith in your own judgement)	0.63
	10	Consistent	0.61
	2	Connected with broad stakeholders	0.24
	5	Strategic thinking	0.24
	11	Bring the best of people	0.21
	8	Networking	0.10
	12	Being decisive	0.08
	13	Experience in different functions	0.05
	7	Presence	-0.07
	9	Tackling conflict	-0.07
	3	Being direct	-0.28
	6	Financial acumen	-0.31
	14	External focused	-0.58
1	Push the boundary (Get the job done)	-0.65	
16	Welcoming/Open to feedback (Able to change own behaviours)	-0.73	

3) The *cognitive map* is produced as a visual map of the structure of the interviewee’s grid. The positions of both elements and constructs are projected onto this map, which gives an indication of the respondent’s cognitive map of “leadership”.

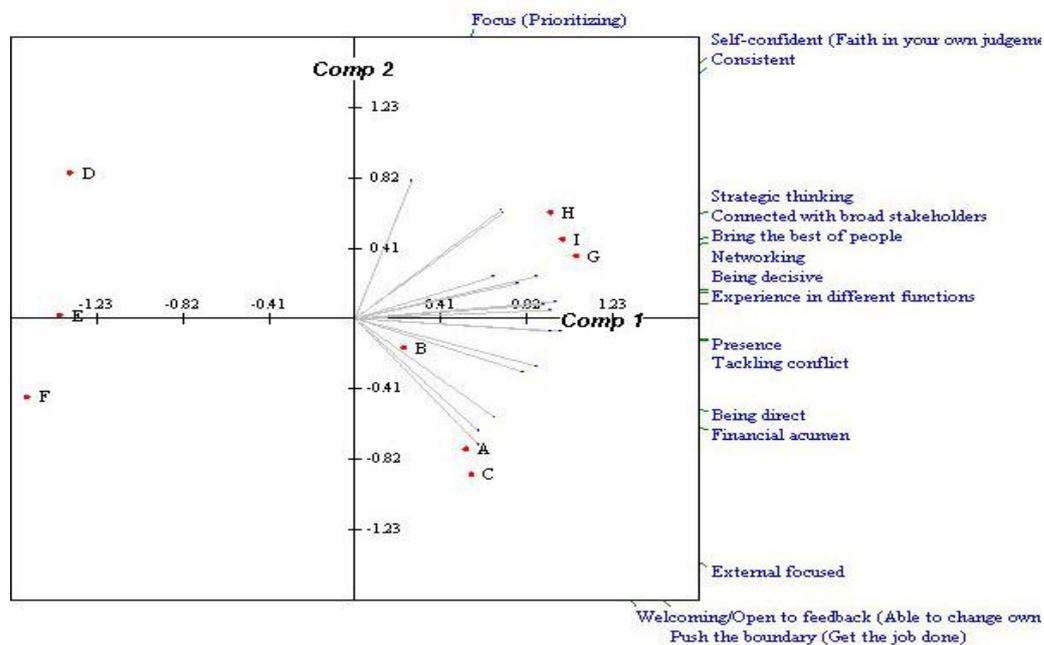
The Interviewees’ cognitive map (Figure P1.1 below) reveals several important points:

First, the interviewee mainly uses the component one (X axis, labeled “*creating impact*”) to differentiate the leadership capability/potential of the managers. This is because all GLs and HPs are located on the positive plot of the X axis (*creating impact*), whilst the three low potential managers (elements D, E and F) are located on the negative plot of the X axis (suggesting that they are seen as much less capable in

creating impact compared with the other two element categories). This finding can be confirmed by reviewing the negative pole of these constructs (i.e. *low impact, not giving messages, lack of visibility, avoiding conflict, etc.*). And further to that, as the GLs are located slightly higher (toward the right hand side) than the HPs on the X axis, suggesting that the interviewee perceived the capable global leaders could even create *bigger impact* than the high potential managers.

The second observation from the cognitive map is that around the Y axis (labelled “*determined direction*”), all the HPs are located in the negative side (below the X axis), whilst all GLs are located in the top half of the plot. This demonstrates a major difference between the GLs and HPs: compared to the GLs, the HPs are not confident enough (construct “*self confident/faith in your own judgment*”), or not capable at prioritizing and focusing (construct “*focus/prioritizing*”). In other words, these can be seen as key improvement areas for HPs in order to be developed as GLs.

Figure P1.1 Cognitive Map – Interviewee A1



Summary of the Interviewee A1’s single grid analysis

The above detailed data analysis revealed the general parameters of interviewee A1’s leadership perspective and answered two of the research questions: “*What are the important leadership constructs of the interviewee?*” and “*How does the interviewee construe the leadership of high/low potential middle level managers and capable global leaders?*”

In respect of the first question, seven constructs were identified among the total of 16 constructs elicited from the interview. These important constructs and their definitions are:

Table P1.8 Definitions of the important constructs (preferred pole) - Interviewee A1

Constructs	Definition
Connected with broad stakeholders	Wide focus on people management and interaction
Being direct	To the point; giving hard messages; aggressively dealing with people and expressing opinion
Financial acumen	Sensitive to the figures; able to use numbers to kind of explain the story
Presence	Listening to what the others are talking; generating ideas; building up authorities; greater impact
Networking	Practically managing the career through networking with the key stakeholders
Tackling conflict	Frightening people by the force of what you are saying
Welcoming/Open to feedback (Able to change own behaviour)	Being hungry for feedback; Wanting to hear feedback; Not seeing feedback as a threat; Being able to improve and change own behaviour

In respect of the second question, Table P1.9 below summarizes how Interviewee A1 perceives the three element categories:

Table P1.9 Interviewee A1’s perception of the three element categories

Constructs interviewee utilized to discriminate capable Global Leaders	Constructs interviewee utilized to discriminate High Potentials	Constructs interviewee utilized to discriminate Others (negative pole)
<ul style="list-style-type: none"> •Presence •Connect with broad stakeholders •Networking •Tackling conflict •Financial acumen 	<ul style="list-style-type: none"> •Being direct (important construct) •Welcome/open to feedback (able to change own behaviors) (important construct) •Financial acumen (important construct) •Push the boundary for higher performance •External focused 	<ul style="list-style-type: none"> •Being Direct - Not giving messages •Presence - Low impact •Networking - Lacking visibility •Tackling conflict - Avoiding conflict •Bring the best of people - Not helping people to develop

The cognitive map shows that when evaluating leadership potential and capability, the key question interviewee A1 asks is: “Is this person capable of creating impact in the organization?” i.e. he mainly used component “*creating impact*” to identify leadership capability and potential. From the cognitive map we can also understand interviewee A1’s perspective that in order to become global leaders the middle level managers should be more confident and better prioritize/focus on activities.

The above analysis provides a specific example of the single grid analysis. Aside from this, rather than reporting the detailed analysis process of every grid (which would be extremely repetitive for the reader), only the key findings of the single grid analysis are presented in Section Five.

3.5.3 Cross grid analysis methods

While the single grid analyses are primarily intended to explore how *each individual* interviewee construe leadership, putting constructs of multi-grids into the same pool provides an opportunity to identify common constructs across individuals.

The reason of identifying the senior leaders' common constructs across companies is because the Chinese managers' leadership career paths are not limited by any single company. Further to that, the common leadership constructs identified in this research allows comparisons with the cross-culture and global leadership literature. As identified in the pilot research, the senior leaders' common constructs within a single company cannot be generated due to the small sample size of each company (Details described in Section Four below, page 94-95).

Given the sheer volume of qualitative and quantitative data generated from the research interviewees, the task of exploring trends across grids is inevitably a complex and time consuming process. In order to identify the common constructs among the interviewees, the process in this research involves first, *categorizing constructs* which supported by content analysis, followed by *identification of key construct categories*. A detailed description of the two steps follows.

- ***Categorizing constructs***

Based on the construct definitions this analysis involves a process of *pooling, identifying and labeling the common constructs*:

(1) Putting all 392 constructs into one pool. This involves preparing 392 cards, each annotated with a leadership construct, the reference number of the interviewee, and relevant quotes (definition of the constructs).

- (2) Using the first construct as benchmark, any construct found to be similar (based on the definitions), is placed within the category created for them. Each category (e.g. “visionary”) is appropriately labelled according to the meaning of the constructs. If the next construct is interpreted differently from the previous ones, then it is treated as a new category.
- (3) Where new categories are created, existing categories are reviewed in order to determine whether they needed to be redefined (combined or broken up, with their items reallocated accordingly).
- (4) This process is replicated throughout the remaining constructs by comparing each construct with each of the categories, allocating it appropriately if a category already existed.
- (5) This process continues until all the constructs are classified.
- (6) Unclassifiable constructs, i.e. those that existed in isolation and did not fit existing categories, are placed in a single category labeled ‘others’.

As recommended by Jankowitz (2004), to avoid bias in the above coding process and ensure the reliability of the result, two researchers worked on the same process independently to categorize the constructs. A PhD student in Cranfield university was invited as the “second researcher” (Researcher B) to work on the coding process. She is familiar with both leadership research terms and the coding process, and is, therefore, qualified for this task.

The above process is conducted by two researchers for two rounds (i.e. *initial coding* and *re-coding*), and then further repeated by another researcher to *check the reliability*, details are explained as following:

Initial coding and producing enhanced category definition

During the initial categorization, no discussion is allowed between two researchers (A and B) and each researcher records their coding result (i.e. allocation of each leadership construct into a category). An initial reliability table is prepared to record the outcome (Table P1.16 on page 105 for example).

Next, Researchers A and B together discuss the discrepancies highlighted in the reliability table and create category definitions (Miles and Huberman, 1994). Based on the agreed category definitions they further determine what sample constructs would be included and what excluded to enhance the understanding of the construct categories. To ensure content validity, the researchers constantly refer to the interview transcripts. Table P1.17 provides an example of these enhanced category definitions.

Re-coding

Another round coding process is then conducted by two researchers independently based on the enhanced category definitions.

Reliability check

Some scholars argued that reliability is not important in exploratory qualitative research, however, in the interests of reducing the scope for personal bias it is considered useful to calculate inter-coder reliability (Griffin et al., 2007). For that purpose, after recording the reliabilities of the coding and re-coding result, another independent researcher (researcher C, a MBA graduate who was well trained in the process through handling several other coding tasks) is invited to follow the same process to code the constructs. Unlike the first two researchers, the third researcher had no experience in leadership research so that this checking process was purely based on the enhanced definitions, so pre-judgments of the leadership constructs were avoided.

A reliability table (Table P1.18) is prepared to compare the outcome and record the reliability of the coding process. Although there is no definitive guidance from the literature, typically projects proceed once agreement exceeds 70% (Griffin et al., 2007).

- ***Identification of the key constructs***

Having identified the construct categories, the next step is to determine their relative importance. The most commonly used method for establishing importance is the *frequency count* (to count how many constructs appear in each category). However, as Goffin et al. (2006) pointed out, although frequency is one indication of importance, a high frequency of mention can also indicate that a construct is obvious and therefore

readily mentioned by interviewees even it is with low importance to them. Accordingly, *variability* as an indication of importance should be considered. By using these two elements – *frequency* and *variability* - the constructs which are not only frequently mentioned but also have higher importance to the interviewees can be identified.

Regrettably there is little guidance within the methodology literature on how to combine or prioritize frequency or variability scores. This being the case it is decided to take the data analysis methods in Goffin et al.'s (2006) research paper as a reference such that the constructs with frequency *above 30% and variability greater than average* were identified as *key construct categories*.

In cross grid analysis the process of determining *variability scores* for each common construct is not straightforward because variability is dependent on the number of constructs in the grid. For example 16 constructs were elicited from interviewee A1, with an average variability of 6.25 (i.e.100/16), whereas the average variability of interviewee A3 was 6.67 since 15 constructs were elicited (i.e.100/15). Therefore, determining a variability score for each common construct requires a weighted average across the grid to be calculated, involving a process called “normalization”:

Normalized variability of a construct = variability of the construct x number of constructs in that grid / 12.65 (average construct number of the 31 grids).

Following the RGT data analysis methods described in this section, the results of Single Grid Analysis are reported in Section 5, while Section 6 summarizes the outcome of Cross Grid Analysis.

FOUR: RESEARCH PREPARATION – DOCUMENT REVIEW AND PILOT STUDY

Prior to commencing primary data collection, a initial review of official documents relating to each case study organization such as those covering company background, history in China, organization set up, company culture, business strategy, LCFs, and job title system (which were used to define “middle managers” and “senior leaders”) was conducted. This review was not only assisted with understanding the specific context within which the interviewees operated, ensuring the researcher “spoke the same language” as the respondents during the interviews; more importantly, some documents such as LCF were utilized for the data analysis. Most of the information could be found from company websites, while other data was provided by HR representatives; in such cases confidentiality agreements were signed covering sensitive information.

Before conducting the main fieldwork for this project, a *pilot study* was conducted in Company A with six Business Unit heads (five Western leaders and one Chinese leader). The main purpose of this pilot was to test whether the RGT was a suitable method for this research (i.e. for eliciting the leadership constructs of each interviewee and allowing the analysis of the “common leadership perspective” across the interviewees).

75 constructs together with comprehensive qualitative data were elicited in the pilot study through the RGT interviews, and the data was consequently analyzed within and across the grids. The pilot project achieved the original objective in that it confirmed the RGT is an appropriate method for this research. It demonstrated that while differences exist, clear commonalities across the senior leaders’ constructs could be identified. The use of follow-up questions and qualitative data analysis, as mentioned above, was confirmed as a complementary approach for better exploring the issues.

There were some limitations to the pilot project. The most obvious one was the very small sample size that created challenges to cross-grid analysis. While this limitation can be overcome with the larger volume of data gathered in the later phase, it also became clear that the initial aim of comparing senior Western and Chinese leaders’

perspectives would be difficult to achieve because the sample of Chinese leaders was insufficient to support such a comparison. Based on that, a decision was made to put all the senior leaders' data together for analysis for Project One.

After the pilot study, research proceeded to the data collection stage. This involved further interviews with 25 senior leaders in another five MNCs, and followed by detailed data analysis. The data from the pilot research is incorporated with overall research data analysis and reported in the next sections.

FIVE: RESULTS OF SINGLE GRID ANALYSIS

For reasons of clarity and brevity, this section summarizes only the overall findings of the single grid analysis relating to the first two research questions. The detailed data supporting the analysis process can be found in Appendix 3 and 4.

5.1 Individual Interviewees' Leadership Perspectives: Research Question One

This section summarizes how the single grid data analysis to address the first research question: "*What are the leadership constructs of each interviewee?*"

5.1.1 Each interviewee's important leadership constructs

Among the 392 constructs elicited from the 31 interviewees, 194 were identified as *important constructs* (i.e. their variations were above average). These constructs are summarized in the Table P1.10 below.

Table P1.10 Important constructs

Interviewee A1	Interviewee A2	Interviewee A3	Interviewee A4	Interviewee A5	Interviewee A6
<ul style="list-style-type: none"> -Connected with broad stakeholders -Being direct -Financial acumen -Presence -Networking -Tackling conflict -Welcoming/Open to feedback 	<ul style="list-style-type: none"> -Global perspective -English and Chinese language -Succeeded in trying something -Strong financial background -Lived in Asia and Europe 	<ul style="list-style-type: none"> - Consensus seeking (Get conclusion through dialogues) - Leading through team - Personal impact - Charismatic - Emotional intelligence - Act decisively 	<ul style="list-style-type: none"> - Financial knowledge (Tangible data) - Creative - "Political" (Positive) - Warmth (People touch) - Enthusiasm - Flexible 	<ul style="list-style-type: none"> -Logic/Structured but flexible -Visionary -Strategic thinking -Exceedingly hard working -Willing to listen 	<ul style="list-style-type: none"> - Pragmatic - High EQ - Well judged decision/choice making - Ambition in career advancement (Balance short/long term) - Intellectual/Logical
Interviewee B1	Interviewee B2	Interviewee B3	Interviewee B4	Interviewee B5	Interviewee B6
<ul style="list-style-type: none"> -Focus the energy on business -People driven -Learner -Take responsibility bigger than they have -Balanced sensitively (Self Vs. Others) -Broad general management -Strong preference for f2f communication 	<ul style="list-style-type: none"> -Integrity -Team work -Loyalty -Professional Acumen -Charismatic 	<ul style="list-style-type: none"> -Think of big picture -Fact-based discussion -Provide clear direction -Convincing ability -Deep analysis (use the numbers) -Decisive 	<ul style="list-style-type: none"> -Strategic/ vision -Building capability (achieving result through people) -Change management -Unconditional responsibility -Integrity -Motivate team members 	<ul style="list-style-type: none"> -Ability to conceptualize -Positive attitude towards working -Drive (Determination) -Trust -Eye for detail -Creative -Willing to take responsibilities -Strategic mindset 	<ul style="list-style-type: none"> -Vision -Communicate to the team -High EQ -Team player
Interviewee B7	Interviewee C1	Interviewee C2	Interviewee C3	Interviewee C4	Interviewee C5
<ul style="list-style-type: none"> -Analytical -Have opinion/articulate view -Professionalism -Authenticity -Leader-like 	<ul style="list-style-type: none"> -Structured -Result oriented -Diversity (Cross Culture) -Communication Skill -Team work culture 	<ul style="list-style-type: none"> -Courage -International Exposure -Broad minded -Networking -Proficient in English -Quick decision -Leader -Mobility in international environment 	<ul style="list-style-type: none"> -Prepared to break the rule -Plan with the end in mind -External focused -Vision -Clear and concise communication -Diverse-culture thinking 	<ul style="list-style-type: none"> -Big picture thinking -Evaluate potential -Strategic thinking -Lead by influence -Ambition (Career) -Competitive: drive to win 	<ul style="list-style-type: none"> -Open and Transparent (Communication /Decision) -Sincere/Trust -Creative -Fair -Curiosity -Leading people -Cooperative
Interviewee D1	Interviewee D2	Interviewee D3	Interviewee D4	Interviewee D5	Interviewee E1
<ul style="list-style-type: none"> -Positive mindset -Willingness to give people credit -Charisma -Principle-based decision making -Hands on -Selected as high potential in early career 	<ul style="list-style-type: none"> -Getting alignment with people -Team builder -Self depreciating -Get hands dirty -Describe the complete issue in a simple way -Process driven -People focused 	<ul style="list-style-type: none"> -Strategic/vision -Cross culture communication -Headquarter experience(culture, process, networking) -Western culture influence -Respected by global teams -Positive attitude 	<ul style="list-style-type: none"> -Senior leader charisma -Broad view -Manufacturing experience -Verbal communication skills 	<ul style="list-style-type: none"> -Influence -Persistent -Voice out -Political (positive) -Communication -Motivation to advance career -Positive attitude -Passion 	<ul style="list-style-type: none"> -Good communication -Determination -Cross culture understanding -Analytical -Adjust in different culture and environment -Anticipating needs -Flexible
Interviewee E2	Interviewee E3	Interviewee F1	Interviewee F2	Interviewee F3	Interviewee F4
<ul style="list-style-type: none"> -Hardworking -Control emotion -Execution -Energetic -Business knowledge/ Experience -Handle multiple task -Able to work with people from different background 	<ul style="list-style-type: none"> -Clear and concise communication -Multi-task ability -Innovation/Creativity -Delegation -Ability to inspire others -Ability to lead in front 	<ul style="list-style-type: none"> -Prioritize resources -Strong ownership -Develop people -Recognize people -Able to build engagement 	<ul style="list-style-type: none"> - Authentic - Creating possibilities (Positive mindset) - Continuous development - Experienced - Able to work in multi-culture - Prioritize - Integrity 	<ul style="list-style-type: none"> - Willing to take new challenges - Consistent and clear communication - Able to work in ambiguity - Empowering - Deliver through people - Constantly self-improvement - Support people to succeed - Authenticity - Performance driven 	<ul style="list-style-type: none"> - Collaborative - Creative - Vision - Desire to win
Interviewee F5					
<ul style="list-style-type: none"> - Collective/Caring - Out-going/Engaging (Open) - Generalist - Team orientation (Develop people) - Broad focus (big picture) - Balanced Controlling - "Fun" (Creating Celebration) - Creative 					

5.1.2 Individuals' component space

The analysis of Component Space gives some indication of cognitive complexity (see Section 3.5.1.2 above). The summary at Table P1.11 below shows that all the interviewees' component spaces of the first two trends were above 60%, which is a clear indication that the interviewees' cognitive complexities are low, i.e. they viewed leadership (the capability, potential, etc.) in relatively simple and straightforward ways. The cognitive complexity of these senior leaders will be compared and discussed in the Second Project of this research.

Table P1.11 Analysis of component space - sum of top 2 components

Company A		Company B		Company C		Company D		Company E		Company F	
A1	84.05	B1	82.08	C1	85.05	D1	70.30	E1	61.85	F1	70.97
A2	67.31	B2	88.72	C2	90.57	D2	71.78	E2	68.47	F2	62.09
A3	78.18	B3	87.13	C3	81.11	D3	90.07	E3	91.47	F3	93.49
A4	76.24	B4	85.24	C4	89.35	D4	80.15			F4	62.61
A5	69.22	B5	94.28	C5	89.09	D5	96.16			F5	72.09
A6	84.67	B6	81.92								
		B7	84.13								

5.1.3 Individuals' component labels

To provide a simple but rich description of how the interviewees prioritized their leadership perceptions, their significant components are labelled based on the definitions of the high-loading constructs in the component. The labels of significant components are summarized in Table P1.12 below. As indicated in the Component Space table above (Table P1.11), six out of the 31 interviewees' first two component spaces are below 70%. Thus, following the general principle described in the single grid analysis method (see Section 3.5.1 above), i.e. if the variation explained by the first two components is below 70%, a third component is then added to make comparison feasible, six labels for the third components were added into the analysis (interviewees A2, A5, E1, E2, F2 and F4).

Table P1.12 Component labels by interviewees

Interviewee	Label 1	Label 2	Label 3
A1	creating impact	determined direction	
A2	strategic thinking	building up relationship in cross culture environment	fundamental professional skills and knowledge
A3	leading people in the multi-culture environment	creating personal impact	
A4	building up relationship	action oriented	
A5	building up relationship	charismatic	passionate communicator
A6	pragmatic	leading by example	
B1	leading people	professional competent	
B2	charismatic	professional competent	
B3	influencing and persuasive	respected people leader	
B4	change agent	leading for better result	
B5	pragmatic	trustworthy	
B6	charismatic	delivering result	
B7	professional competent	continues improving	
C1	delivering result in cross culture environment	professional competent	
C2	pragmatic	cross culture	
C3	driving for strategic objective	leading people in cross culture environment	
C4	driving for strategic objective	building up personal relationship	
C5	trustworthy	result driven	
D1	charismatic	professional competent	
D2	pragmatic	self confident	
D3	leading in cross culture environment	good execution ability	
D4	charismatic	good communicator	
D5	influencing others	self motivated	
E1	leading in cross culture environment	emotional intelligent	culture fit
E2	execution ability	entrepreneurship	enthusiastic
E3	pragmatic	inspiring others	
F1	leading for strategic objective	engaging people	
F2	entrepreneurship	respectful	pragmatic
F3	charismatic	achieving objectives with integrity	
F4	pragmatic	leading people	emotional intelligent
F5	pragmatic	leading people	

5.2 Interviewees’ Constructs on GLs, HPs and Others: Research Question Two

This section summarizes how the single grid data analysis addressed the second research question: *“How does each interviewee construe the leadership of capable global leaders and high/low potential middle level managers?”*

5.2.1 Constructs interviewees used to discriminate capable global leaders

Table P1.13 below summarizes constructs interviewees used to distinguish GLs from middle level managers.

Table P1.13 Constructs discriminate global leaders

Interviewee A1	Interviewee A2	Interviewee A3	Interviewee A4	Interviewee A5	Interviewee A6
<ul style="list-style-type: none"> - Connected with broad stakeholders - Focus (Prioritizing) - Strategic thinking - Financial acumen - Presence - Networking - Tackling conflict - Consistent - Bring the best of people - Being decisive - Experience in different functions - Self-confident 	<ul style="list-style-type: none"> - Ability to command respect - Intellectual - Ability to do a lot of jobs (Try different jobs in their career) - Global perspective - Willing to speak up - Very ambitious - Analytical (Details oriented) 	<ul style="list-style-type: none"> - Consensus seeking (Get conclusion through dialogues) - Personal impact - Charismatic - Able to make complex decisions - Strategic thinking - Emotional intelligence - Act decisively - Self confidence - Interpersonal skill (Self awareness) 	<ul style="list-style-type: none"> - Financial knowledge (Tangible data) - Deeply reasoning (in decision process) - "Political" (Positive) 	<ul style="list-style-type: none"> - Role model - Visionary - Strategic thinking - Decisive and willing to take responsibilities - Exceedingly hard working 	<ul style="list-style-type: none"> - Pragmatic - Low ego - High EQ - Well judged decision /choice making - Ability to see big picture - Able to lead (Engage people) - Reliable - Trust
<ul style="list-style-type: none"> - Empowering - Focus the energy on business - Objective / Analytical (Quantitative) - Broad general management 	<ul style="list-style-type: none"> - Rich experience - Integrity - Team work - Loyalty - Professional Acumen - Charismatic 	<ul style="list-style-type: none"> - Think of big picture - Fact-based discussion - Trustworthy - Provide clear direction - Convincing ability - Deep analysis (use the numbers) - Decisive - Positive (can do) attitude - Engaged - Technical competent 	<ul style="list-style-type: none"> - Strategic/ vision - Focus on customer - Change management - Integrity - Result orientation - Continuous development - Motivating team members 	<ul style="list-style-type: none"> - Willing to take responsibilities - Strategic mindset 	<ul style="list-style-type: none"> - Devotion (Passionate) - Communicate to the team - Execution - Direction/Goal oriented - High EQ - Ambition - Charisma
<ul style="list-style-type: none"> - Drive - Strategic - Have opinion /articulate view - Professional - Authenticity - Integrity/Consistency - Leadership - Experience - Willing to learn 	<ul style="list-style-type: none"> - Structured - Driver - Analytical - Knowledge of work - Diversity (Cross Culture) - Communication Skill - Team work 	<ul style="list-style-type: none"> - Courage - Curiosity (Learning) - Communication Skill - Broad minded - Networking - Proficient in English - Big picture - Embarks changes - Positive attitude to new things - Quick decision 	<ul style="list-style-type: none"> - Broad view (big picture) - Develop people - Prepared to break the rule - Take responsibility (Ownership) - External focused - Charismatic - Vision - Clear and concise communication 	<ul style="list-style-type: none"> - Big picture thinking - Evaluate potential - Strategic thinking /Decision) - Lead by influence - Ambition (Career) - Competitive: drive to win 	<ul style="list-style-type: none"> - Open and Transparent (Communication /Decision) - Flexible - Creative - Informal/true colour - Fair - Leading people - Intelligent
<ul style="list-style-type: none"> - Positive mindset - Ability to identify things related to business (critical to their success) - Establish vision and set direction - Charisma - Principle-based decision making - Communication skill - Hands on - Broad range of experience - Selected as high potential in early career (characteristic of the organisation) 	<ul style="list-style-type: none"> - Flexible - Team builder - Competitive - Drive to succeed - Self depreciating - Describe the complete issue in a simple way - Personal ambition - Good communicator 	<ul style="list-style-type: none"> - Strategic/ vision - Cross culture communication - Headquarter experience (culture, process, networking) - Western culture influence - Good execution ability - Career ambition 	<ul style="list-style-type: none"> - Senior leader charisma - Leadership perspective/maturity - Broad view - Hold high individual accountability - Verbal communication skills 	<ul style="list-style-type: none"> - Strategic thinking - Influence - Persistent - Voice out - Political (positive) - Networking - Communication 	<ul style="list-style-type: none"> - Balance speed and details - Good communication - Determination - Analytical - Facts oriented - Adjust in different culture and environment - Anticipating needs - Emotional intelligence - Good listener
<ul style="list-style-type: none"> - Attention to detail - Hardworking - Execution - Energetic - Enthusiastic/Positive - Entrepreneurship - Flexibility - Speed (with high quality) - Handle multiple task 	<ul style="list-style-type: none"> - Clear and concise communication - Multi-task ability - Responsiveness (Speed of response) - Understand expectations 	<ul style="list-style-type: none"> - Authentic - Creating possibilities (Positive mindset) - Continuous development - Visionary - Influence - Able to work in multi-culture - Star performer - Passion for growth - Prioritize - Caring 	<ul style="list-style-type: none"> - Willing to take new challenges - Able to work in ambiguity - "Role model" - Caring people - Empowering - Deliver through people - Constantly self-improvement - Support people to succeed - Able to stay focused - Performance driven 	<ul style="list-style-type: none"> - Vision - Positive attitude (Can do) - Desire to win - Clear communication - Speed of decision making - Result driven 	<ul style="list-style-type: none"> - Result driven - Creative

A brief review reveals that generally the average ratings of GLs were higher than the “Others” (low potential managers). However, there were some exceptions, for example:

- Interviewee A4 gave GLs an average score of “2” in “enthusiasm”, and scored the lowest in “flexible”, “trust and outgoing”, and “nature social expertise” among the three element categories. This gives an impression that Interviewee A4 perceives capable global leaders are not as sociable as the middle level managers.
- Interviewee B1 rated GLs the lowest on “empowering” and “focus the energy on the business”.
- Interviewee C3 rated the GLs the lowest on “care about people”.
- The GLs were scored the lowest on “manufacturing experience” by interviewee D4.

These examples indicate how the interviewees perceived the GLs. There is a possibility that they may have applied different standards in rating (i.e. some interviewees were more strict in rating the GLs); otherwise the lower scored constructs can be seen as reflecting the interviewees’ perspectives on the weaknesses of the GLs.

5.2.2 Constructs interviewees used to discriminate HPs

The constructs interviewees used to discriminate HPs are summarized in Table P1.14 below. A few examples indicate diverse views, for example:

- Interviewee A4 rated HPs “2” in “warmth”. There were some similarities here to the score interviewee A4 gave to GLs – both GLs and HPs received lower scores on people-related constructs (i.e. “warmth”, “enthusiasm”, “trust and outgoing”, and “nature social expertise”). This might indicate that the interviewee thought that a capable manager should be more task-oriented rather than people-oriented.
- Interviewee B1 gave the HPs the lowest average score on “formal” while scoring the GLs highest on this construct. Again, assuming the interviewees applied the same standard in the ratings, these lower scored constructs would reflect their views on the HPs’ weaknesses (or development areas if they want to become senior leaders).

Table P1.14 Constructs discriminate high potentials

Interviewee A1 <ul style="list-style-type: none"> - Push the boundary (Get the job done) - Being direct - Financial acumen - External focused - Welcoming /Open to feedback (Able to change own behaviours) 	Interviewee A2 <ul style="list-style-type: none"> - Ability to think strategically - Broad knowledge - Intellectual - Global perspective - Proactive of thinking, a step ahead - English and Chinese language - Succeeded in trying something - Strong financial background - Deep chemical experience 	Interviewee A3 <ul style="list-style-type: none"> - Leading through team - Delegation - Trust - Creative (Think out of the box) - Be able to work in multi-culture environment - Interpersonal skill (Self awareness) 	Interviewee A4 <ul style="list-style-type: none"> - Trusting & Outgoing - Creative - Enthusiasm - Logical thinking (Analytical) - To use the relationship to get job done - Nature social expertise - Flexible 	Interviewee A5 <ul style="list-style-type: none"> - Logic/Structured but flexible - Personal touches (Relationship) - Fun (Enjoy life) - Willing to listen 	Interviewee A6 <ul style="list-style-type: none"> - Ambition in career advancement (Balance short/long term) - Hardworking - Intellectual/Logical thinking - Reliable - Trust
Interviewee B1 <ul style="list-style-type: none"> - Focus the energy on business - People driven - Learner - Take responsibility bigger than they have - Objective / Analytical (Quantitative) - Balanced sensitively (Self Vs. Others) 	Interviewee B2 <ul style="list-style-type: none"> - Professional qualification - Integrity - Team work - Loyalty 	Interviewee B3 <ul style="list-style-type: none"> - Provide clear direction - Convincing ability - Deep analysis (use the numbers) - Networking (Internal & External) - Creative - Technical competent 	Interviewee B4 <ul style="list-style-type: none"> - Building capability (achieving result through people) - Integrity - Collaboration / Influence (Internal & External) - Continuous development - Construction 	Interviewee B5 <ul style="list-style-type: none"> - Ability to conceptualize - Sincere - Positive attitude towards working - Drive (Determination) - Team player - Integrity - Trust - Eye on details - Pragmatic - Creative - Open to new ideas (Willingness to learn) - Willingness to share 	Interviewee B6 <ul style="list-style-type: none"> - Vision - Execution - Direction/Goal oriented - Team player - Hardworking - Responsible
Interviewee B7 <ul style="list-style-type: none"> - Analytical - Have opinion /articulate view - Adaptability - Leader-like 	Interviewee C1 <ul style="list-style-type: none"> - Follow through - Result oriented - Leading the team - Persistence (Speak out) - Interpersonal relationship 	Interviewee C2 <ul style="list-style-type: none"> - Curiosity (Learning) - International Exposure - Energetic - Leader - Mobility in international 	Interviewee C3 <ul style="list-style-type: none"> - Consensus leadership - Plan with the end in mind - Take responsibility (Ownership) - Mobility 	Interviewee C4 <ul style="list-style-type: none"> - Globalness - Drive change 	Interviewee C5 <ul style="list-style-type: none"> - Sincere/Trust - Result Driven - Curiosity - Cooperative
Interviewee D1 <ul style="list-style-type: none"> - Positive mindset - Willingness to give people credit - Bringing work to closure - Principle-based decision making - Hands on - Functional competence - Analytical skill 	Interviewee D2 <ul style="list-style-type: none"> - Getting alignment with people - Listener - Competitive - Able to get into the details - Get hands dirty - Process driven - People focused - Good communicator 	Interviewee D3 <ul style="list-style-type: none"> - Strategic/ vision - Western culture influence - Sensitive to other culture and eager to learn 	Interviewee D4 <ul style="list-style-type: none"> - Senior leader charisma - Technical capability - Verbal communication skills - Ability to obtain trust and confidence 	Interviewee D5 <ul style="list-style-type: none"> - Voice out - Communication - Motivation to advance career - Positive attitude - Passion 	Interviewee E1 <ul style="list-style-type: none"> - Collaboration - Determination - Cross culture understanding - Analytical - Understanding situations - Culture fit
Interviewee E2 <ul style="list-style-type: none"> - Control emotion - Innovative - Customer Centric - Energetic - Business knowledge/ Experience - Walk the talk - Confident - Able to work with people from different background 	Interviewee E3 <ul style="list-style-type: none"> - Motivation - Process oriented - Responsiveness (Speed of response) - Understand expectations 	Interviewee F1 <ul style="list-style-type: none"> - Vision/Strategic Thinking - Result orientation - Prioritize resources - Strong ownership - Ethical - Develop people - Recognize people - Analytical ability - Able to build engagement - Planning ability 	Interviewee F2 <ul style="list-style-type: none"> - Visionary - Experienced - Practical - Caring - Integrity - Humanity 	Interviewee F3 <ul style="list-style-type: none"> - Consistent and clear communication - Integrity - Empowering - Deliver through people - Constantly self-improvement - Willing to admit mistakes - Authenticity 	Interviewee F4 <ul style="list-style-type: none"> - Collaborative - Creative - Positive attitude (Can do) - Celebrative/reward - Result driven
Interviewee F5 <ul style="list-style-type: none"> - Status conscious motivation to be successful - Collective/Caring - Out-going/Engaging (Open) - Team orientation (Develop people) - Broad focus (big picture) - "Fun" (Creating Celebration) - Creative - Authentic (Trust) 					

5.2.3 Interviewees' constructs on low potential managers (“Others”)

Table P1.15 below summarizes both the highest rated constructs of “Others” (signified by an asterisk beside the construct) and their lowest scored constructs (described by the “negative pole”).

Interviewee A1 - Not giving messages - Low impact - Lack of visibility - Avoiding conflict - Not helping people to develop	Interviewee A3 - Low personal impact - Low key - Simple decision-making style - Operational / Tactical - Within the box	Interviewee A4 - Energetic / Action oriented* - Warmth (People touch)*	Interviewee A5 - Operational focus - Sociable (External)*	Interviewee A6 - Too much in detail - Low EQ - Bad/Slow in decision making
Interviewee B1 - Not a good listener - Objective driven (task focus) - Knower - Focused accountability - Subjective (Qualitative) - Unbalanced sensitivity - Functional expertise - Formal*	Interviewee B2 - Politics - Not "leader-like"	Interviewee B3 - Focus on specific issue - "Feeling"-based - Concerns / Questions - Messenger - Hard to convince - Find excuses (not capable) - Risk avoidance - Dependency - "No ideas"	Interviewee B4 - Executor - Individualist (poor delegator) - Silo / Unable to influence - Victim mindset - Non-systematic communication - Power Avoidance	Interviewee B5 - Look but not see (could not pinpoint key issues) - Negative attitude - No motivation - Distrust (No confidence on people) - Rough - Idealistic - Basing on past experience to solve issues - Close self up - Have a victim mind set (blaming) - Focus on task on hand
Interviewee B6 - Focus on execution level - Slow / Less urgency	Interviewee B7 - "High Level" / Surface - Lacking of view - Resistant to change - Non-professional - Sociable - Inconsistent - Follower	Interviewee C1 - Unstructured - Undependable - Flexible moving target - Individualism - "Local" (Narrow Perspective) - Poor interpersonal skills	Interviewee C2 - Narrow minded - Lack of network - Too much analysis - Manager - Lack of mobility	Interviewee C3 - Narrow view - Follow the rules - Make the decision and impose on people - Unsystematic planning - One location career - Internal focused - Bland - Present thinking - Lengthy/unclear communication - Local thinking - Care about people*
Interviewee C4 - Problem focused - Evaluate performance - Implementation thinking - Led by process (rules, methods, and etc.) - Comfort with current situation - Comfortable: Like to win	Interviewee C5 - Control information - "Pretend" - Rigid/emotional - Just push harder - Selfish - Stay in comfortable zone - Controlling	Interviewee D1 - Tactical thinker - Hard to understand - Hierarchical style	Interviewee D2 - Manage complexity	Interviewee D3 - Execution focus - Single-culture minded - No Headquarter experience - Chinese local - Narrow focus on specific team - Stay with own culture - Only follow by own team - Follow the existing process - Negative attitude
Interviewee D4 - Poor communication skills - Manuafactory experience*	Interviewee D5 - Narrow view - Focus on problem (instead of root cause) - Bad credibility - Withdraw herself - Keep quiet - Insensitive - Just does own work - Passive unclear in communication - Relaxed - Negative - No passion	Interviewee E3 - Process oriented - Do everything by self - Not able to get people passionate - Need assistance to lead	Interviewee F1 - Sensitive to details*	Interviewee F3 - Can't work under ambiguity - Lack of confidence - Need clear instruction - "Double face" - Control - Deliver through process - Pretend "not interested" - "Hinder" people's development - "Workaholic" doing everything all the time - "Covering" mistakes - Cover self up
Interviewee F4 - Good at relationship*	Interviewee F5 - Introverted (closed) - Serious - Execution - Loyalty*			

* Highest score among three categories.

The table above demonstrates that “Others” were rated the highest on only nine (out of the total of 392) constructs, but most of these constructs were not identified as *important constructs* for the interviewees. At the same time, from the negative pole of lowest scored constructs (e.g. “think within the box”, “operational/tactical”, “executer”, “control”, “can’t work under ambiguity”, etc.) many appear to relate to transactional leadership behaviors, as described by Bass (1985) i.e. that one who operates within the existing system or culture, has a preference for risk avoidance, pays attention to time constraints and efficiency, and generally prefers process over substance as a means for maintaining control (see literature review section for details). This indicates that it is probable that the interviewees view low potential managers as behaving like transactional managers.

5.3 Conclusion of Single Grid Analysis

In summary, the above single grid data analysis has provided specific answers to the first two research questions. Despite the single grid analysis only showing individual perspectives, it confirms that while the interviewees have diverse views on leadership capabilities and potential, there are nevertheless obvious commonalities across the interviewees. The single grid analysis builds a solid foundation for the cross grid analysis addressing the research questions “*Are there themes in terms of ‘common leadership constructs’ that can be identified among the interviewees?*” and “*Are there any differences?*” which will guide the data analysis in the next section.

SIX: RESULTS OF CROSS GRID ANALYSIS: RESEARCH QUESTION THREE

This section addresses the third research question: “*Are there themes in terms of ‘common leadership constructs’ that can be identified among the interviewees?*” Exploring commonalities and points of difference in terms of leadership perspectives among the interviewees can best be accomplished through undertaking a cross grid analysis. The process of cross grid data analysis involves *categorizing constructs* and *identification of key constructs*. Result of this data analysis is reported as follows:

6.1 Categorizing Constructs

As described in Section 3.5.3, the construct categories are identified through *initial coding*, *producing enhanced category definitions*, and then conducting *re-coding* of the constructs to identify the construct categories. The coding process is handled by two researchers independently, and further verified by another researcher to *check the reliability*.

Result of initial coding

Table P1.16 is part of the *initial coding* result, whilst a comprehensive table can be found at Appendix 6. The cells of this table are annotated with the reference numbers of the individual constructs. Across the top of this table are Researcher B’s categories and down the side are Researcher A’s. The overall reliability of initial coding is 63%.

Table P1.16 Initial reliability table

Researcher A's Categories		Researcher B's Categories			
		1	2	3	4
		connected to people /networking/sociable /outgoing/consensual	good communicator	strategic	cross-cultural / global/mobile
1	Interpersonal Skills	35, 49	83, 116, 138, 167, 172, 195, 226, 247, 267, 311, 282, 276		
2	Leading People	56, 76, 11, 95, 108, 111, 185, 189, 220, 246			256
3	Strategical/ Visionary			5, 17, 41, 66, 93, 110, 135, 149, 200, 222, 248, 269	
4	Networking	8, 33, 59, 60, 65, 69, 100, 104, 168, 175, 204, 275, 287			

Producing enhanced category definitions

Next, Researchers A and B together discuss the discrepancies highlighted by the reliability table and created a common set of 24 categories. These category definitions (i.e. what this construct *is*, and what it *is not*) and construct examples are shown in Table P1.17 below.

Table P1.17 Category definition

No.	Code	Category	Category Definitions (i.e. the topics this category includes)	Topics this category does not include	Example
1	CRE	Creative	Able to come up with new idea and concept	Intelligent, pragmatic, change agent	<ul style="list-style-type: none"> • Creative (Think out of the box) • Innovative
2	DTI	Drive to improve	Continuous learning and improvement	Change agent, ambitious, can do attitude, charisma, and confidence	<ul style="list-style-type: none"> • Welcoming/Open to feedback (Able to change own behaviour) • Willing to learn
3	COM	Communication skill	Good at convey and express opinion to get people understood; understand people's needs and thoughts	Collaborative style, teamwork, networking	<ul style="list-style-type: none"> • Good listener; Strong preference of f2f communication • Clear and concise communication • Willing to listen
4	COS	Collaborative style	Teamwork; cooperate and share with others	Communication, networking, flexible and influencing others	<ul style="list-style-type: none"> • Team Work • Consensus seeking (Get conclusion through dialogues);
5	CHA	Charisma	A inherent personal quality to inspire and influence others	Visionary, strategic thinking, drive to change and self confident	<ul style="list-style-type: none"> • Ability to command respect • Charismatic
6	RES	Responsible	Accountable; including willing to take responsibility	Integrity, trust, drive to change and continuous improvement	<ul style="list-style-type: none"> • Take responsibilities • Hold high individual accountability
7	POK	Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills	Financial acumen, visionary, and team leadership	<ul style="list-style-type: none"> • Experience in different functions • Broad knowledge
8	AMB	Ambitious	Always strive for high goal, better performance	Drive to improve, can do attitude, confident, visionary, and drive to change	<ul style="list-style-type: none"> • Very ambitious • Take responsibility bigger than they have
9	VIS	Visionary	Envision how future looks like; including strategic thinking and broad view	Strategic planning, resulted oriented and inspiring others	<ul style="list-style-type: none"> • Strategic thinking • Focus on bigger picture
10	COC	Cross culture	Exposed to different cultures and understands different parts of world	Broad view, influencing others, and emotional intelligence	<ul style="list-style-type: none"> • Global perspective • Be able to work in multi-culture environment
11	INT	Intelligent	Analyzing and reasoning ability to a high degree	Finacial acumen, handle multi task, flexible and creative	<ul style="list-style-type: none"> • Able to make complex decisions • Deeply reasoning (in decision process)
12	MUL	Multi-tasking	Handle multiple work at the same time	Intelligent, pragmatic, and can do attitude	<ul style="list-style-type: none"> • Ability to do a lot of jobs (Try different jobs in their career) • Handle multiple task
13	FLE	Flexible	Adapt to various situations and solutions	Collaborative style and pragmatic	<ul style="list-style-type: none"> • Succeeded in trying something • Flexible
14	CON	Confident	Self assured; willing to speak out and unafraid of conflict	Ambitious, can do attitude, change agent	<ul style="list-style-type: none"> • Willing to speak up • Decisive and willing to take responsibilities
15	PRA	Pragmatic	Practically execute to achieve good result; balance result driven and execution	Intelligent, multi task, drive to change and improve	<ul style="list-style-type: none"> • Focus (Prioritizing) • Result orientation
16	TED	Team development	Identify team members' potential and willing to grow them up	Influencing, communication, teamwork and drive to improve	<ul style="list-style-type: none"> • Bring the best of people • People driven
17	NET	Networking	Building up relationship; sociable	Communication, influencing others and teamwork	<ul style="list-style-type: none"> • Networking • Ability to build up relationships
18	INT	Integrity	Set principle and do consistently	Trust, responsible, and authentic	<ul style="list-style-type: none"> • Integrity • Loyalty
19	AUT	Authentic	Consistent and true colour without hiding; not to play political games	Integrity, trust, responsible and charisma	<ul style="list-style-type: none"> • Consistent • Sincere
20	CDA	Can do attitude	Willing to do and drive to get job done	Drive to improve, responsible, change agent	<ul style="list-style-type: none"> • Consistent • Push the boundary (Get the job done)
21	TRU	Trust	Believe in others; including delegation	Emotional intelligence, integrity, authentic, responsible, and team development	<ul style="list-style-type: none"> • Delegation • Trust
22	FIA	Financial acumen	Sensitive to figures; grasp of finance knowledge	Intelligent, professional knowledge and experience.	<ul style="list-style-type: none"> • Strong financial background • Analytical (Details oriented)
23	CHA	Change agent	Drive to break current status and able to improve through changes	Drive to improve, visionary, can do attitude, ambitious, confident	<ul style="list-style-type: none"> • Embarks changes • Prepared to break the rule
24	EMI	Emotional intelligence	Self aware, and sensitive to people's feeling	General intelligence, teamwork, and networking	<ul style="list-style-type: none"> • Emotional intelligence • Manage people's heart (emotion/feeling)

Re-coding of the constructs and reliability check

Researcher A and B then conduct a re-coding process independently based on the common categories. Afterwards another independent researcher (researcher C) is invited to code the constructs to check reliability further. The reliability table records the outcome of the coding process (see Table P1.18 below).

Although there is no definitive guidance from the literature, typically projects proceed once agreement exceeds 70%. The outcome of re-coding here (78%) fulfils this requirement.

Table P1.18 Reliability checks on the coding (categorization) process

Measure	Stages of the Coding/Reliability Checks		
	Initial Coding (Researcher A VS Researcher B)	Recoding (Researcher A VS Researcher B)	1st Independent Researcher Check (Researcher A VS Researcher C)
Time required for each stage	7 hours for coding per researcher 6 hours for the reliability table	5 hours for coding per researcher 5 hours for the reliability table	6 hours for coding per researcher 5 hours for the reliability table
Inter-coder reliability (all categories)	63%	72%	78%
Inter-coder reliability (top 10 categories)	53%	76%	82%

6.2 Identification of Key Constructs

After categorizing the constructs, the data analysis proceeds to *identification of the key construct* categories. As described in the methodology section above (Section 3.5.3), the first step of this process is to normalize the constructs in the 31 grids to see if they are comparable across grids. The normalized variation figures of each construct are shown in Appendix 14. The average normalized variability of the 392 constructs is 7.8; a construct with an average normalized variability greater than 7.8 (highlighted in Table P1.19 below) means the importance of that construct is higher than average.

12 constructs fulfill the criteria of being key construct categories (i.e. variability higher than average, and frequency above 30%); they therefore can be identified as commonly shared *key construct* of the interviewees (Table P1.19). The definitions of these key constructs are shown in Table P1.20.

Table P1.19 Category definitions and empirical evidence of leadership constructs in cross grid analysis - factors mentioned by 30% or more of respondents and a variability number greater than average are highlighted.

No.	Category	Includes	Excludes	Frequency (percent of respondents)	Average Normalized Variability *	Key Construct?
9	Visionary	Envision how future looks like; including strategic thinking and broad view	Strategic planning, resulted oriented and inspiring others	22 (71%)	8.33	Yes
5	Charisma	A inherent personal quality to inspire and influence others	Visionary, strategic thinking, drive to change and self confident	20 (65%)	7.99	Yes
15	Pragmatic	Practically execute to achieve good result; balance result driven and execution	Intelligent, multi task, drive to change and improve	19 (61%)	7.30	No
4	Collaborative style	Teamwork; cooperate and share with others	Communication, networking, flexible and influencing others	18 (58%)	8.59	Yes
3	Communication skill	Good at convey and express opinion to get people understood; understand people's needs and thoughts	Collaborative style, teamwork, networking	18 (58%)	8.24	Yes
11	Intelligent	Analyzing and reasoning ability to a high degree	Financial acumen, handle multi task, flexible and creative	16 (52%)	7.06	No
16	Team development	Identify team members' potential and willing to grow them up	Influencing, communication, teamwork and drive to improve	15 (48%)	8.14	Yes
20	Can do attitude	Willing to do and drive to get job done	Drive to improve, responsible, change agent	15 (48%)	7.34	No
17	Networking	Building up relationship; sociable	Communication, influencing others and teamwork	14 (45%)	7.46	No
7	Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills	Financial acumen, visionary, and team leadership	13 (42%)	7.81	Yes
13	Flexible	Adapt to various situations and solutions	Collaborative style and pragmatic	12 (39%)	8.51	Yes
10	Cross culture	Exposed to different cultures and understands different parts of world	Broad view, influencing others, and emotional intelligence	11 (35%)	9.07	Yes
8	Ambitious	Always strive for high goal, better performance	Drive to improve, can do attitude, confident, visionary, and drive to change	11 (35%)	7.11	No
14	Confident	Self assured; willing to speak out and unafraid of conflict	Ambitious, can do attitude, change agent	10 (32%)	8.61	Yes
1	Creative	Able to come up with new idea and concept	Intelligent, pragmatic, change agent	10 (32%)	8.50	Yes
2	Drive to improve	Continuous learning and improvement	Change agent, ambitious, can do attitude, charisma, and confidence	10 (32%)	8.29	Yes
24	Emotional intelligence	Self aware, and sensitive to people's feeling	General intelligence, teamwork, and networking	10 (32%)	8.20	Yes
21	Trust	Believe in others; including delegation	Emotional intelligence, integrity, authentic, responsible, and team development	10 (32%)	6.76	No
18	Integrity	Set principle and do consistently	Trust, responsible, and authentic	9 (29%)	7.29	No
19	Authentic	Consistent and true colour without hiding; not to play political games	Integrity, trust, responsible and charisma	9 (29%)	7.11	No
6	Responsible	Accountable; including willing to take responsibility	Integrity, trust, drive to change and continuous improvement	7 (23%)	6.97	No
23	Change agent	Drive to break current status and able to improve through changes	Drive to improve, visionary, can do attitude, ambitious, confident	6 (19%)	7.40	No
12	Multi-tasking	Handle multiple work at the same time	Intelligent, pragmatic, and can do attitude	5 (16%)	8.72	No
22	Financial acumen	Sensitive to figures; grasp of finance knowledge	Intelligent, professional knowledge and experience.	2 (6%)	7.93	No
25	Others	Including uncategorised constructs. eg. "formal", "customer centric"		4 (13%)	6.24	No

* Overall averaged normed variability: 7.80

Table P1.20 Category definition for key constructs in cross grid analysis

Category	Definition
Creative	Able to come up with new ideas and concepts
Drive to improve	Continuous learning and improvement
Communication skill	Good at conveying and expressing opinion to get people's understanding; Understand people's needs and thoughts
Collaborative style	Teamwork; Cooperate and share with others
Charisma	A inherent personal quality to inspire and influence others
Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills
Visionary	Envision what future looks like; including strategic thinking
Cross culture	Exposed to different cultures and understands different parts of world
Flexible	Adapt to various situations and solutions
Confident	Self assured; willing to speak out and unafraid of conflict
Team development	Identify team members' potential and willing to grow them
Emotional intelligence	Self aware, and sensitive to people's feelings

These *key constructs* identified here can also be verified and confirmed by another analysis: by categorizing the interviewees' *component labels* from PCA (see Table P1.12 in Section Five), 14 component categories were identified (listed in Table P1.21 below). All the 12 *key constructs* identified above are aligned with 12 component categories, while the remaining two constructs (i.e. *pragmatic* and *build up relationship*) were also frequently mentioned but were not identified as key construct categories due to their low variability.

Table P1.21 Label trend analysis

Label trend category	Frequency mentioned	Covered by key constructs?
Pragmatic	16	No
Charismatic	12	Yes
Leading people	11	Yes
Cross culture	8	Yes
Professional competent	6	Yes
Strategic/Visionary	5	Yes
Creating impact	4	Yes
Build up relationship	4	No
Emotional intelligence	2	Yes
Self confident	2	Yes
Change and improve	2	Yes
Passion	2	Yes
Communication	2	Yes
Entrepreneurship	2	Yes

6.3 Interviewees' Common Constructs on GLs and HPs

After defining the *key constructs* across the grids, the next step of the data analysis is to review and identify the constructs interviewees commonly used to distinguish capable global leaders and high/low potential middle level managers. This analysis is based on the data summarized in the single grid analysis section (Tables P1.13, P1.14 and P1.15), and uses the same criteria of identifying the key constructs (i.e. frequency count above 30% and variability higher than average). Table P1.22 below summarizes the outcome of the analysis. Detailed data for this analysis is at Appendices 15 to 18.

Table P1.22: Constructs interviewees use to discriminate GLs and HPs

Constructs interviewees discriminate GLs	Constructs interviewees discriminate HPs	Interviewees' key constructs?
Visionary		Yes
Charisma		Yes
Communication skill		Yes
Professional knowledge and experience		Yes
Pragmatic	Pragmatic	
Can do attitude	Can do attitude	
	Intelligent	
	Collaborative style	Yes

The constructs that interviewees commonly used to discriminate capable global leaders are *visionary, charisma, communication skill, professional knowledge/ experience, pragmatic, and can-do attitude*. The first four constructs were identified as *key constructs* of interviewees (which indicating interviewees primarily used these constructs discriminate GLs).

The constructs interviewees commonly used to distinguish high potential managers are: *pragmatic, can-do attitude, collaborative style, and intelligent*. Among these:

- *Pragmatic* and *can-do attitude* overlap with the constructs used by interviewees to distinguish global leaders.
- *Collaborative style* was the only *key construct* (identified in the previous step), suggesting that from the senior leaders' perspective this is a very important construct supporting middle level managers potential to become senior leaders.
- Besides "*collaborative style*", the interviewees used "*intelligent*" as another construct to distinguish high potential managers.

The above analysis shows that interviewees perceived both global leaders and high potential managers as *pragmatic* and having a *can-do attitude*. However, when identifying the high potential managers, the senior leaders also expected them have a *collaborative style* and to be *intelligent*, while they perceived capable global leaders as being *visionary, charismatic, with solid professional skills/experiences*, and having good *communication skills*.

SEVEN: SENIOR GLOBAL LEADERS' UNIQUE LEADERSHIP CONSTRUCTS: RESEARCH QUESTION FOUR

This section addresses the findings of the study in relation to the fourth research question “*Are there differences (in terms of leadership constructs)?*” by comparing the commonly shared key constructs (identified above) and each individual’s constructs. Results of the comparison demonstrate that besides the common leadership constructs, there are some specific constructs which appeared to be important to the individual interviewees but which were not identified as common constructs of the senior global leaders. These unique constructs were identified through a detailed data analysis, e.g. content analysis, a review of cognitive maps, analysis of bipolar constructs, and comparison between the individuals’ important constructs and common key constructs, etc. This section is to summarize some key findings.

Despite some constructs being important to individual interviewees (i.e. variability higher than average) they do not belong to the *key construct categories* shared by the senior global leaders. Table P1.23 below shows these unique constructs and their definitions:

Table P1.23 Unique important constructs of interviewees

Interviewee	Constructs	Definition
A1	Connected with broad stakeholders	Wide focus on people management and interaction
	Networking	Practically managing the career through networking with the key stakeholders
A6	Ambition in career advancement (Balance short/long term)	Drive to achieve hierarchally bigger jobs, manages impact (thinks about achieving visible things) to show the capability at right occasion (may mean they advance faster than the foundations they need to take on big jobs)
	Intellectual/Logical thinking	Combination of fluent verbal and numeric abilities, can think and articulate logically, if they can beyond being too anal (e.g. communicate effectively) can help make other people see what they can do - the sequence), gives people the illusion of certainty
B1	Takes responsibility bigger than they have	Sensitive about performance, willing to do something beyond their role
B3	Deep analysis (use the numbers)	Plans using road maps (decision as well as implementation), more aware of contributing factors, capabilities etc.
B5	Ability to conceptualize	Observe and identify (key) issues
	Eye for detail	Meticulous, execution more refined
B7	Analytical	Understand the root cause or can sort out information to look for the root cause
	Authenticity	Allows them to be trusted (linked to) consistency, integrity
C1	Structured	Clear on objectives, plan in place, execute it
C4	Ambition (Career)	Desire to get more responsibility and rise to a higher level of the organization, drive to improve self, competitive spirit
D1	Positive mindset	Can-do, confident
	Principle-based decision making	Unwillingness to sacrifice principle for reward, lifting thinking up to be focused on what is the best thing for the greatest number of people, businesses, products, important for gaining authenticity and respect from organization
D2	Describe the complete issue in a simple way	Takes a complex topic and make it seem simple
D5	Political (positive)	Pauses before thinking, cautious about what she says with who, (related to political sense and consciousness of leader-like behaviour)
	Positive attitude	Willing to take challenges, and persistent

The data provides useful information relating to these global leaders' unique leadership constructs as minority of interviewees. For example:

- Interviewee A1 thinks a capable leader should connect with broad stakeholders and build up a network in the organization. This supports his perspective that a capable leader should create impact in the organization (refer to the Single Grid analysis example of Interviewee A1 in Section 3.5.2).
- Interviewee A6 perceives a capable leader as needing to have good logical thinking ability. At the same time he shares the same view as Interviewee C4 that the leaders should be ambitious in career advancement.
- “Analytical skill” is seen as a very important construct by interviewees B3, B5 and B7. However, such a common view among the three senior leaders from the same company (B) is not shared by leaders from the other companies. This might be due to the unique culture of company B.
- “Positive attitude” is identified as an important construct for interviewee B1 and B5, but this is not a shared view of the others.

Besides the above important constructs of minority interviewees, the content analysis, PCA and Cognitive Map reviews also reveal some other unique perspectives as having special importance to some individuals:

- From interviewee A2's perspective, local leaders should hold local senior positions. Therefore the capable local Chinese (in contrast to the expatriate) middle level managers should enjoy a clear advantage in the leadership selection and development process in local organizations.
- Interviewee A3 perceives “*emotional intelligence*” as being particularly important for leadership capability. This construct is loaded higher in both significant trends, and positioned centrally at the two axes in the cognitive map, indicating that it linked these two streams (labelled as “*build up relationship*”, and “*action oriented*”) together, and support the leaders to demonstrate higher leadership capabilities and potential.
- Interviewee B1 perceives that the GLs' profile can be diversified (no single profile for capable leaders), but they have to demonstrate very high capability at least in one area of “*leading people*” and “*professional competent*” (all capable global

leaders are located in these two areas in the cognitive map).

- The cognitive map of interviewee B2 shows that he mainly used Component 1 (labelled “Charismatic”) to differentiate leadership capability.
- The cognitive maps of both interviewee B5 and C1 show high potential managers as demonstrating good people skills, whilst the capable global leaders are more focused on result and tasks. This aligns with the view of interviewees C3 and F5 that “capable global leaders are task/goal oriented”.
- Interviewee D3’s cognitive map points out an improvement area for high potential managers: for him *execution ability* is the most obvious construct which differentiates high potential managers and global leaders in the cognitive map.
- There is a high degree of alignment amongst interviewees from company E (interviewees E1, E2 and E3) all of whom see capable global leaders as being good at understanding customer needs and responding to them effectively. This shared perspective might be due to the company culture and nature of business (in the service industry), but clearly the importance of such constructs is much lower for the leaders from other companies.

According to ILT (Lord & Maher, 1991; Lord & Emrich, 2000), leaders use their leadership constructs to evaluate leadership potential and make promotion decisions, e.g. a middle level manager without good *analytical skills* may not be seen as capable by interviewees B3, B5 and B7. However, the same manager may be seen as capable in another company or by other senior leaders in the same company, as long as he fits the leadership prototype of the other leaders. This may lead to serious challenges to the middle level managers’ career progress.

The above data shows that while trying to identify the commonalities among interviewees the unique constructs of individual leaders should also be taken into account. It is very likely that this uniqueness leads to different judgments of leadership capabilities and potentials. The ILT explains some challenges Chinese managers face in their career advancement, e.g. “Why are some managers seen as high potential by one leader but not another?” and “Why do some managers perform well in one company/department but become low performers after changing jobs?”

EIGHT: COMPARISONS BETWEEN INTERVIEWEES' CONSTRUCTS AND LCF: RESEARCH QUESTION FIVE

This section reviews the findings in relation to the fifth research question in this study: “*What is the degree of alignment between these senior global leaders' leadership constructs and their company's leadership competency framework?*”

The concept of competency is grounded in the behavioral and performance terms from a major study commissioned by the American Management Association in the early 1980s, being defined as: “an underlying characteristic of an individual that is causally related to effective or superior performance in a job” (Boyatzis, 1982:21). The competency approach now appears to be fast becoming one of the most dominant models for management and leadership assessment and development (Miller et al., 2001; Rankin, 2002).

In China, most MNC organizations simply apply frameworks developed at headquarters rather than seeking to factors in local business requirements. While such an approach assures global alignment, it comes at a potential cost of overlooking the particular requirements of local business operations which shape the leadership constructs of local managers. Bearing this in mind the following section will explore whether the companies' officially communicated LCFs are in line with their global leaders' constructs. This follows ILTs (e.g. Lord & Maher, 1991; Lord & Emrich, 2000; Konrad, 2000), in that global leaders inevitably are influenced by their own leadership constructs when judging people or making promotion decisions. Any misalignment between a company's officially designated LCF and the global leaders' constructs does not only reinforce the assertion that competency models need to be tailored, but may also indicates misunderstanding and miscommunication in the organization, specifically between leaders and the subordinates they should be developing.

This analysis is founded in the following process:

- Comparisons are conducted company by company. Each interviewee's *important constructs* (those constructs which variability is higher than average, identified in the single grid analysis and summarized in Table P1.10) are compared against the

company's LCF. For example, company A's LCF is compared with the important constructs of the six interviewees from company A.

- If any construct is aligned with a competency in the framework, an "X" is put in the comparison table (see Table P1.24 for examples). Instead of reviewing the titles of competencies/constructs, the definitions (actual meanings) of competencies/constructs are relied on for comparisons.
- If any of the interviewees' important constructs does not match the company's LCF, but is mentioned by the majority of interviewees (50% or above), that construct is listed as an "additional competency" and shadowed in the tables (e.g. construct *networking* in Table P1.24 below).

Company A comparison

Below is a summary of Company A's Leadership Competency Framework:

- ***Value expertise (Code: A/LF1)***
 - Apply business rigour and judgment
 - Command respect for professional excellence
 - Generate talent for the enterprise
 - Develop capability through continual learning
- ***Energize people (Code: A/LF2)***
 - Motivate and inspire others to succeed
 - Foster effective teamwork and collaboration
 - Listen for and integrate diverse perspectives
 - Give and receive honest feedback
- ***Act decisively (Code: A/LF3)***
 - Set clear direction, priorities and boundaries
 - Demonstrate relentless drive and determination
 - Make tough decisions and see them through
 - Speak out and do the right thing for BP
- ***Deliver results (Code: A/LF4)***
 - Manage risk and drive safe, reliable and efficient operations
 - Standardize, simplify and reduce complexity
 - Drive continuous improvement

- Manage performance rigorously and hold others to account
- Execute against demanding competitive benchmarks

The result of this analysis shows that against the LCF (A/LF1 –A/LF4) there is 66.7 percent alignment with these leaders’ important constructs. At the same time two constructs (“Networking” and “Charisma”) are important for the leaders but absent from company A’s LCF, suggesting they are seen as “additional competencies” from these leaders’ perspectives (see Table P1.24 below).

Table P1.24 Comparison of important constructs against company leadership framework

Interviewee	A/ LF1	A/ LF2	A/ LF3	A/ LF4	Networking	Charisma
A1	X	X	X	X	X	
A2	X			X		
A3		X	X		X	X
A4	X	X			X	X
A5		X	X	X		
A6	X		X	X		X

Company B comparison

Below are the key competencies outlined by Company B’s LCF, while the result of comparison is summarized in Table P1.25.

- ***Build to Growth - Strategic Vision (Code: B/LF1)***
 - Develops long-term entity/functional strategy by integrating information of the industry, market, competition and organizational state
 - Articulates the vision and strategy to set the direction for key initiatives such as new product development, organization development, etc
 - Fosters others to take a holistic view on organization issues to create organization success in view of conflicting business priorities and resources allocation
- ***Build to Growth -Building Capability (Code: B/LF2)***
 - Anticipates future people capability needs at organization level and builds capability to meet challenges
 - Holds people accountable to build and retain talents
 - Continuously challenges business leaders to perform better to enhance

organizational effectiveness

- Assigns high priority to talent management by conducting systematic capability reviews using OTR and assesses the organization's bench strengths and identifies potential weaknesses
- ***Focus on Customer (Code: B/LF3)***
 - Identifies future and emerging market and customer opportunities to set the strategic direction for creating a profitable business model
 - Influences regulatory bodies to benefit the industry, company and customers
 - Leverages supplier interrelationships to enhance company competitiveness
 - Drives and role models across organization to build a culture of customer centricity
- ***Catalyze High Performance - Team Leadership (Code: B/LF4)***
 - Builds and sustains a high performance team environment by removing barriers and providing resources
 - Energizes team members by helping them to develop objectives that match individual aspiration and also align with organization objectives
 - Empowers team leaders and holds them accountable for building high performance teams
- ***Catalyze High Performance - Change Leadership (Code: B/LF5)***
 - Creates an environment for change by advocating and driving initiatives at the forefront
 - Challenges the existing structures, processes and systems to redesign and support the change
 - Integrates change efforts throughout the organization to achieve planned changes that contribute to the achievement of the vision
- ***Share to Succeed (Code: B/LF6)***
 - Uses an array of influencing strategies to develop internal and external partnerships to attain competitive edge for the organization
 - Initiates projects to foster collaboration among different units and functions
 - Encourages best practice sharing, resources sharing and talent sharing for the greater good of the organization
- ***Lead Through Actions - Results Orientation (Code: B/LF7)***
 - Introduces improvements to processes and practices to make the company into a

world class organization

- Sets a culture of differentiation with regard to rewards in the organization
- Role models to set high benchmarks to make company a high performance organization
- **Lead Through Actions - Living Through company B Values (Code: B/LF8)**
 - Enforces *Company B* values by holding leaders responsible for cascading the values
 - Walks the talk and acts as role model for *company B* values
 - Empowers employees to act as advocates of *company B* values
 - Takes a stand to uphold *company B* values even if it is unpopular

Table P1.25 Comparison of important constructs against company leadership framework

Interviewee	B/ LF1	B/ LF2	B/ LF3	B/LF4	B/LF5	B/LF6	B/LF7	B/LF8	Professional Knowledge	Communication Skill
B1		X		X	X	X			X	X
B2				X		X		X	X	
B3	X			X	X		X		X	X
B4	X	X		X	X		X	X		
B5	X			X	X	X	X			X
B6	X			X		X				X
B7						X	X	X	X	

Table above shows a much weaker degree of alignment (50%) between the important constructs of company B’s interviewees and the company’s LCF. It is important to note that none of the interviewees’ *important constructs* aligned with the B/LF3 (*Focus on Customer*). Furthermore, the alignment degree with B/LF2 (*Build to Growth - Building Capability*) is only 29%, and B/LF8 (*Lead through actions - Living through company B Values*) is similarly weak at 43%. At the same time, two competencies (*i.e. professional knowledge and communication skill*) emerged as important to the majority of interviewees but are not covered by the LCF and hence they can be seen as additions to company B’s LCF.

Company C comparison

Below is Company C’s LCF:

- **Employ Business Leadership (Code: C/LF1)**
 - Demonstrate Business/Financial Acumen
 - Apply Critical Thinking

- Drive Strategy
- Demonstrate Global Capabilities
- ***Energize and Develop People (Code: C/LF2)***
- Build Successful Relationships
- Select and Develop Talent
- Inspire Others
- Build a Diverse and Inclusive Culture
- ***Ensure Accountability for Results (Code: C/LF3)***
- Accelerate Implementation
- Show Bias for Action
- Ensure Outside in Focus
- Challenge the Status Quo
- ***Focus to Win (Code: C/LF4)***
- Embrace Change
- Demand Simplicity
- Create Unity and Alignment
- Drive Innovation

The table below shows that the overall degree of alignment between Company C’s LCF and the interviewees’ important constructs is 80%. However, the constructs *communication skill* and *cross culture* are not covered by the LCF but were important to the majority of the interviewees. Therefore they can be identified as additions to the LCF.

Table P1.26 Comparison of important constructs against company leadership framework

Interviewee	C/ LF1	C/ LF2	C/ LF3	C/ LF4	Communication Skill	Cross Culture
C1	X	X	X		X	X
C2	X	X	X	X	X	X
C3	X		X	X	X	X
C4	X	X		X		
C5		X	X	X	X	

Company D comparison

Below is a synapse of Company D’s LCF:

- ***Wins in the Global Market (Code: D/LF1)***
 - Building Competitive Advantage
 - Setting Strategy and Direction
 - Selling the Vision
- ***Maximizes Capabilities (Code: D/LF2)***
 - Building Winning Global Teams
 - Building Organizational Talent
- ***Delivers Results (Code: D/LF3)***
 - Driving Execution
 - Raising the Bar

Table P1.27 Comparison of important constructs against company leadership framework

Interviewee	D/ LF1	D/ LF2	D/ LF3	Communication skill	Charisma
D1	X	X	X		X
D2	X	X	X	X	
D3	X		X	X	X
D4	X			X	X
D5	X		X	X	X

The above analysis shows an overall degree of alignment of 73%. At the same time, *Communication skill* and *Charisma* are identified by 80% of interviewees as important constructs that still fall outside the framework.

A notable exception to this result is D/LF2 (*Maximizes capabilities – team and talent development*), which comes out at 40% alignment, indicating a potential discrepancy between the organization’s intention (developing the organization and talents) and some senior leaders’ priorities. This leads to an important question in relation to this research: “Do senior leaders give sufficient attention to developing the middle level managers and supporting their career advancement?”

Company E uniquely lacks a well-developed LCF making comparison impractical. From conversations with the leaders in this company it emerged that their intention was to keep certain flexibilities in the leadership selection and development process.

However with the rapid development of the organization the management team had also realized the value of identifying the leadership expectations in order to improve their talent development process. For this reason they were interested in participating in this research. As mentioned in the single grid analysis section, the leadership constructs among the senior leaders of Company E are closely aligned, which allowed the possibility of establishing practical leadership guidelines.

Company F comparison

Below is a synopsis of Company F's LCF

- ***Be authentic (Code: F/LF1)***
 - Stand for what you feel is right and important
 - Do what you say without exception
 - Role model Company F Values
 - Build and sustain trust with others through real relationships
 - Demonstrate the kind of personal integrity that inspires others
- ***Create possibilities (Code: F/LF2)***
 - Stand in the future; be active in shaping the destiny of Company F
 - Turn big dreams into reality; energize and inspire others to deliver the exceptional
 - Be imaginative; enable yourself and others to go beyond the norm
- ***Bring the Company F purpose to life (Code: F/LF3)***
 - Show a deep personal commitment to the Company F purpose and enable others to connect to it personally
 - Be an ambassador for Company F externally
 - Own the responsible drinking and corporate citizenship agenda
 - Develop the habit of sharing and celebrating success
- ***Create the conditions for people to succeed (Code: F/LF4)***
 - Provide context to enable others to think, decide and act
 - Build alignment; commit to outstanding teamwork
 - Know your people; invest time in their growth
 - Value and model great people management
 - Make the most of the diversity that people bring
- ***Constantly deliver great performance (Code: F/LF5)***

- Demonstrate deep personal accountability for great performance
- Move effectively between strategy and operational detail
- Demonstrate unwavering accountability for Company F’s total success – we are ‘one Company F’
- Make a difference; judge where and when to intervene
- Know and be responsive to the external influences on our business
- Ensure controls are in place to guarantee Company F’s performance and reputation
- Stay focused on your priorities – demonstrate rigor and brilliant execution
- **Grow yourself (Code: F/LF6)**
 - Have humility; be open to learning and ideas from others
 - Demonstrate self awareness and know your strengths and development needs
 - Commit to grow your own capability and experience to the benefit of yourself, our people and Company F

Table P1.28 Comparison of important constructs against company leadership framework

Interviewee	F/ LF1	F/ LF2	F/ LF3	F/ LF4	F/ LF5	F/ LF6
F1	X	X		X	X	
F2	X	X			X	X
F3	X	X		X	X	
F4		X		X	X	X
F5	X	X	X	X	X	X

The above table shows an overall alignment of 73% between company F’s LCF and the interviewees’ important constructs. However, the alignment degree of F/LF3 (*Bring company F’s purpose to life*) was only 20%, indicating a lack of resonance with these leaders.

Summary

This section has compared each company’s LCF with their global leaders’ important leadership constructs. The following table summarizes the key findings of these comparisons:

Table P1.29 Summary of comparison between Leadership framework and important constructs

Company	Overall alignment degree	Misaligned competencies (alignment degree <50%)	Additional Competencies (mentioned >50%)
A	66.70%		Networking, Charisma
B	50%	- Build to growth (building capability) - Focus on customer - Lead through actions (living through company B values)	Professional knowledge Communication skill
C	80%		Communication skill Cross culture
D	73%	Maximizes capabilities	Communication skill Charisma
F	73%	Bring the company F purpose to life	

The overall outcome of the comparison is that the degree of alignment within the five case study companies ranged between 50% and 80%. However, some competencies emphasized in the LCF are not seen as important to the majority of interviewees, for example:

- Company B’s “*focus on customer*” was not mentioned by any interviewee from that company, while the alignment of “*leading through actions*” was 43% and “*building to growth*” is only 29%.
- Company D’s “*maximizes capabilities – team and talent development*” is only aligned with 40% of the important constructs of senior leaders from company D.
- Company F’s “*Bring company F’s purpose to life*” was only mentioned by 20% of interviewees from the same company.

At the same time, five constructs (*networking, charisma, communication skill, professional knowledge and cross culture*) are important to the companies’ global leaders but cannot be found in the LCFs indicating a clear gap between the companies’ officially communicated leadership expectations and the actual leadership perspectives of these interviewees. It is important to note that among these five missing constructs, three (*charisma, communication skill and professional knowledge*) are identified as constructs used by the interviewees to distinguish capable GLs from the others, but not shown in the companies’ LCFs.

NINE: DISCUSSION AND CONCLUSION OF PROJECT ONE

This empirical study elicited the leadership constructs of 31 senior global leaders in six MNC organizations' China organizations and explored how they construe capable global leadership and distinguish between high/low potential middle level managers.

9.1 Common and Unique Leadership Constructs of Senior Leaders

While single grid analysis revealed individual leadership constructs providing insight into the way each interviewee construes global leadership capability and distinguishes between high/low potential managers, cross grid analysis generated insight into common constructs on leadership. It is important to analyze the interviewees' common leadership constructs across companies because most Chinese managers' career progression is not limited to a single company; identifying common perceptions also allows for comparison with the global leadership literature. From this process 12 key leadership construct emerged: *visionary, charisma, collaborative style, communication skill, team development, professional knowledge and experience, flexible, cross culture, confident, creative, drive to improve and emotional intelligence*. Definitions of these key constructs can be found in Table P1.20 of Section Six (page 109).

While attempting to identify these leaders' common constructs, this research also explored and identified those constructs which are neither common to the majority of the interviewees nor covered by LCFs. It is very likely that these unique leadership constructs differentiate the senior global leaders' judgments on leadership capability and potential, which may explain some challenges Chinese managers face in their career advancement, e.g. to be seen as high potential by one leader but not viewed in the same way by another. Although this could happen in any country, two factors make such a challenge more obvious in China. First, there are frequent changes of senior leaders in MNC China organizations as most of them are expatriates who normally take short term assignments. Second, there is high staff turnover amongst Chinese employees (the Chinese interviewees in this study changed managers every two to three

years due to the high staff turnover). Therefore accessing the unique leadership perspectives of those with promotion authority is important as it can help the companies to consciously avoid potential bias and to retain consistency in leadership selection and development to achieve the objective of sustainable growth of Chinese leadership resources.

9.2 Senior Global Leaders' Constructs on Leadership Capability and Potential

In order to deeply understand, rather than just define how these leaders construe leadership in general terms, this research subsequently proceeded to analyze interviewees' common constructs of capable global leaders and high potential middle level managers – specifically in terms of how they are distinguished. The results show that the constructs interviewees used to distinguish capable global leaders included *visionary, charisma, communication skill, professional knowledge/experience, pragmatic, and can-do attitude*. As the first four constructs are identified as interviewees' key constructs it is very likely that these leaders primarily used these constructs to distinguish capable global leaders.

In contrast the constructs most strongly used to distinguish high potential middle level managers from others: *collaborative style, intelligent, pragmatic and can-do attitude*. Compared with capable global leaders, high potential middle level managers were scored even higher in “*collaborative style*” and “*intelligent*” – suggesting that these two constructs are important in relation to middle managers being seen as “high potential” (i.e. they should be smart and possess good people skills). To compare these constructs with the constructs interviewees used to discriminate global leaders (i.e. *visionary, charisma, communication skill, and professional knowledge/experience*) we can identify the important development areas for high potential managers in order to become global leaders. However amongst these constructs, *charisma, communication skill, and professional knowledge/experience* are not even mentioned in the companies' LCFs which challenge the effectiveness of such documents.

The low potential managers received low scores across all constructs. Their three

lowest scoring constructs (i.e. *visionary, charisma and communication skill*) are exactly the same as those the interviewees used to distinguish capable GLs from others. This reinforces the notion that the interviewees primarily use these constructs to distinguish managers' leadership capability and potential. However for this to be useful it is necessary to test whether the middle level managers are aware of the importance of these constructs for improving their leadership capability. This will be a key objective of the next phase, Project Two, of this research.

9.3 Comparison with the Leadership Literature

Having identified the senior global leaders' key constructs through this study, it is important to compare them with previous research findings.

To make the leadership theories more tangible, some researchers have developed frameworks and dimension descriptions to operationalize them. Those which are helpful for this study are Charismatic, Transformational/Transactional leadership and Global Leadership theories.

As described in the literature review, Conger and Kanungo (1987) defined *Charismatic leadership* as: a predisposed opposition to the status quo and a desire/willingness to strive to change it; an idealized vision highly discrepant from the status quo; shared perspective which together with this idealized vision makes him/her a likable and honorable hero worthy of identification and imitation; a tendency towards disinterested advocacy that incurs great personal risk and cost; expertise in using unconventional means to transcend the existing order; unconventional or counter normative values, high need for environmental sensitivity for changing the status quo; strong articulation of future vision and motivation to lead; personal power (based on expertise, respect, and admiration for a unique hero); elitist, entrepreneur, exemplary, and transforms people to share the radical changes advocated (Conger and Kanungo, 1987: 639).

In terms of transactional and transformational leadership, Bass (1985) identified eight typical dimensions of leadership behavior. The four transformational leadership behaviors identified are: *idealized influence, inspirational motivation, intellectual*

stimulation, and individual consideration. The four behaviors that fall under the transactional leadership category are: *contingent reward, management by exception-active, management by exception-passive, and laissez-faire.* Avolio and colleagues (Avolio et al. 2002) found clear evidence of a positive impact of transformational leaders on follower development. To verify their argument, they integrated different sources to build a conceptual framework encompassing three main domains of follower development: motivation, morality, and empowerment.

The result of analyzing these constructs (see list below) is that most of the key constructs identified in this study align with either charismatic or transformational leadership (or both), but none aligns with transactional leadership. This confirms Manning’s (2003) comment that researchers in this area find that there is a similarity between the competencies of effective global leaders and those of transformational leaders.

Table P1.30 Comparison between key construct category with charismatic leadership and transformational leadership

Key construct category	Charismatic leadership	Transformational leadership
Visionary	X	X
Charisma	X	
Collaborative style		X
Communication skill	X	X
Team development		X
Professional knowledge and experience		
Flexible		X
Cross culture		
Confident	X	X
Creative		X
Drive to improve	X	X
Emotional intelligence		X

However, there are exceptions to this model. For example, the construct *cross culture* is not covered by Charismatic/Transformational leadership raising the question of whether this finding, from another angle, supports the argument (e.g. Campbell, 2006; Manning, 2003; Bass, 1997) that *global leadership is just a leadership plus culture.* At the same time, the construct *professional experience and knowledge* could not be found in the Global Leadership literature, although within this study it was identified as being of high importance to the interviewees (not only identified as a key construct, but also a construct these leaders used to distinguish global leaders from middle level managers). Such a result indicates that besides the leadership behaviors, *professional knowledge*

and experience is also perceived by the leaders interviewed in this research as important element for capable global leaders. This might be because after several years working in the emerging market these interviewees realized that one of the key objectives for global leaders is to share their experience and transfer knowledge to the local organization.

As the majority (76%) of the interviewees in Project One are expatriate (Western) managers, and all the others have western education/work experience, it would seem likely these interviewees' leadership perspectives are founded in Western culture. This is in line with the argument that *individuals' implicit leadership concepts develop slowly* (e.g. Russell and Rush, 1987; Konrad, 2000) or *remain stable and persistent over time* (e.g. Poole et al., 1989; Epitropaki and Martin, 2004). In this way Chinese managers might be disadvantaged in terms of career progress if their Chinese culture-oriented behaviors are evaluated against Western cultural assumptions about leadership. Therefore, it is necessary to understand Chinese managers' leadership constructs and compare with the senior global leaders in order to identify the commonalities and differences, which is the analysis to be done in the next phase of this research.

9.4 Comparison with the Companies' LCFs

Alongside the growing use of competencies within organizations, a parallel debate has raised significant concerns about their effectiveness and the extent to which they really can improve leadership effectiveness. One of the critiques of the LCF is whether it can properly reflect the organisation's implicit/unconscious leadership concept (Probert and Turnbull James, 2011). Their point is supported by this project's findings: analysis revealed clear gaps between interviewees' implicit leadership concept and the LCFs: the overall degree of alignment between these leaders' important constructs and LCFs within the five case study companies ranged between 50% and 80%, whilst five (out of 12) of the senior global leaders' *key constructs* fell outside these frameworks.

There could be various reasons for this misalignment, for example company A had launched a new leadership framework three years previously. However, as RGT elicits constructs rather than espoused or conscious company messages, this research

uncovered aspects of the leaders' ILTs which had been acquired over many years of experience, training and exposure to previous versions of leadership frameworks. Both PCT and ILTs suggest these sources are important in the actual assessments and perceptions people use.

Alternatively it is possible that these interviewees have been influenced by Chinese culture after working there for a period of time (on average five years), i.e. in the sense that they do not espouse "pure" western-centric leadership frameworks. This would also account for why the construct "*cross culture*" features as a key construct of interviewees but does not appear in their companies' LCFs.

Irrespective of the cause, the misalignment may increase the difficulties for Chinese managers' career advancement as they will probably try to align themselves with the company's explicit message (LCF) about what is being looked for in leaders within the company.

More problematically, among the five additional key constructs to LCF, three (*i.e. charismatic, communication and professional knowledge*) are used by these leaders as key criteria to identify capable global leaders suggesting a fundamental flaw in the LCF approach, i.e. if the companies use their LCFs to communicate and guide the employees' leadership competency development, but at the same time the senior global leaders use different criteria to evaluate candidates and decide promotions, it is very likely to create confusion within the organizations. This is likely to impact people who are struggling to grasp new cultural assumptions rather more than those whose cultural background or other cultural experience is similar to their leaders.

Project One has focused on senior global leaders' leadership constructs. Whilst this offers some insights into the challenges Chinese managers face in their career progress in MNCs, it is equally important to understand the Chinese managers' personal leadership constructs. Therefore the next phase of this research will focus on how Chinese managers perceive leadership and how their constructs compare to global leaders', and to LCFs.

PROJECT TWO REPORT

Table of Contents

ONE: PURPOSE OF THIS RESEARCH	133
TWO: RECAPITULATION OF PROJECT ONE FINDINGS	133
THREE: RESEARCH QUESTIONS	135
FOUR: RESEARCH METHODS	136
4.1 Research Companies and Interviewee Profile	137
4.2 RGT Components	138
4.3 RGT Data Analysis	139
FIVE: RGT DATA ANALYSIS RESULTS: RESEARCH QUESTION ONE.....	142
5.1 Single Grid Analysis	142
5.1.1 Descriptive statistics for the constructs	142
5.1.2 PCA	144
5.1.3 Summary of single grid analysis	150
5.2 Cross Grid Analysis	151
5.2.1 Creation of common constructs – coding process	151
5.2.2 Identification of key constructs	153
5.2.3 Summary of cross grid analysis	157
SIX: COMPARISON BETWEEN CHINESE MANAGERS’ LEADERSHIP CONSTRUCTS AND LCFS: RESEARCH QUESTION TWO	159
SEVEN: COMPARISON BETWEEN CHINESE MANAGERS’ AND SENIOR GLOBAL LEADERS’ CONSTRUCTS: RESEARCH QUESTION TWO	170
7.1 Senior Global Leaders are More Cognitive Complex in the Leadership Domain..	170
7.2 Chinese Managers’ Leadership Constructs are Considerably Less Cohesive	171
7.3 Discrepancies of Construct Definitions	172
7.4 Commonalities and Differences on Constructs	173

• <i>Half of the senior global leaders' key constructs are not seen as important to Chinese managers</i>	175
7.5 Summary of Comparisons between Chinese Managers and Senior Global Leaders.....	176
EIGHT: DISCUSSION AND CONCLUSION OF PROJECT TWO.....	177
8.1 Research Question One: “How do high- and low-potential Chinese middle managers construe leadership?”.....	177
8.1.1 Comparison with Cross-cultural Leadership literature.....	177
8.1.2 Comparisons with Global Leadership literature.....	178
8.2 Research Question Two: “What is the degree of alignment between these Chinese managers' leadership constructs and LCFs?”	180
8.3 Research Question Three: “Do the Chinese managers construe leadership differently from senior global leaders?”	181
8.4 Conclusion and Next Step of the Research	184

ONE: PURPOSE OF THIS RESEARCH

Building on the findings of Project One which revealed how senior global leaders in six MNCs construe leadership, the purpose of Project Two is to explore middle level Chinese managers' leadership constructs and to compare them with the companies' LCFs, and with the senior global leaders' leadership perspectives.

The literature review undertaken as part of this research indicates that, despite the fact that research into leadership in China is attracting more attention, our understanding of Chinese leadership is still in its infancy and much work still needs to be done. In particular, researchers need a far better awareness of the very diverse contexts in which Chinese leadership both emerges and is practiced. A typical example is that the diversity of organizational cultures and business environments will inevitably impact any macro conclusions that can be drawn. In this regard the present research addresses a glaring gap in this domain: Chinese managers' leadership constructs in MNC environments.

TWO: RECAPITULATION OF PROJECT ONE FINDINGS

Before proceeding, a brief summary of the key findings of Project One is merited:

Project One aimed to address two general research questions: *“How do the senior global leaders construe leadership?”* and *“Are their leadership constructs aligned with the company's LCF?”*

Repertory Grid Test (RGT) interviews and data analysis were utilized as the main methods to answer the first research question. After the RGT interviews with 31 senior global leaders, the data analysis was firstly conducted at single grid level to analyze each senior leader's constructs. Afterwards, through a cross grid analysis, 12 *key constructs* were identified as being commonly shared by this group of leaders. These common constructs are *visionary, charisma, collaborative style, communication skill, team development, professional knowledge and experience, flexible, cross culture,*

confident, creative, drive to improve, and emotional intelligence. Definitions of these constructs can be found in Table P1.20 (page 109) in the Project One report.

By building the research strategy around interviewees' perceptions of capable global leaders and high/low potential middle level managers, the data generated by Project One also demonstrated that senior leaders relied on particular subsets of constructs to identify and distinguish leadership capability and potential. For example, interviewees in Project One closely associated the constructs "*visionary, charisma, communication skill, professional knowledge/experience, pragmatic, and can-do attitude*" with capable global leaders, whilst they utilised "*collaborative style, intelligent, pragmatic and can-do attitude*" to distinguish high potential middle level managers from others.

While the evidence outlined above suggests that senior global leaders are nuanced in their perceptions of leadership, subsequent analysis revealed a lack of alignment between what senior global leaders consider most important (i.e. each individual's *important constructs*) and their respective company's LCF. A good many (20-50%) of the competencies prescribed by these frameworks as critical to development and career advancement were either absent from the senior global leaders' constructs, or failed to register as significant to them. Furthermore, five out of the twelve senior global leaders' commonly shared *key constructs* fell outside these frameworks. An example of this is the construct "*cross culture*" which was revealed as highly valued by senior global leaders (demonstrating they were well aware of how context matters) but which did not appear in any of the company LCFs. These suggest that a disconnection exists between the actual leadership constructs of senior global leaders and those communicated via the company's official leadership development guidelines.

The findings from Project One led to a series of questions and concerns. One of the critical questions is whether the Chinese managers' leadership constructs align with senior global leaders'. This is not simply a matter of exposing the senior global leaders' constructs that are communicated to Chinese managers, rather it concerns the question of whether Chinese managers have absorbed accurate messages concerning the areas they should focus on to develop leadership competencies. Echoing the

arguments of ILTs (e.g. Schyns, 2006; Lord & Emrich, 2000), differences in leadership constructs could well account for the slow pace of career progress for Chinese managers.

THREE: RESEARCH QUESTIONS

The first part of Project Two aims to elicit Chinese managers' leadership constructs in order to address the following question:

- *How do high- and low-potential Chinese middle managers construe leadership?*

These "High potential (HPs)" and "low potential (Others)" Chinese managers were identified by their leaders (promotion decision makers in the same companies) based on their judgment of these managers' leadership potential, i.e. "HPs" - middle level managers who may become senior global leaders within the next 5 years - and "Others" - those who are unlikely to become senior global leaders.

After eliciting the Chinese managers' leadership constructs, these constructs are subsequently compared with the LCF to address the research question:

- *What is the degree of alignment between these Chinese managers' leadership constructs and their companies LCFs?*

After the above comparisons, the second part of Project Two is designed to compare the Chinese managers' constructs with the senior leaders' (which were elicited in Project One), in order to understand:

- *Do the Chinese managers construe leadership differently from senior global leaders?*

FOUR: RESEARCH METHODS

Given that the purpose of this project is to explore individual leaders' constructs it was decided to continue to utilise the RGT method used in Project One. There are two reasons for this decision:

First, as outlined in Project One, RGT techniques allow the researcher to effectively map implicit constructs in a way that many alternatives (such as general interviews, questionnaires, etc.) cannot - the method's ability to access knowledge about personal world-views makes it possible to elicit personally significant constructs rather than espoused or conscious "politically correct" messages. At the same time, by using RGT it becomes possible to identify how individuals construe and evaluate the subject in their own words, allowing this research to explore aspects of each interviewee's own idiosyncratic constructs concerning the subject (Baldwin, 1992). The interviewees' leadership constructs, as the product of accumulated experience, training and exposure to leadership knowledge, are critical to understanding the actual assessments and perceptions people rely upon.

Second, the continued use of RGT also has the associated advantage of allowing greater compatibility of evidence across projects. Given considerable substantiation that these personal leadership constructs remain relatively stable and change only slowly over time (e.g. Epitropaki and Martin, 2004; Poole et al., 1989), it becomes possible to rely on comparisons to explore how these leaders construe leadership differently.

None of the preceding arguments should be interpreted as indicating that the decision to use RGT as the research method for this project was taken simply because it was adopted in Project One. Despite the fact that Project Two involves a much larger number of interviews than Project One created practical challenges in terms of data collection, consolidation and analysis, the RGT was still evaluated as the most relevant method for this research.

4.1 Research Companies and Interviewee Profile

To allow for comparison across projects, interviewees were drawn from the same companies engaged in Project One. As Western headquartered MNCs, five out of these six companies relied on LCFs designed at headquarters level but deployed globally to guide communications, leadership selection and development. Despite one company (company E) not having a LCF, it was still included in this research as first, it provided a sufficient sample size (29 and 30) for cross grid analysis to identify the common leadership constructs of the Chinese HPs and Others, and second, it enabled consistency in comparing with senior global leaders' constructs across the projects.

In contrast to Project One where the majority (76%) of interviewees were Western managers while the others were “returnees”, the sample in this project was composed entirely of Chinese nationals. A total of 59 middle level managers (29 HPs and 30 Others) were identified by their leaders (interviewees in Project One) based on their judgement of the individuals' leadership potential – whether they could become senior global leaders in the next five to six years (i.e. HPs), or not (i.e. Others). Table P2.1 below details the distribution of the interviewees across companies.

Table P2.1 Research company background and number of interviewees

Company	Industry	Headquarter	Number of "High Potentials"	Number of "Others"
A	Energy	UK	6	5
B	Insurance	France	5	5
C	Petrochemicals	US	5	5
D	Petrochemicals	US	4	6
E	Logistics	Denmark	4	4
F	Drinks	UK	5	5
Total			29	30

Although by no means a homogenous group, the interviewees share common characteristics that allow this research to treat both groups as a single sample set for the purposes of comparison. These interviewees are:

- At equivalent levels of seniority (2nd or 3rd tier managers in the company's organisational structure).

- Comparable length of service at their current companies, ranging between three to five years; the average being 3.7 years.
- None of them had worked abroad although 20% of them (both HP and Others) had received education overseas.

4.2 RGT Components

Elements

By aligning element categories with Project One this research was carefully designed to ensure that the question of *how global leadership is construed* could be addressed across projects. During the RGT interviews each interviewee was asked to recall examples of leadership and consequently to supply:

- Three existing capable “Global Leaders (GLs)” (i.e. those already in senior global leadership positions, based on using Mercer Job Grading 63 and above to define such positions for cross company alignment, and the companies’ own title system to ensure interviewees’ understanding).
- Three “high potential middle managers”, i.e. those perceived by interviewees as “potentially able to become senior global leaders within the next 5 years”.
- Three “low potential middle managers”, i.e. those perceived by the interviewees as “unlikely to become senior global leaders”.

Rating scale

As in Project One a five point rating scale was utilised to ensure interviewees had ample opportunity for identifying fine distinctions; the scale ranged from “5” (extremely positive on this dimension) to “1” (extremely poor on this dimension).

Interview arrangements

On average each interview lasted between 50 and 60 minutes, about 10-15 minutes shorter than the interview times of the senior leaders in Project One. This was due mainly to the fact that the number of constructs elicited in this research was much fewer than in the previous project (this point is discussed in Section Seven below).

The conversations were recorded and transcribed. In contrast to Project One many of the interviews in this project were conducted in Chinese mandarin in order to accommodate the language needs and comfort levels of the Chinese interviewees. To ensure accuracy and limit the injection of researcher's personal perspective, transcripts were first translated into English by a professional translator, and reviewed and confirmed by author (who is a native Mandarin speaker himself). Wherever meanings were identified as unclear or potentially contested the researcher returned to the relevant interviewee to check against their actual meaning.

As explained in Project One the interviews proceeded on a round by round basis to elicit interviewees' constructs, with the interviewer drawing three element cards at random each time. The actual interview was therefore built around the question: "How are two managers similar to each other and different from the third in terms of leadership?"

4.3 RGT Data Analysis

After completion of the RGT interviews, data analysis was undertaken first at single grid level in order to identify the *important constructs* of each individual before the grids were amalgamated in one pool for cross grid analysis to identify the commonly shared *key constructs* of the group. The data of HPs and Others were analyzed separately in order to identify and compare commonalities and differences between the two groups.

- ***Single Grid analysis***

The single grid analysis focuses on generating a thorough understanding of how each individual construe leadership. Descriptive statistics and principal component analysis (PCA) techniques are used to reveal statistical trends and cognitive maps within each individual's data set. To reduce the complexity of transforming the original data into a set of hypothetical variables, the Idio-Grid programme is again used, as in Project One, to generate both descriptive and component space statistics. For reference the detailed data analysis methods and one specific example of single grid analysis (Interviewee A1) are shown in the Project One report.

- *Cross grid analysis*

Building on the platform of single grid analysis, a cross grid analysis is then conducted to identify common constructs across interviewees. Again, the data are categorized as two groups (i.e. HPs and Others) in the analysis. The process of cross grid analysis is based on that outlined by Goffin et al.'s research paper (Goffin et al., 2006) and involved the steps of *categorizing the constructs* and *identification of key constructs*:

Categorizing the constructs

The categorization process, which is based on the definitions and elaborations of the constructs, consists of *pooling the constructs*, *identifying construct categories* and *labeling them*. 612 cards are prepared (296 for HPs and 316 for Others) for this process, each annotated with one leadership construct, the reference number of the interviewee, and relevant quotes (definitions of the constructs).

In the process, instead of creating another independent set of construct categories for Chinese managers, each construct and definition of the Chinese managers is carefully reviewed and compared with the Project One construct categories and their definitions, assessing whether the constructs relied upon by Chinese managers align with those of the senior leaders. New categories are then created if no equivalence is identified.

The following table, as part of the coding table for HPs, provides an example of this exercise.

Table P2.2 Coding table example (Part of "High Potentials" coding table)

Researcher A's Categories		Researcher B's Categories			
		1	2	3	4
		Creative	Professional knowledge and experience	Responsible	Cross culture
1	Creative	55,117,130,152,196,199,208,			
2	Professional knowledge and experience		19,27,28,38,52,77,96,107,141,145,149,164,183,187,207,217,227,239,269,280,286,288		
3	Responsible			59,86,102,122,271,296	
4	Cross culture		108		5,61,62,134,163,263,268,274,285,290

Identification of key constructs

After defining the construct categories through the coding process in the same way as in Project One, a combination of *frequency counts* (above 30%) and *variability* (scores higher than average) is used to identify the most significant common constructs across interviewees. The outcome the data analysis that emerged from this process is presented in the following section.

FIVE: RGT DATA ANALYSIS RESULTS: RESEARCH QUESTION ONE

This section addresses the first research question: “*How do high and low potential Chinese middle managers construe leadership?*”

For clarity, this section follows the data analysis process described in the previous section to report the key findings, whilst the detailed data which supports the analysis appear in the appendices.

5.1 Single Grid Analysis

This analysis focuses on the 59 individual respondents’ grids. A total of 612 constructs were elicited through RGT interviews, 296 constructs from 29 HPs and 316 from the 30 Others.

Each individual’s leadership perspectives become clear through the *single grid analysis*; the descriptive statistics are used to identify each interviewee’s important constructs and each person’s cognitive complexity, whilst the analysis of principal components and cognitive map in PCA demonstrate how each individual perceives leadership capability and potential.

5.1.1 Descriptive statistics for the constructs

The *descriptive statistics* provide an indication of those constructs which are most important to the interviewee.

Important constructs of “High potential managers”

Table P2.3 below provides an overview of the *important constructs* of each HPs. Among the 296 constructs, 132 (45%) can be identified as being of higher importance to the interviewees (the variability of these constructs are higher than average) - the interviewees primarily used these constructs to judge leadership capabilities.

Table P2.3 Important constructs of high potential middle level Chinese managers

Interviewee Aa	Interviewee Ab	Interviewee Ac	Interviewee Ad	Interviewee Ae	Interviewee Af
<ul style="list-style-type: none"> -Long term vision -Big picture -Cross culture -Courage to speak out -Socializing -Networking -Support/develop team 	<ul style="list-style-type: none"> -Open minded -High ambition -Passion -Communication -Willing to speak out -Politic sense -Inspiration -Build relationship 	<ul style="list-style-type: none"> -Big picture -Empowerment -Result driven -Decisive -Systematic 	<ul style="list-style-type: none"> -Integrity -Long term view (strategic thinking) -Self - motivated 	<ul style="list-style-type: none"> -Strategic thinking -Always go beyond (take bigger responsibility) -Ambition for success -Leading people -Create impact/influence -Utilize resources 	<ul style="list-style-type: none"> -Global/Broad view -Sensitive to culture -Manage people from different culture -Long term vision -Drive to change -Ambitious(Career development) -D&I (Diversity and Inclusion)
<ul style="list-style-type: none"> -Respect others -Professional knowledge/skills -Systematic thinking -Focus on business 	<ul style="list-style-type: none"> -Strategic thinking -Build up team culture -Charisma 	<ul style="list-style-type: none"> -Strategic thinking -Execution -Leading people -Business understanding -Understand people value 	<ul style="list-style-type: none"> -Role model (hardworking) -Understanding of local market -Deliver result through people -Strategic (broad view) -Life-work balance 	<ul style="list-style-type: none"> -Convincing -Easy to get close to people -Build team culture -Execution 	<ul style="list-style-type: none"> -Strategic thinking -Communication skill -Political -Inspiring people -Vision
<ul style="list-style-type: none"> -Strategic thinking -Drive/aggressive -Professional behavior -People oriented -Organization understanding 	<ul style="list-style-type: none"> -Hardworking -Drive for result 	<ul style="list-style-type: none"> -Result driven -Strategic thinking -Facilitating (lead team) -Presentable -Aggressive 	<ul style="list-style-type: none"> -Communication skill -Experience in handle difficulties -Effective delegation -High potential (get more opportunities) 	<ul style="list-style-type: none"> -Warm hearted (people oriented) -Willing to mentor -Interpersonal skill -Discipline -Mobilize resources -Networking 	<ul style="list-style-type: none"> -Driver -Professional (technical) skills -Accommodative (reach consensus) -Networking -Speak out
<ul style="list-style-type: none"> -Decision making -Long term strategy (strategic) -Share thoughts, ask for feedback 	<ul style="list-style-type: none"> -Creative -Influencing 	<ul style="list-style-type: none"> -Delegation -Leadership Experience (professional knowledge/skill) -No hierarchical (not bossy) -Flexible -Fair 	<ul style="list-style-type: none"> -Communication -Experience -Professional attitude -Work under pressure 	<ul style="list-style-type: none"> -Leading people -Professional knowledge -Team development 	<ul style="list-style-type: none"> -Energetic -Professional Appearance (role model) -Professional knowledge -Charisma
<ul style="list-style-type: none"> -Sociability (networking) -Speak out -Skillful communication -Charisma 	<ul style="list-style-type: none"> -Positive attitude -High energy -Flexible -Networking -Broad view 	<ul style="list-style-type: none"> -Take responsibility -Care about people (people development) -Ambitious on career development -Face challenge (positive) 	<ul style="list-style-type: none"> -Ambitious -Able to influence -Decisive -Willing to take risk 	<ul style="list-style-type: none"> -Professional experience/knowledge -Mature -Willing to take challenge -Adopt new culture -Delegation/trust 	

Important constructs of “Others”

Among the 316 constructs of Others, 140 (44%) are identified as being *important constructs* to each interviewee. Table P2.4 summarizes these important constructs.

Table P2.4 Important constructs of not high-potential middle level Chinese managers

Interviewee Ag -Drive to achieve the goal -Passion -Communication -Flexibility	Interviewee Ah -Caring and respect -Cross culture (Balance) -Clear strategy	Interviewee Ai -Interpersonal skill -Self-confident -Care -Fairness -Willing to take risk	Interviewee Aj -Inspiring people -Professional knowledge -Team player (leading people)	Interviewee Ak -Professional knowledge/experience -Identify root of problem -Networking -Risk taking -Cross culture experience	Interviewee Bf -Motivate/engage -Decisive -Dealing with pressure
Interviewee Bg -Considerable -Motivator -Drive -Analytical -Aggressive (demanding)	Interviewee Bh -Goal oriented -Creative -Communication -Ambitious -Intelligent -Quick response	Interviewee Bi -Professional knowledge -Hardworking -Fast reaction (sensitive) -Learning ability -Pragmatic	Interviewee Bj -Responsible -Handle complexity -Support the team	Interviewee Cf -Understanding of business/culture -Strategic thinking -Conservative on emotion -Communication effectiveness -Data driven -Cross region(culture) experience	Interviewee Cg -Experience of leading people -Opportunity to be developed -Professional knowledge/experience -Visionary
Interviewee Ch -Get things done -Team development -Sense of urgency -Understanding of business	Interviewee Ci -Intelligent -Approachable -Analytical/systematic -Story minded -Charisma -Learning capability	Interviewee Cj -Global mindset -Trustworthy -Handle stress -Multitask focus (priority) -Innovative	Interviewee De -English language -Cross culture mindset	Interviewee Df -English language -Visionary/broad view -Professional experience -Networking -Drive for result -Leading people -Charismatic	Interviewee Dg -Inspiring others -Organization savvy (Political sense) -Get things done (execution) -Task/result driven
Interviewee Dh -Developing people -Strategic thinking -Engaging people -Dealing with ambiguity	Interviewee Di -Leader-like -Strategic -Handle complexity -Rich experience/skills -Handle conflict	Interviewee Dj -Knowledge & experience background -Manage complexity & find out solution -Vision -Inspiring people -Cross culture experience -Handle/face confrontation -Decisive -Drive for others	Interviewee Ee -Organize (systematic thinking) -Multi language -Build relationship -Interpersonal skill	Interviewee Ef -Independent view -Sociable -Business development skill -Family background -Aim higher	Interviewee Eg -Be responsible -Cross-culture experience -Sociable -Independency
Interviewee Eh -English language -Quick reaction -Timely feedback	Interviewee Ff -Inspire others -Break through (think out of box) -Authentic -High quality output -Clear/effective communication	Interviewee Fg -Ambitious -Social skills -Mature -Personal drive (career)	Interviewee Fh -English language -Leading/motivating people -Care about people -Disciplinary -Trustworthy -Cross culture experience	Interviewee Fi -Strategic view -Energetic -People skill -Quick response -Care people -Speak up -Charisma -Ambition	Interviewee Fj -International working experience (cross culture) -Leadership experience -Broad view -Strategic thinking

5.1.2 PCA

PCA relies on a computer programme that scans the grid to see if there are any underlying trends which can summarize the information more economically (Smith, 1986a). The first hypothetical variable (or component) is derived in such a way as to account for maximum variance, while the second component accounts for the maximum variance subject to it being uncorrelated to the first (Smith, 1986a). Each component is a statistical invention, the purpose of which is to represent or stand for, as straightforwardly as possible, one of the different patterns in the grid (Jankowicz, 2004).

Variance accounted for by first two components

The following two tables record the variance percentages in the first and second components for HPs and Others:

Table P2.5 Analysis of component space - sum of top 2 components of "High Potentials"

Company A		Company B		Company C		Company D		Company E		Company F	
Aa	83.74	Ba	82.92	Ca	95.5	Da	70.26	Ea	82.9	Fa	95.74
Ab	87.54	Bb	70.27	Cb	77.9	Db	66.17	Eb	88.95	Fb	68.93
Ac	83.69	Bc	77.99	Cc	87.06	Dc	73.02	Ec	75.22	Fc	81.16
Ad	81.24	Bd	72.84	Cd	56.29	Dd	87.69	Ed	81.66	Fd	89.8
Ae	94.5	Be	78.47	Ce	88.49					Fe	87.38
Af	96.2										
87.82		76.50		81.05		74.29		82.18		84.60	

Table P2.6 Analysis of component space - sum of top 2 components of "Others"

Company A		Company B		Company C		Company D		Company E		Company F	
Ag	71.35	Bf	73.22	Cf	80.03	De	82.24	Ee	73.32	Ff	74.59
Ah	94.57	Bg	69.23	Cg	81.08	Df	91.02	Ef	92.95	Fg	94.45
Ai	89.72	Bh	72.55	Ch	84.68	Dg	69.95	Eg	70.59	Fh	82.96
Aj	74.66	Bi	64.63	Ci	82.3	Dh	82.47	Uh	91.41	Fi	88.27
Ak	76.38	Bj	96.29	Cj	88.88	Di	84.92			Fj	92.46
						Dj	88.15				
81.34		75.18		83.39		83.13		82.07		86.55	

According to Smith (1986a), people with high cognitive complexity or a more differentiated system of dimensions for perceiving others' behaviours will have *less than* 60% of the total variance accounted for by the first two trends. The above table illustrates that with one exception (interviewee Cd, 56.29%) most interviewees' significant trends are captured within the first two components, suggesting their cognitive complexities are relatively low.

The component labels

Keeping the limitations of this approach in mind (e.g. labels are given according to the researcher's personal interpretations), *component labels* are developed by the researcher based on the definitions of the highest loaded constructs in the components in order to help understand the interviewees' general leadership perspectives. To avoid bias in the

labelling process, the component labels were reviewed and discussed with another researcher (researcher D, a PhD in management research in Shanghai), and some revisions made after the review in order to ensure the labels accurately reflected the meanings of components.

As suggested by Goffin (2002), a cut-off line of 70% (variation contained in the first two components) was used to determine whether to further study the third component. Six interviewees' grids are lower than 70% so that the *component labels* for the third trend are prepared accordingly. The following tables summarize the *component labels* of the HPs (Table P2.7) and the Others (Table P2.8).

Table P2.7 Component labels by "High Potentials"

Interviewee	Label 1	Label 2	Label 3
Aa	broad view	influencing others	
Ab	influencing others	leading people	
Ac	charismatic	interpersonal skill	
Ad	deliver strategic result	people oriented	
Ae	drive for better performance	collaborative style	
Af	drive for better performance	ambitious	
Ba	direct and professional	short term focus	
Bb	charismatic	result driven	
Bc	strategic people leader	interpersonal skill	
Bd	role model	deliver result through people	
Be	deliver result through people	result driven	
Ca	influencing others	inspiring people	
Cb	broad view	influencing others	
Cc	knowledgeable communicator	sociable	
Cd	drive for strategic result	leading people	innovative facilitator
Ce	influencing others	problem solver	
Da	influencing others	drive for high quality result	
Db	influencing others	technical skills	people oriented leader
Dc	drive for strategic result	deliver result through people	
Dd	intelligent influencer	result driven	
Ea	team development	interpersonal skill	
Eb	experienced leader	sociable	
Ec	knowledgeable people leader	broad view	
Ed	charismatic leader (negative pole)	aggressive	
Fa	influencing others	drive to improve	
Fb	interpersonal skill	influencing others	aggressive
Fc	leading in multicultural environment	confident and experienced	
Fd	knowledgeable executer	aggressive (negative pole)	
Fe	experienced and aggressive	team development	

Table P2.8 Component labels by "Others"

Interviewee	Label 1	Label 2	Label 3
Ag	engage people for better result	strategic executor	
Ah	broad view	inspiring people	
Ai	strategic leader	people oriented	
Aj	team development (negative pole)	systematic thinking	
Ak	influencing others	problem solver	
Bf	deliver result through people	dealing with local challenges	
Bg	drive for strategic result	individual contributor	dedication
Bh	result driven	emotional intelligent	
Bi	strategic communicator	drive to improve (negative)	knowledgeable communicator
Bj	collaborative style	influencing others	
Cf	broad view	task oriented	
Cg	strategic executor	experienced team leader	
Ch	strategic executor	leading multi-cultural team	
Ci	charismatic	result driven (negative pole)	
Cj	deliver result	focus on current task	
De	a trusted leader	theoretical	
Df	deliver strategic result	local focused	
Dg	strategic influencer	result driven	professional expertise (negative pole)
Dh	team development	play in safe environment	
Di	strategic influencer	task oriented	
Dj	strategic influencer	transactional leader	
Ee	build relationship	interpersonal skill	
Ef	drive for better performance	focus on current task	
Eg	build relationship	sociable	
Eh	experienced team leader	deliver quick result	
Ff	inspiring others	pragmatic	
Fg	experienced team leader	intelligent communicator	
Fh	leading people	interpersonal skill	
Fi	strategic executor	leading by doing	
Fj	inspiring others	pragmatic	

Individuals’ unique leadership perspectives demonstrated in component labels

While trying to understand interviewees’ common perspectives in the cross grid analysis section below, their unique perspectives should not be ignored. Some of the individuals’ unique leadership perspectives which are generated from a review of the *component labels* are as follows:

- Compared with the view of the majority that capable leaders should have a long term view /strategic thinking, the second component for interviewee Ba is “*short term focus*”

- Interviewee Ce views capable leadership as “*problem solver*”
- Interviewees Ak, Cf, Di, Ef and Eh view leadership as “*task oriented*” and furthermore, two of them think they should be “*current task focused*”
- Both interviewees Bf and Df perceived capable leaders as being able to *deal with the local challenges*.

It is worth noting that all of the unique perspectives highlighted above are captured by the interviewees’ second components, i.e. while their major leadership perspectives are in line with the majority of the group, some aspects (although a minority) of their perspectives are not in line with the mainstream. This evidence provides a reminder that leadership perceptions are idiosyncratic, i.e. that while trying to identify commonalities across interviewees is a valid and productive goal, enthusiasm for simplicity and fit should not be allowed to obscure the reality that different concepts not only may exist among leaders but may affect their judgment on leadership behaviours.

Cognitive map

The *cognitive maps* generated by the Idio-Grid programme provide clear pictures of how individual interviewees perceived the leadership capabilities of different elements (GL, HP and Others). Most of the interviewees used the X axis (component one, which accounted for the highest variability) to define leadership capability, and at the same time their unique perspectives were mainly demonstrated by the Y axis (the second component). This finding is in line with the outcome of the component label review described above. Examples of how cognitive maps demonstrate interviewees’ perspectives on leadership capability and potentials are shown in Figure P2.1 and P2.2 below:

In Figure P2.1 interviewee Aa used, as did many other interviewees, the X axis (component one, labeled “broad view”) to differentiate the Others from GLs and HPs, i.e. the Others (elements D, E and F) are located at the negative pole of the X axis, while all GLs and HPs are located in the positive pole of X axis.

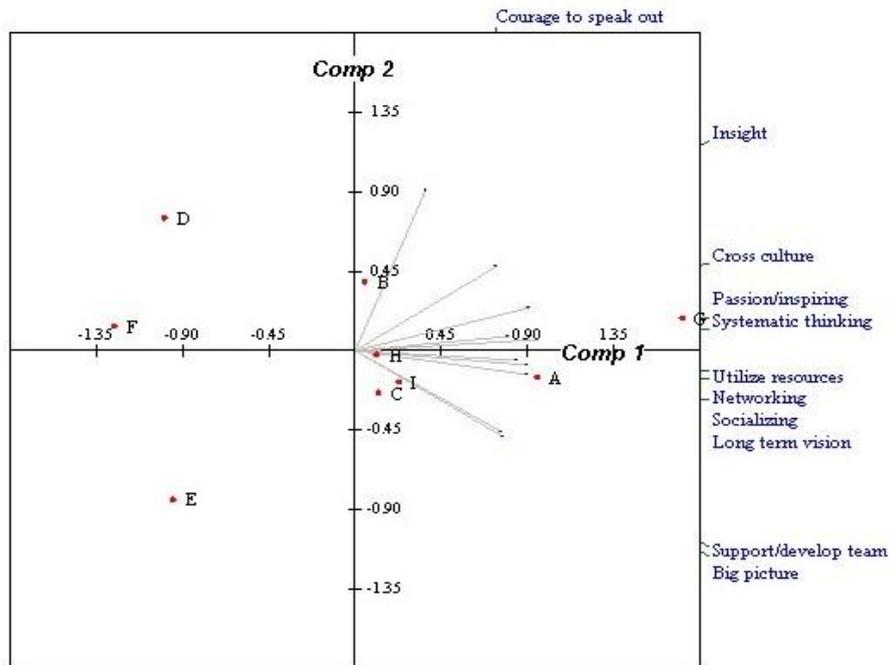


Figure P2.1 Cognitive Map – Interviewee Aa

The *cognitive maps* also demonstrate interviewees’ unique perspectives on leadership capability and potential. Figure P2.2 below shows that interviewee Ad used the Y axis (component 2, labeled “people oriented”) to differentiate leadership potential, i.e. all HPs (element A,B and C) are located in the positive pole of the Y axis, and Others (elements D, E and F) are located in the negative pole, which is a clear indication that interviewee Ad perceived HPs should be people-oriented. However, the global leader elements (G, H and I) are also located in the negative pole of the Y axis. Combined with the global leaders’ positive position in the X axis (labelled “*deliver strategic result*”), this means Interviewee Ad perceived that global leaders “*deliver strategic result*” and they are “*task oriented*” (the negative pole of “*people oriented*” can be labeled as “*task oriented*”). This finding is interesting because the interviewee perceived that leaders’ behaviours can be changed from “people oriented” to “task oriented” through a career path from (high potential) middle level manager to senior global leader, i.e. the interviewee’s perception of leadership behaviours was

based on the role the leader takes.

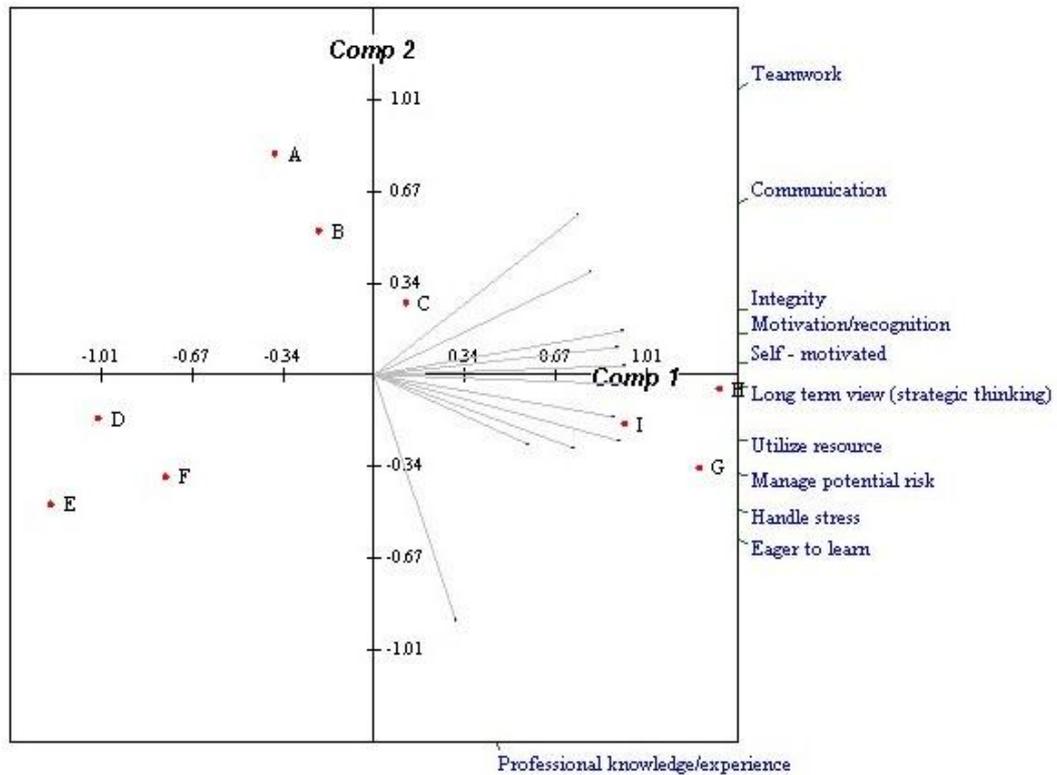


Figure P2.2 Cognitive Map – Interviewee Ad

For reasons of brevity and clarity, having provided the above examples details of every individual’s leadership perspectives demonstrated in the *cognitive maps* will not be described here. At this point the key finding from this analysis can be summarized as being that while data in PCA demonstrates the interviewees’ commonly shared leadership perspectives, uniqueness continues to exist and may play an important role in guiding these interviewees’ leadership behaviours and their judgments of others’ leadership capabilities and potential.

5.1.3 Summary of single grid analysis

Summarising this section, a single grid data analysis is undertaken to address research question one “*How do high and low potential Chinese middle managers construe leadership?*” at the individual level. By analyzing the descriptive statistics, 132 and

140 important constructs are identified for HPs and Others respectively. At the same time it also provides information about the interviewees' cognitive complexity (i.e. that the interviewees view leadership in a relatively simple way). The PCA demonstrates that while commonly shared perspectives could be identified among the group, the individuals' unique views on leadership capability exist and should not be ignored.

The *single grid analysis* provides a solid foundation for the next step of this project, i.e. based on the data generated from it to conduct a *cross grid analysis* in order to identify commonly shared key constructs of HPs and Others, in order to further address the research question at a group level.

5.2 Cross Grid Analysis

An exploration of the commonalities across interviewees is most efficiently accomplished by undertaking a *cross grid analysis*.

5.2.1 Creation of common constructs – coding process

In order to undertake accurate and appropriate comparisons, careful judgment is needed in placing constructs into equivalent or unique categories. Following the methodology mapped out in Section Four, the process of cross grid analysis consists of *categorizing the constructs* and *identifying the key constructs*. The former involves pooling, identifying and labelling common constructs according to the meaning expressed/implied by the interviewees (i.e. conducting a content analysis based on the definitions and elaborations of the constructs) while the latter involves applying clear criteria to identify the *key constructs* among these common constructs.

In the categorization process, the Chinese manager's constructs and definitions in this coding process are carefully compared with the Project One construct categories and their definitions, assessing whether the constructs relied upon by Chinese managers align with those of senior leaders. New categories are created if no equivalence is identified and the construct definitions are revised where they do not map well with those of the senior leaders.

The following table summarizes these construct categories and their definitions. Through the categorizing process, 18 and 16 construct categories are identified for HPs and Others respectively.

Table P2.9 Category definition

Category of "High Potentials"	Category of "Others"	Category Definitions (i.e. the topics this category includes)	Topics this category does not include	Example
Creative	Creative	Able to come up with new idea and concept	Intelligent, pragmatic, change agent	<ul style="list-style-type: none"> • Creative (Think out of the box) • Innovative
Drive to improve	Drive to improve	Continuous learning and improvement	Change agent, ambitious, can do attitude, charisma, and confidence	<ul style="list-style-type: none"> • Welcoming/Open to feedback (Able to change own behaviour) • Willing to learn
Communication skill	Communication skill	Good at convey and express opinion to get people understood; understand people's needs and thoughts	Collaborative style, teamwork, networking	<ul style="list-style-type: none"> • Good listener; Strong preference of 2f communication • Clear and concise communication • Willing to listen
Collaborative style	Collaborative style	Teamwork; cooperate and share with others; sometimes for self and own department's interests	Communication, networking, flexible and influencing others	<ul style="list-style-type: none"> • Team Work • Consensus seeking (Get conclusion through dialogues); • Political
Charisma	Charisma	A inherent personal quality to inspire and influence others	Visionary, strategic thinking, drive to change and self confident	<ul style="list-style-type: none"> • Ability to command respect • Charismatic
Responsible	Responsible	Accountable; including willing to take responsibility	Integrity, trust, drive to change and continuous improvement	<ul style="list-style-type: none"> • Take responsibilities • Hold high individual accountability
Professional knowledge and experience	Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills; solid education background; fluent in English communication	Financial acumen, visionary, and team leadership	<ul style="list-style-type: none"> • Experience in different functions • Broad knowledge • English
Ambitious	Ambitious	Always strive for higher goal in business performance and personal career	Drive to improve, can do attitude, confident, visionary, and drive to change	<ul style="list-style-type: none"> • Very ambitious • Take responsibility bigger than they have • Ambition (career development)
Visionary	Visionary	Envision how future looks like; including strategic thinking and broad view	Strategic planning, resulted oriented and inspiring others	<ul style="list-style-type: none"> • Strategic thinking • Focus on bigger picture
Cross culture	Cross culture	Exposed to different cultures and understands different parts of world	Broad view, influencing others, and emotional intelligence	<ul style="list-style-type: none"> • Global perspective • Be able to work in multi-culture environment
Intelligent	Intelligent	Analyzing and reasoning ability to a high degree	Financial acumen, handle multi task, flexible and creative	<ul style="list-style-type: none"> • Able to make complex decisions • Deeply reasoning (in decision process)
Confident	Confident	Self assured; willing to speak out and unafraid of conflict; act decisively	Ambitious, can do attitude, change agent	<ul style="list-style-type: none"> • Willing to speak up • Decisive and willing to take responsibilities
Deliver result	Deliver result	Practically execute to achieve good result; balance result driven and execution; mobilize resources for better result	Intelligent, multi task, drive to change and improve	<ul style="list-style-type: none"> • Focus (Prioritizing) • Result orientation • Mobilize resources
Team development	Team development	Identify team members' potential and willing to grow them up	Influencing, communication, teamwork and drive to improve	<ul style="list-style-type: none"> • Bring the best of people • People driven
Networking	Networking	Building up relationship; sociable	Communication, influencing others and teamwork	<ul style="list-style-type: none"> • Networking • Ability to build up relationships
Can do attitude	Can do attitude	Willing to do and drive to get job done	Drive to improve, responsible, change agent	<ul style="list-style-type: none"> • Consistent • Push the boundary (Get the job done)
Others	Others			
Flexible		Adapt to various situations and solutions	Collaborative style and pragmatic	<ul style="list-style-type: none"> • Succeeded in trying something • Flexible
Trust		Believe in others; including delegation	Emotional intelligence, integrity, authentic, responsible, and team development	<ul style="list-style-type: none"> • Delegation • Trust

Reliability of the categorizing process

As in Project One, the same researcher (a PhD student in Cranfield University familiar with leadership research) was invited as the "second researcher" (Researcher B) to assist with this process. Reflecting the subjective nature of coding, great care was taken to avoid bias and ensure transparency. Table P2.10 below outlines the process and results

of reliability checks. Although there is no definitive guidance from the literature in terms of acceptable reliability, Goffin’s research (2011) which utilized a similar coding method was taken as a reference. In line with this the reliability scores of 81% and 77% for the top 10 categories of HP and Others respectively can be regarded as an acceptable outcome.

Table P2.10 Reliability checks on the coding (categorization) process

Measure	Stages of the Coding/Reliability Checks	
	High Potentials	Others
Time required for each stage	4 hours for coding per researcher 4 hours for the reliability table	4 hours for coding per researcher 4 hours for the reliability table
Inter-coder reliability (all categories)	66%	62%
Inter-coder reliability (top 10 categories)	81%	77%

5.2.2 Identification of key constructs

Having identified the common construct categories for the interviewees, the next step is to ascertain their relative significance. While frequency count is a commonly used technique for establishing importance in qualitative data analysis, in the case of RGT the importance of a construct is also measured by variability score (Goffin et al., 2006). As no guidance has been found in the literature on how to combine frequency count and variability scores in analysis, following the same approach as in Project One this study uses a similar research method to that in Goffin et al.’s (2006) paper, i.e. key constructs are identified where *variability was higher than average and frequency was above 30%*.

Key constructs of High Potential Chinese managers

Table P2.11 below summarizes the data relating to frequency and normalized variability for each construct category (the detailed rationale and the method of normalising the variability scores were described in Project One in Section Three). Among the 18 construct categories, five constructs fulfilled the criteria and hence could be identified as key constructs: *collaborative style, professional knowledge and experience, visionary, can do attitude, and confident*.

Table P2.11 Category definitions and empirical evidence of High Potentials' leadership constructs in cross grid analysis - factors mentioned by 30% or more of respondents and a variability number greater than average are highlighted.

No	Category	Category Definition	Frequency (percent of respondents)	Averaged Normalized Variability	Key Constructs
1	Creative	Able to come up with new idea and concept	7 (24%)	7.58	No
2	Drive to improve	Continuous learning and improvement	4 (14%)	10.05	No
3	Communication skill	Good at convey and express opinion to get people understood; understand people's needs and thoughts	17 (59%)	9.14	No
4	Collaborative style	Teamwork; cooperate and share with others; sometimes for self and own department's interests	17 (59%)	10.57	Yes
5	Charisma	A inherent personal quality to inspire and influence others	19 (66%)	9.55	No
6	Responsible	Accountable; including willing to take responsibility	7 (24%)	7.39	No
7	Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills, solid education background, fluent in English communication	18 (62%)	10.23	Yes
8	Ambitious	Always strive for higher goal in business performance and personal career	8 (28%)	11.09	No
9	Visionary	Envision how future looks like; including strategic thinking and broad view	18 (62%)	11.39	Yes
10	Cross culture	Exposed to different cultures and understands different parts of world	9 (31%)	9.69	No
11	Intelligent	Analyzing and reasoning ability to a high degree	13 (45%)	8.04	No
12	Flexible	Adapt to various situations and solutions	4 (14%)	10.12	No
13	Confident	Self assured; willing to speak out and unafraid of conflict; act decisively	14 (48%)	10.34	Yes
14	Deliver result	Practically execute to achieve good result; balance result driven and execution; mobilize resources for better result	17 (59%)	9.73	No
15	Team development	Identify team members' potential and willing to grow them up	19 (66%)	9.32	No
16	Networking	Building up relationship; sociable	14 (48%)	9.35	No
17	Can do attitude	Willing to do and drive to get job done	11 (38%)	10.15	Yes
18	Trust	Believe in others; including delegation	4 (14%)	11.91	No
19	Others		11 (38%)	9.75	No

* Average normalized variability: 9.76

Another finding that emerged from the data analysis is that several constructs (*e.g. communication skill, deliver result, team development and charisma*) are frequently mentioned but do not subsequently feature as key constructs. This can be attributed to their low variability, suggesting that while interviewees perceived these constructs as worth mentioning they did not register as significant to the interviewees.

Table P2.12 below provides a definition of each of these key constructs:

Table P2.12 Identifying key construct categories of "High Potentials"

Category	Category Definition
Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills, solid education background, fluent in English communication
Visionary	Envision how future looks like; including strategic thinking and broad view
Confident	Self assured; willing to speak out and unafraid of conflict; act decisively
Collaborative style	Teamwork; cooperate and share with others; sometimes for self and own department's interests
Can do attitude	Willing to do and drive to get job done

Key constructs of Others

Applying the same process outlined above, seven constructs are identified as key to "Others". These are: *Drive to improve, professional knowledge and experience, ambitious, visionary, cross culture, visionary, confident, and networking.*

Despite 87.5% (14 out of 16) constructs being frequently mentioned by Others, most of them do not earn key status due to their low variability. The constructs which were frequently mentioned by interviewees but which had low variability scores are: *communication skill, collaborative style, charisma, intelligent, deliver result, team development and can do attitude.* Again what this suggests is that the interviewees perceived these constructs as noteworthy rather than particularly significant.

Table P2.13 below summarizes the data for key construct identification; Table P2.14 details the definitions of these key constructs categories.

Table P2.13 Category definitions and empirical evidence of Others' leadership constructs in cross grid analysis - factors mentioned by 30% or more of respondents and a variability number greater than average are highlighted.

No	Category	Definition	Frequency (percent of respondents)	Averaged Normalized Variability	Key Constructs
1	Creative	Able to come up with new idea and concept	8 (27%)	9.23	No
2	Drive to improve	Continuous learning and improvement	10 (33%)	10.40	Yes
3	Communication skill	Good at convey and express opinion to get people understood; understand people's needs and thoughts	11 (37%)	8.55	No
4	Collaborative style	Teamwork; cooperate and share with others; sometimes for self and own department's interests	21 (70%)	8.65	No
5	Charisma	A inherent personal quality to inspire and influence others	18 (60%)	9.14	No
6	Responsible	Accountable; including willing to take responsibility	4 (13%)	10.45	No
7	Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills, fluent in English communication	18 (60%)	10.42	Yes
8	Ambitious	Always strive for high goal, better performance	9 (30%)	9.99	Yes
9	Visionary	Envision how future looks like; including strategic thinking and broad view	17 (57%)	10.23	Yes
10	Cross culture	Exposed to different cultures and understands different parts of world	13 (43%)	11.15	Yes
11	Intelligent	Analyzing and reasoning ability to a high degree	11 (37%)	8.98	No
12	Confident	Self assured; willing to speak out and unafraid of conflict	15 (50%)	9.62	Yes
13	Deliver result	Practically execute to achieve good result; balance result driven and execution	25 (83%)	9.08	No
14	Team development	Identify team members' potential and willing to grow them up	19 (63%)	9.20	No
15	Networking	Building up relationship; sociable	15 (50%)	9.93	Yes
16	Can do attitude	Willing to do and drive to get job done	12 (40%)	9.11	No
17	Others		19 (63%)	9.19	No

* Averaged normed variability: 9.61

Table P2.14 Identifying key construct categories of "Others"

Category	Definition
Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills, fluent in English communication
Visionary	Envision how future looks like; including strategic thinking and broad view
Confident	Self assured; willing to speak out and unafraid of conflict
Drive to improve	Continuous learning and improvement
Ambitious	Always strive for high goal, better performance
Cross culture	Exposed to different cultures and understands different parts of world
Networking	Building up relationship; sociable

5.2.3 Summary of cross grid analysis

Table P2.15 offers a summary of the key constructs of HPs and Others identified in this cross grid analysis. This data reveals an overlap between the two categories of managers in terms of their emphasis on *professional knowledge and experience, confidence and vision*. However clear distinctions between the two groups are also present: HPs are perceived as attaching greater importance to *collaboration and positive attitudes*, compared to the Others who are commonly defined in terms of key constructs such as *cross culture, drive to improve, networking and ambition*.

Table P2.15 Key constructs summary of "High Potentials" and "Others"

Key constructs of "High Potentials"	Key constructs of "Others"
Professional knowledge and experience	Professional knowledge and experience
Visionary	Visionary
Confident	Confident
Collaborative style	
Can do attitude	
	Cross culture
	Drive to improve
	Networking
	Ambitious

This cross grid analysis, together with the single grid analysis process, has answered the

first research question “*How do high- and low-potential Chinese middle managers construe leadership?*”

Each individual’s *important constructs* as one of the key findings from this data analysis will be compared with LCF to answer the second research question. Further, these Chinese managers’ common *key constructs* will be compared with the senior leaders’ key constructs in the second part of this research to answer the third research question.

SIX: COMPARISON BETWEEN CHINESE MANAGERS' LEADERSHIP CONSTRUCTS AND LCFS: RESEARCH QUESTION TWO

This section explores the alignment between the important constructs of each individual HP and Other as identified in the Single Grid analysis, i.e. those constructs with higher-than-average variability in each individual's grid (details are summarized in Table P2.3 and P2.4 for HPs and Others respectively) and their company's prescribed leadership competency framework (LCF). The aim of this is to answer the second research question: "*What is the degree of alignment between these Chinese managers' leadership constructs and their company's leadership competency framework?*" This question addresses the crucial issue of whether Chinese managers' leadership constructs are aligning with the officially communicated company leadership expectations (i.e. the LCF) which was designed to guide their leadership behaviours and career development.

In an identical process to that described in Project One, comparisons are made on a company by company basis with each individual's important constructs mapped against their own company's LCF.

Company A comparison

Below is a summary of Company A's Leadership Competency Framework:

- *Value expertise (Code: A/LF1)*
 - Apply business rigor and judgment
 - Command respect for professional excellence
 - Generate talent for the enterprise
 - Develop capability through continual learning
- *Energize people (Code: A/LF2)*
 - Motivate and inspire others to succeed
 - Foster effective teamwork and collaboration
 - Listen for and integrate diverse perspectives
 - Give and receive honest feedback
- *Act decisively (Code: A/LF3)*
 - Set clear direction, priorities and boundaries

- Demonstrate relentless drive and determination
- Make tough decisions and see them through
- Speak out and do the right thing for BP
- *Deliver results (Code: A/LF4)*
- Manage risk and drive safe, reliable and efficient operations
- Standardize, simplify and reduce complexity
- Drive continuous improvement
- Manage performance rigorously and hold others to account
- Execute against demanding competitive benchmarks

Table P2.16 below shows that within company A, the level of alignment between high potential managers and company frameworks was 66.7%. The competency A/LF1 “value expertise” in the framework was not seen as important by *any* of the high potential managers - clearly the importance of this leadership competency did not resonate with the HPs despite it being emphasized in Company A’s official leadership document. At the same time, analysis also revealed that *strategic thinking* (83.3%) and *networking* (66.7%) were considered crucial by interviewees despite the fact that they fell outside the scope of the company’s prescribed framework.

Table P2.16 Company A - Comparison between important constructs and company leadership framework - "High Potentials"

Interviewee	A/ LF1	A/ LF2	A/ LF3	A/ LF4	Strategic thinking	Networking
Aa		X	X		X	X
Ab		X	X			X
Ac		X	X	X	X	
Ad		X	X	X	X	X
Ae		X	X	X	X	
Af		X	X	X	X	

In contrast, interviewees categorized as Others demonstrated only a 50% degree of alignment (see Table P2.17 below). Among the four competencies, the alignment ratio with three constructs A/LF1 (value expertise), A/LF3 (act decisively) and A/LF4 (deliver results) are all only 40%, indicating that most of the competencies are misaligned with these interviewees’ important constructs.

Table P2.17 Company A - Comparison between important constructs and company leadership framework - "Others"

Interviewee	A/ LF1	A/ LF2	A/ LF3	A/ LF4
Ag		X	X	X
Ah		X		
Ai		X	X	
Aj	X	X		
Ak	X			X

Company B comparison

Below are the competencies outlined by Company B's LCF:

- *Build to Growth - Strategic Vision (Code: B/LF1)*
 - Develops long-term entity/functional strategy by integrating information of the industry, market, competition and organizational state
 - Articulates the vision and strategy to set the direction for key initiatives such as new product development, organization development, etc
 - Fosters others to take a holistic view on organization issues to create organization success in view of conflicting business priorities and resources allocation
- *Build to Growth -Building Capability (Code: B/LF2)*
 - Anticipates future people capability needs at organization level and builds capability to meet challenges
 - Holds people accountable to build and retain talents
 - Continuously challenges business leaders to perform better to enhance organizational effectiveness
 - Assigns high priority to talent management by conducting systematic capability reviews using OTR and assesses the organization's bench strengths and identifies potential weaknesses
- *Focus on Customer (Code: B/LF3)*
 - Identifies future and emerging market and customer opportunities to set the strategic direction for creating a profitable business model
 - Influences regulatory bodies to benefit the industry, company and customers
 - Leverages supplier interrelationships to enhance company competitiveness
 - Drives and role models across organization to build a culture of customer centricity
- *Catalyze High Performance - Team Leadership (Code: B/LF4)*
 - Builds and sustains a high performance team environment by removing barriers and providing resources
 - Energizes team members by helping them to develop objectives that match individual aspiration and also align with organization objectives
 - Empowers team leaders and holds them accountable for building high performance teams
- *Catalyze High Performance - Change Leadership (Code: B/LF5)*

- Creates an environment for change by advocating and driving initiatives at the forefront
- Challenges the existing structures, processes and systems to redesign and support the change
- Integrates change efforts throughout the organization to achieve planned changes that contribute to the achievement of the vision
- *Share to Succeed (Code: B/LF6)*
 - Uses an array of influencing strategies to develop internal and external partnerships to attain competitive edge for the organization
 - Initiates projects to foster collaboration among different units and functions
 - Encourages best practice sharing, resources sharing and talent sharing for the greater good of the organization
- *Lead Through Actions - Results Orientation (Code: B/LF7)*
 - Introduces improvements to processes and practices to make the company into a world class organization
 - Sets a culture of differentiation with regard to rewards in the organization
 - Role models set high benchmarks to make company a high performance organization
- *Lead Through Actions - Living Through company B Values (Code: B/LF8)*
 - Enforces *Company B* values by holding leaders responsible for cascading the values
 - Walks the talk and acts as role model for *company B* values
 - Empowers employees to act as advocates of *company B* values
 - Takes a stand on one's belief to uphold *company B* values even if it is unpopular

High potential managers in company B demonstrated only a 35% alignment with the framework. It is important to note that *none* of the interviewees viewed *focus on customer* (B/LF3), *catalyze performance – change leadership* (BLF5), *share to succeed* (B/LF6) and *lead through actions – living through company B values* (B/LF8) as important competencies for leaders, despite their being clearly emphasized by the framework. An analysis of the interviewees' important constructs also reveals that HPs generally (60%) shared the emphasis on the importance of *professional knowledge and skill* as an addition to the LCF (see Table P2.18).

Table P2.18 Company B - Comparison between important constructs and company leadership framework - "High Potentials"

Interviewee	B/ LF1	B/ LF2	B/ LF3	B/LF4	B/LF5	B/LF6	B/LF7	B/LF8	Professional knowledge and skill
Ba				X			X		X
Bb	X			X					
Bc	X	X		X			X		X
Bd	X	X		X			X		X
Be		X					X		

Table P2.19 shows that interviewees from the Other category are even less aligned with the company framework at only 20%, suggesting a serious disconnection in leadership perspectives. Five out of the eight competencies indicated in the framework were not mentioned by *any* of the interviewees as important constructs, i.e. none of the managers viewed these competencies as important for leaders.

Table P2.19 Company B - Comparison between important constructs and company leadership framework - "Others"

Interviewee	B/ LF1	B/ LF2	B/ LF3	B/LF4	B/LF5	B/LF6	B/LF7	B/LF8
Bf				X				
Bg				X	X		X	
Bh					X		X	
Bi				X			X	
Bj								

Company C comparison

Below is Company C's LCF :

- *Employ Business Leadership (Code: C/LF1)*
 - Demonstrate Business/Financial Acumen
 - Apply Critical Thinking
 - Drive Strategy
 - Demonstrate Global Capabilities
- *Energize and Develop People (Code: C/LF2)*
 - Build Successful Relationships
 - Select and Develop Talent
 - Inspire Others
 - Build a Diverse and Inclusive Culture
- *Ensure Accountability for Results (Code: C/LF3)*
 - Accelerate Implementation
 - Show Bias for Action
 - Ensure Outside in Focus

- Challenge the Status Quo
- *Focus to Win (Code: C/LF4)*
- Embrace Change
- Demand Simplicity
- Create Unity and Alignment
- Drive Innovation

High potential managers in Company C were even less aligned with the framework (at 40%, Table P2.20) than their counterparts “Others” (shown at Table P2.21 below, at 45%). *None* of the HPs viewed *focus to win* (C/LF4) as an important construct for leaders, and the alignment ratio with C/LF1 (*employ business leadership*) was only 20%. However, they demonstrated a clear affinity for *strategic thinking* (60%) and *communication skills* (60%) – neither of which are indicated in the framework.

Table P2.20 Company C - Comparison between important constructs and company leadership framework - "High Potentials"

Interviewee	C/ LF1	C/ LF2	C/ LF3	C/ LF4	Strategic thinking	Communication skill
Ca		X			X	X
Cb	X	X	X		X	
Cc			X			
Cd		X	X		X	X
Ce		X				X

The overall alignment between Others and the LCF is 45%, while the alignment ratio with two competencies (C/LF3 *Ensure Accountability for Results* and C/LF4 *Focus to Win*) is only 20% (see Table P2.21 below).

Table P2.21 Company C - Comparison between important constructs and company leadership framework - "Others"

Interviewee	C/ LF1	C/ LF2	C/ LF3	C/ LF4
Cf	X			
Cg	X			
Ch	X	X	X	
Ci	X	X		
Cj		X		X

Company D comparison

Below is a synopsis of Company D’s Leadership Competency Framework

- *Wins in the Global Market (Code: D/LF1)*
- Building Competitive Advantage

- Setting Strategy and Direction
- Selling the Vision
- *Maximizes Capabilities (Code: D/LF2)*
- Building Winning Global Teams
- Building Organizational Talent
- *Delivers Results (Code: D/LF3)*
- Driving Execution
- Raising the Bar

While senior leaders in company D were strongly aligned with the company framework (identified in Project One as 73%), HPs seem far less reliant upon this prescription with only 41.6% alignment, even weaker than interviewees from the Other category at 55.5%. None of HP Interviewee Dd’s important constructs aligns with the framework (see Table P2.22 below).

Table P2.22 Company D - Comparison between important constructs and company leadership framework - "High Potentials"

Interviewee	D/ LF1	D/ LF2	D/ LF3
Da		X	X
Db			X
Dc	X		X
Dd			

66.6% of Others emphasized the importance of the construct *charisma* (see Table P2.23 below); at the same time they viewed *organization savvy* as an important construct, both of these being additions to the framework. However, one interviewee’s (De) constructs are totally misaligned with the LCF.

Table P2.23 Company D - Comparison between important constructs and company leadership framework - "Others"

Interviewee	D/ LF1	D/ LF2	D/ LF3	Charisma	Organization savvy
De					
Df	X	X	X	X	
Dg		X	X	X	X
Dh	X	X			X
Di	X			X	X
Dj	X		X	X	X

Please note: Company E did not have a framework making a comparison impossible.

Company F comparison

Below is a synopsis of Company F's LCF

- *Be authentic (Code: F/LF1)*
 - Stand for what you feel is right and important
 - Do what you say without exception
 - Role model Company F Values
 - Build and sustain trust with others through real relationships
 - Demonstrate the kind of personal integrity that inspires others
- *Create possibilities (Code: F/LF2)*
 - Stand in the future; be active in shaping the destiny of Company F
 - Turn big dreams into reality; energize and inspire others to deliver the exceptional
 - Be imaginative; enable yourself and others to go beyond the norm
- *Bring the Company F purpose to life (Code: F/LF3)*
 - Show a deep personal commitment to the Company F purpose and enable others to connect to it personally
 - Be an ambassador for Company F externally
 - Own the responsible drinking and corporate citizenship agenda
 - Develop the habit of sharing and celebrating success
- *Create the conditions for people to succeed (Code: F/LF4)*
 - Provide context to enable others to think, decide and act
 - Build alignment; commit to outstanding teamwork
 - Know your people; invest time in their growth
 - Value and model great people management
 - Make the most of the diversity that people bring
- *Constantly deliver great performance (Code: F/LF5)*
 - Demonstrate deep personal accountability for great performance
 - Move effectively between strategy and operational detail
 - Demonstrate unwavering accountability for Company F's total success – we are 'one Company F'
 - Make a difference; judge where and when to intervene
 - Know and be responsive to the external influences on our business

- Ensure controls are in place to guarantee Company F’s performance and reputation
 - Stay focused on your priorities – demonstrate rigour and brilliant execution
 - *Grow yourself (Code: F/LF6)*
 - Have humility; be open to learning and ideas from others
 - Demonstrate self awareness and know your strengths and development needs
- Commit to grow your own capability and experience to the benefit of yourself, our people and Company

Company F’s HPs are only 40% aligned with their LCF (Table P2.24), while the alignment level of the Others group is similarly 43.3% (Table P2.25). This is in sharp contrast to senior leaders who registered an alignment of 73%, suggesting that a breakdown in communication or other factors are at play. The comparison shows that F/LF3 (*bring the company F purpose to life*) was not aligned with any of the interviewees’ constructs, whilst the alignment ratios with *create possibilities* (F/LF2, 40% for HPs and 20% for Others), *create conditions for people to succeed* (F/F4, 40% for HPs), and *grow yourself* (F/LF6, 20% for both groups) were all very low.

Table P2.24 Company F - Comparison between important constructs and company leadership framework - "High Potentials"

Interviewee	F/ LF1	F/ LF2	F/ LF3	F/ LF4	F/ LF5	F/ LF6
Fa	X					
Fb	X	X			X	
Fc				X	X	X
Fd	X	X			X	
Fe				X	X	

Table P2.25 Company F - Comparison between important constructs and company leadership framework - "Others"

Interviewee	F/ LF1	F/ LF2	F/ LF3	F/ LF4	F/ LF5	F/ LF6
Ff	X	X		X	X	
Fg					X	X
Fh	X			X	X	
Fi	X			X	X	
Fj					X	

Summary of the comparison

This section compared each company’s LCF with high/low potential managers’ important constructs and answered the second research question “*What is the degree of alignment between these Chinese managers’ leadership constructs and their company’s*

leadership competency framework?” Table P2.26 below summarizes the key outcomes of these comparisons.

The overall degree of alignment between HPs’ important constructs and the LCF is between 35% and 66.7% (on average 44.5%), whilst that of Others is between 20% and 55.5% (on average 42.8%) suggesting a clear misalignment between the LCF and these Chinese managers’ actual leadership constructs. Further, seven constructs (five from HPs and two from Others) are not indicated in the LCFs but were commonly seen as important to the interviewees.

Moreover, the degree of alignment between interviewees’ constructs and *most* (54%) competencies in the LCFs is below 40%, within which 13 competencies (26%) were not mentioned by *any* of the interviewees, clearly suggesting the companies’ messages relating to expected leadership competencies are not resonating with the Chinese managers leadership constructs.

Table P2.26 Summary of comparison between leadership framework and important constructs

Interviewee	Company	Alignment degree	Misaligned competencies (alignment degree <50%)	Additional Competencies (mentioned >50%)
"High Potentials"	A	66.7%	- value expertise	strategic thinking networking
	B	35.0%	- focus on customer - catalyze performance - change leadership - share to succeed - lead through actions - living through company B values	professional knowledge and skill
	C	40.0%	- employ business leadership - focus to win	strategic thinking communication skill
	D	41.6%	- wins in the Global Market - maximizes Capabilities	
	F	40.0%	- create possibilities - bring the Company F purpose to life - create conditions for people to succeed - grow yourself	
"Others"	A	50.0%	- value expertise - act decisively - deliver results	
	B	20.0%	- build to growth-strategic vision - build to growth -building capability - focus on customer - share to succeed - lead through actions - living through company B values	
	C	45.0%	- ensure accountability for results - focus to win	
	D	55.5%		charisma organization savvy
	F	43.3%	- create possibilities - bring the Company F purpose to life - grow yourself	

Having identified above how the high and low potential Chinese managers construe leadership, and consequently compared their leadership constructs with the LCFs, the second part of the research now compares these Chinese managers' leadership constructs with those of the senior leaders (from the Project One findings), to identify commonalities and gaps.

SEVEN: COMPARISON BETWEEN CHINESE MANAGERS' AND SENIOR GLOBAL LEADERS' CONSTRUCTS: RESEARCH QUESTION TWO

This section is to review and compare the leadership constructs between senior global leaders and high/low potential Chinese managers. In doing so it addresses the third research question: *“Do the Chinese managers construe leadership differently from senior global leaders?”*

7.1 Senior Global Leaders are More Cognitive Complex in the Leadership Domain

The analysis begins with the leadership-related cognitive complexity of the interviewees, by comparing the volume of constructs elicited from RGT interviews and number of important constructs identified among these constructs:

- *Higher number of constructs elicited from the senior global leaders*

Perhaps the most immediate observation from RGT interviews is that the HP and Other categories of Chinese managers generated fewer constructs than their senior counterparts: on average, constructs elicited from Chinese managers are about 26% less than from the senior leaders (i.e. 10.3 vs. 12.7). It should be noted that given that most of the interviews with Chinese managers took place in Chinese mandarin which is the mother language of the interviewees, this particular divergence cannot be attributed to language deficiencies.

PCT suggests that the individuals who generate more constructs may be cognitively more complex than those who generate fewer constructs (Kelly, 1955). Although the issue of exactly how to measure cognitive complexity is unresolved (Nelson, 2004), the higher number of senior global leaders' constructs indicates that they have relatively higher cognitive complexity. This point is supported by a further data comparison:

- *Higher ratio of individuals' important constructs identified for senior global leaders*

By using the method of “variability-higher-than-average” to identify individual interviewees’ important constructs, 58% of the constructs were significant to the senior global leaders but only 45% and 44% of important constructs could be identified for HPs and Others groups. Table P2.27 below shows the numbers of important constructs identified for different categories of interviewees. As these important constructs are primarily used by the interviewees to perceive leadership capabilities, this outcome means that while Chinese managers provided fewer constructs in the RGT interviews they used fewer important constructs to perceive leadership.

Table P2.27 Comparison of key constructs ratio between senior global leaders and Chinese managers

	Senior global leaders	High potentials	Others
Total Construct No.	392	296	316
Key Construct No.	229	132	140
Percentage	58%	45%	44%

The above analysis indicates that the senior global leaders’ cognitive complexity in the leadership domain is generally higher than that of the Chinese managers. This finding will be reviewed further in the discussion section (Section Eight) of this report.

7.2 Chinese Managers’ Leadership Constructs are Considerably Less Cohesive

Another telling finding that emerged from a comparison across the three groups is that senior global leaders enjoy much higher ratios in identifying common constructs: by using frequency count (above 30%) and variability scores (higher than average) as criteria to identify key constructs, it emerged that 12 out of 23 (52%) of the senior global leaders’ construct categories were identified as their commonly shared key constructs, while such ratios for HPs and Others are only 28% (five out of 18) and 44% (seven out of 16). This means that compared with the senior global leaders, it is much harder to identify Chinese managers’ commonly shared key constructs. This is a clear indication that Chinese managers, as a group, are considerably less cohesive about what constructs are important for leadership.

7.3 Discrepancies of Construct Definitions

Several discrepancies in construct categories and their definitions were identified during the coding process, indicating discrepancies in leadership concepts:

- *Some construct categories were identified for senior global leaders but not for Chinese managers.*

As described above, 18 and 16 construct categories were identified for HPs and Others respectively in the coding process, which is less than the senior global leaders' 23 categories. The five construct categories identified for senior global leaders but not HPs are: *change agent, emotional intelligence, financial acumen, integrity, and multi-tasking*. Categories not shown in the Others group overlapped with these five constructs and additionally, two constructs (*trust and flexible*) were not identified for this group. These suggesting the Chinese managers do not perceive such constructs are relevant to leadership. This finding will be further discussed in Section Eight.

- *Some of the construct definitions are different, despite the construct labels being the same.*

Differences of construct definitions between Chinese managers and senior global leaders were also identified: four of the Chinese managers' construct categories contained different meanings to the senior leaders' definitions. However, as these labels can still properly represent the meanings of the constructs, the same labels are used while the differences in definitions are recorded. Table P2.28 below highlights how Chinese managers' definitions are different from the senior leaders' (indicated in italics).

Table P2.28 Revised definitions of construct categories (based on senior global leaders' construct

Categories of Chinese managers	Definitions	Categories of senior global leaders	Definitions
Collaborative style	Teamwork; cooperate and share with others; <i>often for self and own department's interests.</i>	Collaborative style	Teamwork; cooperate and share with others
Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills; <i>solid education background; fluent in English communication.</i>	Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills
Ambitious	Always strive for higher goal in business performance and <i>personal career.</i>	Ambitious	Always strive for high goal, better performance
Confident	Self assured; willing to speak out and unafraid of conflict; <i>act decisively.</i>	Confident	Self assured; willing to speak out and unafraid of conflict
<i>Deliver result</i> (Category label revised)	Practically execute to achieve good result; balance result driven and execution; <i>mobilize resources for better result.</i>	Pragmatic	Practically execute to achieve good result; balance result driven and execution

- *A new construct categories were created based on Chinese managers' definitions*
- Despite some overlaps with the senior leaders' construct *pragmatic*, the Chinese managers' put much focus on "outcome" (achieving result) when defining these constructs. Therefore, this construct category was labeled as "*deliver result*" which is different from the senior leaders' "pragmatic". Comparison of the definitions is shown in Table P2.28 above.

These discrepancies indicate that the Chinese managers do not share the same concepts as the senior leaders in some leadership constructs.

7.4 Commonalities and Differences on Constructs

Turning to the issue of alignment between the Chinese managers' and senior leaders' *key constructs* (the critical constructs to the group) it becomes apparent that while there is some overlap between the groups, they demonstrate far greater divergences. Figure P2.3 below illustrates the overlap and differences:

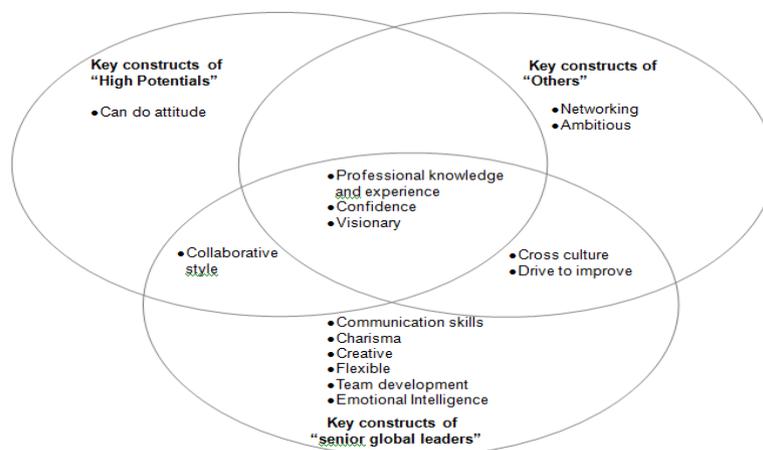


Figure P2.3 Commonalities and differences on key constructs of Chinese managers and senior leaders

- *Constructs commonly shared across interviewee groups*
- As can be seen above, three key constructs (*professional knowledge and experiences, confidence, and visionary*) are commonly shared by the three groups, indicating that all

interviewees perceived these as important for leaders. However, when reviewing the definitions of these constructs (Table P2.28 above), clear gaps can be identified in two constructs (*i.e. Professional knowledge and experience* and *Confident*):

- *Professional knowledge and experience*: as this was one of the key constructs senior leaders rely upon to identify global leaders, it is of critical importance. The high value attached by Chinese managers to *education* in securing prestige is clearly reflected in their greater understanding of what this construct entails. *Having a solid educational background* means more than having the right knowledge, it means better achievements in the competitive education system (e.g. studied at better universities). Critically Chinese leaders associate *English language skills* as being a natural complement to professional knowledge suggesting that they are aware of the importance of English communication (as their second language) in the cross-cultural environment. This factor was not emphasized by the senior leaders (most being native English speakers).
- *Confident*: the importance of the construct confident is reinforced by its appearance in both senior and Chinese managers' key constructs. However the fact that Chinese managers define this construct in a somewhat broader sense (act decisively) indicates they view confidence as an element of making firm decisions.

Further to the above, *collaborative* is the only key construct commonly shared between HPs and senior leaders, which echoes the finding in Project One that senior leaders largely distinguish HPs from their counterparts on the basis of collaborative style, intelligent, pragmatic and can-do attitude. Interestingly this research reveals that Chinese managers define collaboration in an instrumental fashion, *i.e.* that collaboration should have a clear purpose, either to advance themselves in the eyes of their peers and superiors, or to handle the task with others collaboratively for the good of their own department. Given that senior leaders strongly emphasize teamwork in this construct, this conditional interpretation of collaboration might reflect the competitive pressures under which Chinese leaders feel that they operate.

Two constructs are commonly shared between Others and senior leaders: *cross culture* and *drive to improve*. However, according to the Project One findings neither of these constructs was used by senior leaders to distinguish between capable global leaders and high potential middle level managers.

- *Half of the senior leaders' key constructs are not seen as important to Chinese managers*

It is important to stress that 50% (six out of 12) of senior leaders' key constructs are absent from those of the Chinese managers: *communication, charisma, team development, creative, flexible, and emotional intelligence*. Of these constructs *charisma* and *communication skill* registered as very critical in how senior leaders distinguish capable global leaders (see Table P2.29 below); the fact that these two key constructs are missing therefore indicates a potential challenge to Chinese managers' career development.

Table P2.29 Comparison between Chinese managers' and senior global leaders' key constructs

Key constructs of "High Potentials"	Key constructs of "Others"	Key constructs senior global leaders used to discriminate capable "Global Leaders"	Comments
Professional knowledge and experience	Professional knowledge and experience	Professional knowledge and experience	Aligned but not differentiate between "High Potentials" and "Others"
Visionary	Visionary	Visionary	
		Charisma	Missing from Chinese managers' key constructs
		Communication skill	
Collaborative style			These two key constructs of high potential managers align with constructs senior leaders used to discriminate high potentials..
Can do attitude			
Confident	Confident		
	Networking		
	Ambitious		
	Cross culture		
	Drive to improve		

A positive sign relating to this issue is that among the six missing constructs of Chinese managers, the constructs *communication, charisma, and team development* were frequently mentioned by both HPs and Others (frequent mentions were all above 50%, details shown in Tables P2.11 and P2.13) but failed to be identified as key constructs due to their variability scores are below average. This means the Chinese managers might have realised the necessity of mentioning these constructs; however the significance of these constructs was not high.

7.5 Summary of Comparisons between Chinese Managers and Senior Leaders

This section has compared the key findings from Project One (the leadership constructs of the senior leaders) and Chinese managers' constructs and answered the third research question "*Do the Chinese managers construe leadership differently from senior leaders?*" While demonstrating clear gaps between senior leaders' and Chinese managers' leadership constructs, the data also shows that Chinese managers are less complex in perceiving leadership and at the same time within the group their leadership constructs are less cohesive than the senior leaders. The interpretation of these findings and their implications will be discussed in detail in the section that follows.

EIGHT: DISCUSSION AND CONCLUSION OF PROJECT TWO

This exploratory research studied 59 high/low potential middle level Chinese managers' leadership constructs in six MNCs. The findings were subsequently compared with their LCFs and senior leaders' constructs, and clear gaps were identified. This section now summarises the answers to the research questions together with discussing aspects of these findings.

8.1 Research Question One: “How do high- and low-potential Chinese middle managers construe leadership?”

This study shows that High Potential managers construe leadership in terms of *professional knowledge and skills, visionary, confident, collaborative style and can-do attitude*; whilst Others use *professional knowledge and skills, visionary, confident, networking, ambitious, cross culture, and drive to improve* to construe leadership.

In addition to identifying commonalities among the interviewees this data analysis also revealed unique leadership perspectives distinct to individual managers. These unique perspectives may play an important role in guiding the individuals' leadership behaviours.

8.1.1 Comparison with Cross-cultural Leadership literature

In Hofstede's (1980, 2001) research on the IBM global organization he identified that Chinese managers were much lower than UK and US managers in *individualism*, which is in line with findings of this study that *HPs emphasize “collaborative style”*, and *Others view “networking” as important constructs*. However, the Chinese managers in this research imbued “collaborative” with a specific meaning, i.e. either to advance themselves in the eyes of their peers and superiors, or work together with others collaboratively to achieve their own/teams' objectives. (Definition details can be found in Table P2.28). This is an additional element to the senior leaders' (the majority of whom were expatriate managers) definition which mainly focused on the

relationship. Linking this element with other key constructs of the Chinese managers such as *can-do attitude* and *aggressiveness*, this may indicate that while the new generation of Chinese managers in MNCs are still focusing on the relationship, they consider such relationship should be able to support individual objectives (i.e. there are certain *individualism* characteristics embedded in this *collaborative* construct). This finding is supported by Ralston et al.'s (1999) research which compared the new generation of Chinese managers with older generation and found a tendency towards individualism similar to that of Western managers.

Further, the outcome of this research does not entirely align with the GLOBE project (House et al., 2004) which identified that Chinese managers scored lower than the other constructs on *enthusiastic, risk taking, and ambitious*. In this research the key constructs *can do attitude, ambitious, drive to improve, and confident* identified for HPs and Others **do not** support such finding - it is very clear that Chinese managers in these MNCs perceive these constructs to be very important and would not score them low. One explanation for such misalignment is that the GLOBE project only conducted research in several local Chinese companies whereas the Chinese managers who have been socialized in a MNC cultural environment do not share the same leadership constructs as those operating in a local Chinese organisation. Therefore, given the complexity of the China environment, the findings of GLOBE can not (and should not) be seen as extendable to Chinese leadership research undertaking. While this finding supports the notion that it is necessary to gather a more thorough understanding of how leadership behaviours are perceived by Chinese managers in different types of organization, it also confirms the contribution made by this research.

8.1.2 Comparisons with Global Leadership literature

In order to describe leadership in a structured manner, Campbell (2006) crafted a framework of nine universal and timeless aspects of leadership which consisted of six basic competencies that can be shared or delegated and three personal competencies specific to the individual. These included: *vision, management, empowerment, diplomacy, feedback, entrepreneurialism, personal style, personal energy, and*

multicultural awareness. Comparing the key constructs identified in this study for HPs (*professional knowledge and skills, visionary, confident, collaborative style and can-do attitude*) and Others (*professional knowledge and skills, visionary, confident, networking, ambitious, cross culture, and drive to improve*) with Campbell's (2006) framework, it is clear that while many overlaps can be identified, *empowerment* is not present in both HPs' and Others' constructs. Further to this, *multicultural awareness* also cannot be found in HPs' constructs.

Another research study conducted by Kets de Vries and colleagues (2004) at INSEAD developed the Global Executive Leadership Inventory (GELI) which measures leadership competencies along 12 dimensions: (a) *visioning*, (b) *empowering*, (c) *energizing*, (d) *designing and aligning*, (e) *rewarding and feedback*, (f) *team building*, (g) *outside orientation*, (h) *global mindset*, (i) *tenacity*, (j) *emotional intelligence*, (k) *life balance*, and (l) *resilience to stress*. A comparison with this study reveals that while there are many alignments between the INSEAD research and HPs and Others' key constructs, the competencies *empowering, energizing, team building, and emotional intelligence* described by GELI do not appear in the Chinese managers' key constructs in this study.

Benchmarking the Chinese managers' missing constructs (*e.g. empowering, energizing, team building, emotional intelligence, etc.*) against the four transformational leadership behaviours identified by Bass (1985) (*idealized influence, inspirational motivation, intellectual stimulation, and individual consideration*), it appears that most of them can be categorized as transformational leadership characteristics.

Avolio & Gibbons (1988) pointed out that transformational leaders evaluate the potential of all followers in terms of their ability to fulfil current commitments, while also envisioning expansion of their future responsibilities. To verify this argument, Avolio and colleagues (Avolio et al. 2002) integrated different sources to build a conceptual framework encompassing three main domains of follower development: *motivation, morality, and empowerment*; they found clear evidence of a positive impact of transformational leaders on follower development. The leadership behaviours

described in Avolio et al.'s (2002) framework overlap with the missing constructs of the Chinese managers identified above (i.e. *empowering, energizing, team building, etc.*).

Even this comparison cannot directly lead to the conclusion that the Chinese managers interviewed in this research have a transactional leadership mindset; clear evidence shows that at least *they do not perceive the importance of some transformational leadership constructs*. As people's behaviours are guided by their constructs (PCT, Kelly, 1955), such finding means that these managers might not focus on the development of such transformational leadership behaviours. This situation would be particularly problematic when the senior leaders in the same company utilized transformational leadership constructs to judge leadership capabilities and potential (as identified in Project One). This issue is further discussed in the Section 8.3 below.

8.2 Research Question Two: “What is the degree of alignment between these Chinese managers’ leadership constructs and LCFs?”

A gap was identified in Project One when comparing senior global leaders’ important constructs with LCFs: among the sample companies the degree of alignment was between 50% and 80%, which supports the notion that LCFs may not properly reflect the organisations’ implicit/unconscious leadership concepts (Turnbull James and Ramos, 2009).

A comparison conducted in this study between the LCFs and the high/low potential Chinese managers using the same method revealed a much lower degree of alignment; the overall degree of alignment with HPs ranged between 35 - 66.7%, whilst the result for Others was between 25% and 55.5%. At the same time, seven constructs (five from HPs and two from Others) were not present in the LCFs but were commonly seen as important to the interviewees.

It is important to note that the degree of alignment between interviewees’ constructs and *most* (54%) of the competencies in the LCF was below 40%, among which, thirteen competencies (26%) that featured in the LCFs were not mentioned by *any* of the

interviewees.

While the first project found that the company-prescribed leadership competencies were not aligned with the senior leaders' constructs, this project confirms that these competencies are not being recognized by managers further down the hierarchy as well.

As Hollenbeck et al. (2006:341) pointed out: "As we look across the business scene, we see little evidence that these systems (LCFs), in place for years now, are producing more and better leaders in organizations." The findings in this research have confirmed that, despite the companies use LCF as a critical method in leadership selection and development, the competencies described in LCFs are not aligned with those of the Chinese managers' (both HPs and Others). Therefore, a more fundamental review of the effectiveness of the LCF should be considered. This is especially important when most of the MNCs in China use LCFs as an important document to guide their leadership development activities.

8.3 Research Question Three: "Do the Chinese managers construe leadership differently from senior global leaders?"

The data analysis demonstrated that following discrepancies between senior global leaders and Chinese managers can be identified

- *Chinese managers are less cognitive complex in the leadership domain.*

The average number of constructs elicited from Chinese managers was 10.3, which is 26% lower than the senior leaders' 12.7. PCT (Kelly, 1955) suggests that individuals who generate more constructs would be cognitively more complex than those who generate fewer constructs. While cognitive complexity is not a measure of intelligence, this certainly suggested that the Chinese managers' view of leadership is less nuanced than the senior global leaders. This may be because the senior leaders gathered in-depth understanding through broader and more complex tasks and experience. The working experience in different culture environment has definitely impacted these senior global leaders' concepts: in Lynton and Thøgersen's (2006) research they found the senior

executives learned new ways of perceiving the cross-culture environment and new ways of reacting within it – “They have become more complex, more connected, and more personal as the basis for their consistently impressive business results.” (Lynton and Thogersen, 2006:170)

Bieri (1955: 185) suggested that “A more cognitively complex person has available a more differentiated system of dimensions for perceiving others’ behaviour than does a less cognitively complex individual”. And Larson and Rowland (1974: 38) also pointed out that “individuals with low cognitive complexity are characterized as having categorical black-white perceptions as well as relatively few but rigid rules of integration”. Following these points it is very likely, when perceiving leadership capabilities and developing leadership behaviours, that the Chinese managers are less flexible and have a narrower view than the senior global leaders. This point echoes the senior global leaders’ perspectives on Chinese managers’ career barriers that “*Chinese managers are not flexible enough*” (note: “*flexible*” was identified as one of the key constructs for senior leaders but not for the Chinese managers), “*they don’t have broad view*”, etc. Clearly, such observations may have negatively impacted the middle level Chinese managers’ career progress.

Further, such phenomenon not only affects the Chinese managers’ own career progress but also impacts the companies’ long term leadership capability. Because the middle level managers play important roles in the selection, coaching and development of their junior subordinates, it may create a critical challenge to the companies’ long term leadership pipeline if these middle level leaders do not have a comprehensive view of leadership capabilities. Therefore it becomes an important task for companies to define clear criteria and use them to select, develop, and communicate with the middle level managers in order to create sustainable leadership development.

- *The leadership constructs within the Chinese manager group are less consistent than senior global leaders*

Further to the above, compared with the senior global leaders, many fewer common constructs could be identified for the group of Chinese managers: while 52% (12 out of

23) construct were identified as key to for the senior global leader group, only five and seven key constructs (28% and 44%) could be identified for high/low potential Chinese managers respectively. This provides an indication that there is much less consensus among Chinese managers in terms of how to construe leadership. This may well be because due to the high turnover of the talent market Chinese managers' working experience in a single company is typically much less than the senior leaders, leaving less time to align their leadership perspectives among the group. In such circumstances, it is even more incumbent upon companies to communicate leadership expectations as a means of aligning understanding and guiding middle managers' leadership competency development.

- *The gap between senior global leaders' and Chinese managers' constructs might represent a challenge for Chinese managers' career progress*

One of the key findings from the analysis is that that 50% (six out of 12) of senior global leaders' key constructs were absent from those of the Chinese managers: *communication, charisma, team development, creative, flexible, and emotional intelligence*. As most of these can be categorized as charismatic/transformational leadership characteristics, this finding is in line with comparisons between Chinese managers' constructs and leadership literature which confirmed that the Chinese managers were less focused on charismatic/transformational leadership behaviours. More importantly, as the constructs *charisma and communication skill* registered as very critical in how senior global leaders identify global leadership capabilities yet were missing in Chinese managers', it indicates a potential challenge to Chinese managers' career progress.

Despite the data showing that three constructs (*professional knowledge and skills, visionary and confident*) were commonly shared between Chinese managers and senior global leaders, it is important to appreciate the differences that emerged in their definitions, i.e. even though some construct labels are the same, they contain different meanings for different groups of people. These differences were summarized in Table P2.28 (page 172) in Section Seven above. One example is that for Chinese managers the construct "*professional knowledge and experiences*" also meant solid educational

background and fluent English communication - a leader without such competencies may not be seen as capable in Chinese managers' eyes, even the senior global leaders may have a different view on the same individual.

The gaps identified here provide some explanation as to the slow career progress of Chinese managers within MNCs. According to ILTs (e.g. Schyns, 2006; Lord & Emrich, 2000), senior leaders rely upon their leadership constructs to evaluate leadership capabilities and decide promotions. However the Chinese managers were either not aware of the importance of these senior global leaders' key constructs, or did not share the same understanding of these constructs. Further, only one (*team development*) of the six missing constructs was indicated in the companies' LCFs, which not only highlights the issue of Chinese managers' career progress but also emphasizes the challenge to the utilization of the LCF as the major communication and leadership developmental tool in MNCs.

A positive sign relating to this issue is that among the missing constructs of Chinese managers, the constructs *communication*, *charisma*, *team development* were frequently mentioned by both HPs and Others but failed to be identified as key constructs due to their low variability. This means the Chinese managers might realised the necessity of mentioning these constructs even the significance of these constructs was not yet high to them. Such a phenomenon indicates a possible evolving process of the Chinese managers' transformational leadership concepts (i.e. developing from frequently mentioning to understanding the importance). As described by ILTs (e.g. Konrad, 2000; Russell & Rush, 1987), people's leadership perspectives change slowly over time. In order enhance this developmental process such messages should be reinforced through leadership training, senior leaders' coaching, and other communication and leadership development methods.

8.4 Conclusion and Next Step of the Research

The results of this research not only contribute to knowledge about how Chinese managers in MNCs construe leadership, they also challenge the credibility and

functionality of the LCF as a commonly adopted method for leadership communication and development in MNCs' China organisations. Flowing from this position the findings generated by this research can be taken as a starting point for rethinking how MNCs should design leadership selection, communication and development activities.

This research has identified a clear gap between the senior global leaders' and Chinese managers' leadership constructs, which provides some explanation to the slow career progress of Chinese managers. In order to further understand the challenges involved in Chinese managers' career progress, the next phase of this research (Project Three) will specifically study how the interviewees perceive the career barriers of Chinese managers, and the relationship between these perspectives and the individuals' leadership constructs.

PROJECT THREE REPORT

Table of Contents

ONE: PURPOSE OF THIS PROJECT	187
TWO: RESEARCH QUESTIONS	187
THREE: RESEARCH METHODS	188
FOUR: RESULTS OF QUALITATIVE DATA ANALYSIS	190
4.1 Senior Global Leaders' Perspectives on the Chinese Managers' Career Barriers ..	190
4.2 Chinese Managers' Perspectives about Their Own Career Barriers	192
FIVE: DISCUSSION.....	193
5.1 Review Senior Global Leaders' Perspectives on Chinese Managers' Career Obstacles.....	193
5.2 The Senior Global Leaders' perspectives strongly resonate with their key constructs but these key constructs are not seen as important to Chinese managers.....	197
5.3 Review of Chinese Managers' Own Perspectives	198
5.4 Comparison between Senior Global Leaders' and Chinese managers' Perspectives.....	200
SIX: CONCLUSIONS OF PROJECT THREE.....	203

ONE: PURPOSE OF THIS PROJECT

In the first two projects the leadership constructs of senior global leaders and high/low potential Chinese managers were elicited and compared, a process which identified clear gaps between Chinese managers' and senior global leaders' constructs.

In order to understand whether how senior global leaders and Chinese managers construe leadership makes any contribution to the slow career progress of Chinese managers, the final project presented here is an exploratory study of how participants in this research perceive career barriers for Chinese managers and the relationship between the leaders' judgments and their own leadership constructs.

TWO: RESEARCH QUESTIONS

Project three therefore addresses the following research questions:

- *What do senior global leaders in this study perceive to be Chinese managers' career barriers?*
- *How do high/low potential Chinese managers in this study perceive their own career barriers?*
- *What are the commonalities and differences between senior global leaders' and Chinese managers' perspectives?*

Building upon these questions the findings were subsequently compared to determine:

- *Whether their perspectives related to their own leadership constructs?*
- *What other factors impact Chinese managers slow progress to senior positions?*

THREE: RESEARCH METHODS

A semi-structured interview approach was adopted to give the interviewees latitude and control over the process when exploring perspectives (Fowler, 1993). There are a number of grounds to support this as a research method: first, the semi-structured interview offers opportunities to identify and pursue questions that may not be immediately apparent to the concept/problem under of investigation. Second, as a means of intervention, its flexibility allows additional, diverse probes that can elicit a wider range of information which is idiosyncratic to the individual in terms of experience and perception. Third, because this section was an extension of the RGT interview, it also enabled the researcher to further build on rapport established during the RGT interview process in order to elicit deeper and more personal answers (Seidman, 2006).

In terms of process, subsequent to the completion of each RGT interview, the semi-structured interview was conducted as part of the natural flow of the research intervention with interviewees already engaged, and primed for response. To ensure a degree of consistency, each component started with the open question: “*What are the major obstacles of Chinese managers’ career progress in becoming senior global leaders?*” was asked to the senior global leaders in Project One. This approach not only provided opportunities to help the researcher understand the general perspective of these leaders, it also created room for eliciting further information that revealed important insights into how these leaders viewed the nature and parameters of this problem. Similarly, during interviews with Chinese managers’ in Project Two, an initial question, modified to “*What are the career obstacles for your own career progress in becoming a senior global leader?*” was asked and then followed with further probes to elicit the Chinese managers’ perspectives.

In terms of data analysis, a qualitative coding process is adopted to categorize and analyze the interviewees’ perspectives: the data generated from each interviewee (e.g. passages of text, key words, metaphors, etc.) are coded into themes that allow the elicited barriers to be categorized and subsequently clustered. After this process is

completed at the individual level, analysis focuses on coherence within groups (i.e. among the groups of senior leaders, HPs and Others) within each company, then across the companies (Seidman, 2006). This process allows the researcher to retrieve data quickly as well as revealing structural trends both within and across specific corporate environments. To avoid over-construing the interviewees' ideas, direct quotations from transcriptions are included, with the explanations of categories relating as closely as possible to each interviewee's own wording (Seidman, 2006).

To address the research questions concerning resonance and difference between the perspectives and their leadership constructs, analysis then proceed along comparative lines, i.e. constantly reference back to the definitions of interviewees' leadership construct to make comparisons.

FOUR: RESULTS OF QUALITATIVE DATA ANALYSIS

To keep a clear structure for this report, this section focuses only on reporting the key findings from the qualitative data analysis. The detailed data which support the coding process can be found in Appendices 29 and 30.

4.1 Senior Global Leaders' Perspectives on the Chinese Managers' Career

Barriers

The following obstacles emerged from the senior leaders as common perspectives on Chinese managers' career barriers. The descriptions of these barriers were quoted from interviewees' own words, and under each topic heading the quotation is indicative of a range of comments reflecting similar views.

- Obstacle One: Communication issues

SAMPLE QUOTE: Sometimes it is hard to understand Chinese managers' communication approach - they are not willing to speak out, and their messages are not easy to understand.

- Obstacle two: Not charismatic

SAMPLE QUOTES: They do not behave like leaders. Not respectful for the team members.

They are not creating enough impact in the cross cultural environment.

They do not aggressively inspire people to pursue objectives.

- Obstacle three: Not creative

SAMPLE QUOTES: Chinese managers are good at following the rules but are not creative.

They are not 'thinking out of the box'.

- Obstacle four: Not capable in leading and developing team

SAMPLE QUOTES: Many Chinese managers are good individual contributors but not

good at leading and developing team.

They see the team members as potential competitors; therefore they are not willing to share knowledge and experience to develop the team.

- Obstacle five: English language

SAMPLE QUOTES: Some Chinese managers do not speak good English, which creates challenges in the cross-culture communications.

When speaking English their behaviours are very different from when they are communicating in Chinese - without understanding the meanings, I observe when communicating in Chinese they are much more confident and faster.

- Obstacle six: Mobility

SAMPLE QUOTES: Many Chinese managers are not willing to take overseas jobs because they are afraid of losing short term (local) career opportunities. This impacts their long term career progress.

They are reluctant to take the overseas assignment to help them develop their cross-cultural understanding and global thinking. May be because the risk is too high?

- Obstacle seven: Time allowed for leadership development is still too short, however the right strategy is not in place

SAMPLE QUOTES: It takes time to develop leaders. Compared with the mature market the history of China leadership development in MNCs is very short.

Companies need to confirm their desire of developing Chinese managers to become global leaders (some may not intend to do so), and develop a sound strategy to accelerate leadership development.

While identifying the above cross-company themes, there were also some company-specific obstacles which may relate to the company culture and business nature. For example, the obstacles of “*networking*” and “*joint venture set up*” were only mentioned by interviewees in company A. As the “*joint venture*” set up is uniquely related to company A’s China business, while “*networking*” aligns with the senior leaders’ “*additional competency*” to Company A’s LCF in the Project One analysis.

4.2 Chinese Managers' Perspectives about Their Own Career Barriers

A similar process was conducted to identify how Chinese managers perceived their own career barriers. Results of the data analysis indicated that there was no perceptible gap between the HPs and Others groups therefore the following summary represents both groups' perspectives:

- Obstacle one (perceived by Chinese managers): Western managers do not understand our behaviours

SAMPLE QUOTES: *The senior leaders are biased when judging our behaviours from Western cultural perspectives.*

Our behaviours and efforts are not understood and appreciated.

- Obstacle two (perceived by Chinese managers): We are not trusted

SAMPLE QUOTES: *The senior leaders only trust people from the same culture background.*

Local managers do not have chance to build up good relationships with the senior leaders in headquarters therefore they do not have confidence in us.

- Obstacle three (perceived by Chinese managers): Language is a challenge

SAMPLE QUOTES: *When communicating in English we have to translate the messages in our mind, which makes us less effective.*

- Obstacle four (perceived by Chinese managers): The company has no desire to develop Chinese managers to be global leaders

SAMPLE QUOTES: *The company does not give enough opportunities to Chinese employees.*

*Actually they have no intention of developing Chinese managers to be global leaders - we are just here to deliver **their** strategy.*

Interestingly, around 27% of the interviewees did not see any obstacles to their career development: *"I can develop my career to be a global leader; if not in this company it must be in another company. It's just a matter of time."*

FIVE: DISCUSSION

This section first reviews the senior global leaders' perspectives on Chinese managers' career barriers, and then compares these with their leadership constructs. Following this, a comparison is made between Chinese managers' and senior global leaders' perspectives.

5.1 Review Senior Global Leaders' Perspectives on Chinese Managers' Career Obstacles

Six obstacles have been identified, which represent the senior global leaders' major views on what competencies and behaviours prevent (or slow down) Chinese managers' career progress to become global leaders.

- *Obstacle One: Communication issues*

This was the most frequently mentioned obstacle. Some senior global leaders expressed difficulty in understanding Chinese managers' communication approach. While most interviewees struggled to articulate the root of such problems, it clearly lay in their concern for understanding different culture-related communication approaches. Such observation is in line with Hofstede's (2001) cross-culture research findings that, compared with Western society, *the norm in Chinese culture tends towards hierarchy*, and in a multi-cultural environment the Chinese *preference for indirect communications*.

- *Obstacle two: Not charismatic*

During the interviews some senior global leaders admitted that some Chinese managers' behaviours were hard to understand especially from a different cultural perspective. Previous cross-cultural research findings (e.g. GLOBE project of House et al., 1999, 2002, 2004; Hofstede, 1980, etc.) confirm Chinese managers' behaviours *are* less focused on *aggressiveness* than Western managers', and they have different perceptions/ways of influencing people in the organization. As a result a "charismatic leader" from a Chinese perspective may not be seen as a good leader in Westerners' eyes. This becomes an issue when managers behave in a "Chinese humble way" in

Western-culture dominated organizations; not surprisingly, the Western senior global leaders perceive the Chinese managers as “*not charismatic*”.

Che et al.’s (2011) recent study provides some input to this discussion; in trying to understand how Chinese employees perceive charismatic leadership behaviour and comparing this with previous research they found that being an “exciting public speaker” was deemed to be an indicator of unconventional behaviour by Chinese employees, however it was identified as important character for leaders in Western societies (e.g. Conger et al., 2000; Bass, 1997, etc.). This also provides insight to the senior global leaders’ comments on Chinese managers’ communication issue discussed above.

It is important to note that while Western interviewees viewed Chinese managers’ behaviours as not charismatic, their counterpart Chinese senior global leaders felt that Chinese behaviours are “less appreciated”, and that they have to behave in the “Western way” (“*to be an extraordinary Chinese*”) in order to develop their career in multinational companies. At the same time, many Chinese interviewees expected Western senior executives to have “*sharp eyes*” to understand and value cultural differences, instead of “*only trusting people from the same cultural background*”.

- *Obstacle three: Not creative*

This observation echoes Tan and Wellins’ (2006) research on how the education system impacts the Chinese managers’ leadership behaviours: from primary school to university, a heavy emphasis is laid on recitation and memorization rather than creative problem-solving which is regarded as a crucial competency for leadership positions in multinational organizations.

- *Obstacle four: Not capable of leading and developing teams*

The Chinese managers were perceived as “*seeing the team members as potential competitors*”. The Chinese education system greatly encourages individual competition and does not emphasise transformational leadership behaviours such as sharing, motivating and supporting each other. This observation aligns with the

research findings in Project Two that transformation characteristics seem to be missing in Chinese managers' key constructs.

This observation might also relate to the highly competitive market environment in which Chinese managers currently operate that has not only created a “sense of urgency” in achieving business objectives but also in career advancement. In this climate if companies do not demonstrate career paths to the local managers (especially when most of the senior leadership positions are still occupied by expatriates), it may create perceptions among the Chinese managers that they have to compete for a very limited number of senior positions within the organization – enhancing their defensiveness mindset even further.

- *Obstacle five: English language*

The English language issue seems to be a fundamental problem underlying this subject. Fluent English speaking is an essential requirement for communication in the multinational business environment. However, as English is the second language of Chinese managers, the challenge for many of them is not only about accurately communicating messages, but also the impact of doing so on their confidence levels (normally people are less comfortable when communicating in second language). Therefore English language capability also relates to several important leadership competencies such as “*speaking out*”, “*creating impact in cross cultural organizations*”, and “*establishing trust with the senior leaders (who do not speak Chinese)*”, etc. This places them at an obvious disadvantage when being compared with native English speakers.

- *Obstacle six: Mobility*

Cross-cultural experience is seen as a useful way to develop leaders (Gregersen et al., 1998, Caligiuri and Santo's, 2001, etc.), not only in terms of their global mindset and strategic thinking (which currently, according to comments by the senior leaders, “*many of Chinese managers do not have*”) but more importantly, to help them better understand cross-cultural behaviours. However, the “*mobility*” issue (not willing to move out of the country) has been identified as an obstacle, because some senior global

leaders think the Chinese managers are *narrow focused and not flexible*, therefore they miss out on crucial cross-cultural development opportunities. This issue is also in line with previous cross-cultural research findings (e.g. Hofstede, 1980, GLOBE project of House et al., 1999, 2002, 2004, etc.) that Chinese managers scored higher in “uncertainty avoidance” than US/UK managers.

An alternative explanation for this obstacle leads to rather different conclusions i.e. that Chinese managers are reluctant to move abroad because they do not want to miss career opportunities in what is recognized as a fast growing market (they may get better opportunities in the local market in the short term, rather than going abroad for two to three years to be promoted to similar job levels afterwards). Continuing in this vein, English language ability creates a further barrier to managers’ mobility (especially when their family members do not speak English).

- *Obstacle seven: Time allowed for leadership development is still too short, however the right strategy is not in place*

It was the view of several interviewees that it takes time to develop a senior global leader. However, another voice from senior global leaders counteracted this view, making two major points: first, that companies do not have the right strategy to identify and develop high potential managers; and second, that some MNCs are still Western-culture-centric and only trust people from their home country and therefore there might be a lack of desire to develop Chinese employees to be global leaders.

The above review indicates that many of the Chinese managers’ career obstacles, as described by senior global leaders were guided by Western-culture-oriented perspectives, and do not necessarily align with the Chinese local environment (e.g. culture, education, talent competition, etc.). At the same time, many obstacles are related to people’s fundamental behaviours, characteristics and skills and hence are not easy to improve. For example, it is difficult to behave as a “Western style” charismatic leader (e.g. to become an “exciting public speaker”); to overcome the English language barrier (for both employees and their family members) and change the mobility-related mindset in order to accept overseas assignments; to become creative, etc. Therefore, within a

“Western-culture-centric” MNC environment, the *traditional* Chinese managers’ behaviours can easily be perceived as “ineffective”.

5.2 The Senior global leaders’ perspectives strongly resonate with their key constructs but these key constructs are not seen as important to Chinese managers.

In the comparisons made in Project Two six key constructs were identified as important for senior global leaders but not for Chinese managers, these were: *communication, charisma, creative, flexible, team development and emotional intelligence*. When comparing senior global leaders’ perspectives on Chinese managers’ career obstacles with their *key constructs*, strong connections can be identified:

Table P3.1 Comparison between career barriers observed by senior global leaders and their key constructs

Obstacles	Description	Senior global leaders' key constructs	Definition
Communication issues	Sometimes it is hard to understand Chinese managers' communication approach - they are not willing to speak out, their messages are not easy to be understood.	Communication skill	Good at convey and express opinion to get people understood; understand people's needs and thoughts
Not charismatic	They are not creating enough impact in the cross culture environment. Not aggressive to pursue the objective. They do not behave like a leader.	Charisma	A inherent personal quality to inspire and influence others
Not creative	Chinese managers are good at following the rules but not creative. They are not "thinking out of the box".	Creative	Able to come up with new idea and concept
Not capable in leading and developing team	Many Chinese managers are good individual contributors. They see each other as competitors, therefore not willing to share the knowledge and experiences to develop the team.	Flexible	Adapt to various situations and solutions
English language	Some Chinese managers do not speak good English which has not only created challenges in the cross-culture communications but also impacted their behaviours. It is very different from when they communicating in Chinese - without understanding their meanings, I observe when communicating in Chinese they are much more confident and faster.	Team development	Identify team members' potential and willing to grow them up
Mobility	Chinese managers are focused on the short term. They are reluctant to take risk of overseas assignment to develop their cross culture understanding and global thinking. This impacts their long term career progress.	Emotional intelligence	Self aware, and sensitive to people's feeling
Time allowed for leadership development is still too short, however the right strategy is not in place	It takes time to develop senior leaders. Compares with the mature market the history of China leadership development in MNCs is very short. At the same time, the companies should confirm their desire of developing Chinese managers to become global leaders (some may not intend to do so), and develop a right strategy to accelerate the leadership development.		

The above table demonstrates that the Chinese managers' career barriers which were observed by the senior global leaders (especially the first four barriers) were mainly guided by a very distinctive prototype (i.e. the senior leaders' key constructs). This supports ILTs research findings: people use their leadership prototype to judge leaders' capabilities and potentials (Lord & Emrich, 2000). However, as Chinese managers were not aware of the importance of these constructs (i.e. these constructs were missing from the Chinese managers' key constructs and most were not described in their companies' LCFs), this could be a serious issue for Chinese managers' career progress.

Again, as discussed in Project Two, most of these Chinese managers' *missing* constructs can be categorized under charismatic/transformational leadership style, however they were used by the senior leaders to perceive Chinese managers' career barriers, it is very likely for the senior global leaders to conclude that *it is difficult for Chinese managers to become global leaders because they are not charismatic/transformational leaders.*

5.3 Review of Chinese Managers' Own Perspectives

- *Obstacle one (perceived by Chinese managers): Western managers do not understand our behaviours*

Epitropaki and Martin's (2004) research indicated that leaders are expected to adjust their behaviours to match their subordinates' implicit profile, creating a consequent positive effect on the quality of relationships with their subordinates. To follow this point, in order to be seen as "good leaders" and build up positive relationships with their team members, Chinese leaders would have to behave in the "Chinese way" that their subordinates (Chinese employees) expect. However, subordinates' expectations do not necessarily align with those of the leader's manager (Fields and Porr, 2006) especially when the manager has a different cultural background. In such circumstances the Chinese managers either to behave flexibly to adopt both subordinates' (Chinese) and managers' (Westerners) expectations, or struggle to deal with the misaligned expectations of both. At the same time, as Earley and Mosakowski (2004) pointed out, those people who are socially the most successful in their own cultural environment often have the greatest difficulty in adjusting their behaviours to make sense of, and

then be accepted by, cultural strangers. Not surprisingly, a number of Chinese managers commented: *“This is especially tough. I think you really have to be an extraordinary Chinese person to think and behave in the Western way”*.

- *Obstacle two (perceived by Chinese managers): We are not trusted*

Earlier cross-cultural research (e.g. Hofstede, 1980, GLOBE project by House et al., 2004, 2002, 1999, etc.) has confirmed that compared with their Western counterparts, Chinese managers are more focused on collaboration and personal relationships. In this research, *collaborative* and *networking* were identified as key constructs for HPs and Others respectively. However, as most of the communications between MNCs' local organizations and head offices were handled by expatriate managers, the Chinese managers generally did not have a chance to build relationships with senior leaders at their headquarters so guided by their key constructs (*collaborative* and *networking*) they perceived themselves as being in a disadvantaged position when competing with Western managers for career opportunities.

- *Obstacle three (perceived by Chinese managers): Language is a challenge*

Realizing the importance of English communication the Chinese managers defined *English language* as an important element of their key construct *professional knowledge and experience*. Despite the fact that employees in MNCs have generally high levels of English language competency some Chinese managers still feel challenged when dealing with English native speakers. This echoes some Western senior leaders' comments, e.g.: *“Without understanding their meanings, I observe when communicating in Chinese they are much more confident and faster.”*

- *Obstacle four (perceived by Chinese managers): The company has no desire to develop Chinese managers to be global leaders*

It should be a logical intention for MNCs to develop Chinese managers to senior leadership positions and eventually supply to the global leadership resources. But this objective was not clearly communicated within the organisations. During the interviews, some Chinese managers linked this issue with the senior leaders' *lack of understanding of* and *not trust in* local managers.

Summary

The above review demonstrates that the barriers Chinese managers perceived in their own career development were either linked to their key constructs (e.g. *professional knowledge and experience, collaborative* and *networking*, etc.) and/or were culture-related. Additionally, a clear impression from the review was that many Chinese interviewees were frustrated by dealing with such challenges to progress their careers in MNCs. At the same time however, another group (27%) of Chinese managers did not see any obstacles to their career development. While this demonstrated their strong confidence (*confident and can-do attitude* were identified as their key constructs), it also indicated that they were not aware of issues that potentially affected, or were likely to affect, their career progress. This is problematic especially when the senior leaders use their own leadership constructs to judge the Chinese managers' leadership capability and potential, but the Chinese managers themselves are not aware of the importance and impact of these constructs.

5.4 Comparison between Senior Leaders' and Chinese managers' Perspectives

Both senior global leaders and Chinese managers were aware that *cross-cultural understanding* is an obstacle to Chinese managers' career progress. However, they perceived this issue from different positions: while the senior global leaders felt that the Chinese managers' behaviours were hard to understand, the Chinese managers complained that their behaviours were not understood and appreciated.

Several suggestions can be provided for dealing with this problem. Brislin, Worthley and Macnab (2006) suggested that "confusion acceptance" (the act of accepting *not knowing*) might be an important attribute of cross-cultural understanding, maintaining that those who fully embody the habits and norms of their native culture may be the most alien when they enter a culture not their own. In situations where differences cause a problem the senior global leaders should be able to deal with the confusion caused by cultural differences, and then work with Chinese subordinates to better understand their behaviours. At the same time, the Chinese managers also need to improve their cultural intelligence to better understand their leaders' expectations, and

adjust their behaviours in order to perform well in the cross-cultural environment.

Cross-cultural understanding can also be useful in dealing with the *trust* issue perceived by Chinese managers. It not only supports companies to develop a transparent and unbiased selection/development process, but also helps them to build up positive relationships between senior leaders and Chinese managers.

English Language was perceived as a fundamental problem by both Chinese managers and senior global leaders. Unfortunately none of the case study companies' China organisations identified *English language* as an essential criterion for Chinese leadership selection and development. It might be that because many MNCs adopted headquarters-developed LCFs to guide their leadership development activities, and the English language issue was not a "universal" challenge across the global organizations, it therefore was overlooked. If this issue has indeed prevented the Chinese managers' career progress, the English language capability should be added as an important criterion locally for the identification and development of leadership talents.

The other career barriers identified by senior global leaders, e.g. *not charismatic, communication issue, not creative, etc.*, were based on their key constructs. However, it is not surprising that none of these obstacles resonated with Chinese managers' own perspectives because these key constructs of senior leaders were not perceived as important to Chinese managers. Further, as identified in Project Two, in comparisons between senior global leaders' key constructs and LCFs, most of these Chinese managers' missing constructs were not described in the LCFs which created a bigger problem for Chinese managers' in improving their leadership behaviours.

Finally, both groups questioned the companies' intention to develop Chinese managers to become global leaders. As a foundation of leadership development, this issue needs to be addressed promptly by clarifying and communicating the objectives of Chinese leadership development and designing appropriate strategies to achieve these objectives.

When analysing the perspectives of the different groups, it is important to realize the

potential impact of fundamental attribution error (FAE) (Gilbert & Malone, 1995; Rose, 1977). FAE refers to the tendency to over-value dispositional explanations for the observed behaviours of others while over-value situational explanations for their own behaviours, i.e. when people explain the behaviours of others they tend to underestimate the situation but when explaining their own behaviours in a certain situation people tend to overestimate the situation (Gilbert, 1998). For the present study this means when describing Chinese managers' career barriers a potential bias might exist: for senior global leaders, they may tend to link this issue with the Chinese managers' capability gaps (dispositional), but for Chinese managers themselves, they would consider the impact of the environment (situational). While the FAE's impact on this research requires further study, it is worth to be noted in this report.

SIX: CONCLUSIONS OF PROJECT THREE

In this Project the perspectives on Chinese managers' career barriers were identified by using a qualitative method. From the analysis it is clear that both Chinese managers and senior global leaders were based on their own cultural perspectives using their own leadership constructs to view this subject.

Some common perspectives were identified, i.e. both groups perceived that differences in culture-related behaviours led to obstacles for Chinese managers' career progress. They also both agreed that English language (as the second language for Chinese managers) created some challenges to Chinese managers' career progress in the multinational organisations.

More importantly, while senior global leaders used their key constructs to perceive the Chinese managers' career barriers, e.g. that the Chinese managers *were not charismatic, not creative, and not able to lead and develop the team*, etc., Chinese managers were unable to articulate these barriers – a factor which might end up affecting their career development. This lack of awareness strongly reinforces the findings of Project Two which suggested that a fundamental breakdown in the communication of leadership expectations is at play in retarding the career progress of Chinese managers.

While the data analysis identified challenges to Chinese managers' career progress, it is also clear that thus far the companies have not developed effective methods to deal with these issues. This point was supported by the comments from both senior global leaders and Chinese managers that the objective and strategy of Chinese leadership development has not been clearly defined and communicated. Therefore some leaders questioned the existence of company intentions to develop Chinese leaders to be global leaders, a point which is fundamental to the focus of this study.

As can be seen, the research findings in this project which have been presented above, together with the outcome of the first two projects, have provided substantial evidence relating to the research problem “*why do so few Chinese managers progress to senior*

leadership positions in MNCs?” These findings and their implications are further reviewed and discussed in the linking document of this thesis.

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APPENDICES

Appendix 1: Interview invitation (to senior global leaders).....	216
Appendix 2: Project One interviewee background.....	217
Appendix 3: Mean scores and variations – identify important constructs of senior global leaders.....	218
Appendix 4: Definitions of the important constructs – senior global leaders	233
Appendix 5: Average score of constructs by element category – senior global leaders.....	243
Appendix 6: Table of researcher A initial coding – senior global leaders.....	258
Appendix 7: Table of researcher A second coding – senior global leaders	261
Appendix 8: Table of researcher A third coding – senior global leaders.....	267
Appendix 9: Comparison of initial coding – researcher A and researcher B	272
Appendix 10: Comparison of second coding – researcher A and researcher B.....	277
Appendix 11: Comparison of Third Coding – Researcher A and Researcher C	285
Appendix 12: Calculation of second coding reliability.....	290
Appendix 13: Calculation of third coding reliability.....	291
Appendix 14: Normalized variation for each construct – senior global leaders	292
Appendix 15: Cross grid analysis - identify constructs senior global leaders used to discriminate high potential managers	299
Appendix 16: Cross grid analysis - identify constructs senior global leaders used to discriminate Global Leaders.....	300
Appendix 17: Constructs senior global leaders used to distinguish High Potential Managers.....	301
Appendix 18: Constructs senior global leaders used to distinguish Global Leaders....	302
Appendix 19: Mean scores and variations - identify important constructs of High Potentials.....	303
Appendix 20: Mean scores and variations – identify important constructs of Others .	318

Appendix 21: Definitions of the important constructs - High Potentials	333
Appendix 22: Definitions of the important constructs – Others.....	340
Appendix 23: Comparison on coding outcome– High Potentials	347
Appendix 24: Comparison on coding outcome– Others	353
Appendix 25: Calculations for reliability of researcher A and researcher B – High Potentials.....	358
Appendix 26: Calculations for reliability of researcher A and researcher B – Others .	359
Appendix 27: Normalized variations for each construct – High Potentials	360
Appendix 28: Normalized variations for each construct – Others	364
Appendix 29: Key obstacles perceived by senior global leaders	368
Appendix 30: Key obstacles perceived by Chinese managers	369

Appendix 1: Interview invitation (to senior global leaders)

Dear **XX**,

I am writing to invite you to participate in a research project I am currently conducting. The topic of the project is “Leadership Perspectives of Multi-National Companies Managers”.

Many MNCs in China are facing big challenges in talent development and put a lot of effort into recruiting and developing high potential employees and supporting them to become leaders in the company. However, the progress of such development is very often below expectations.

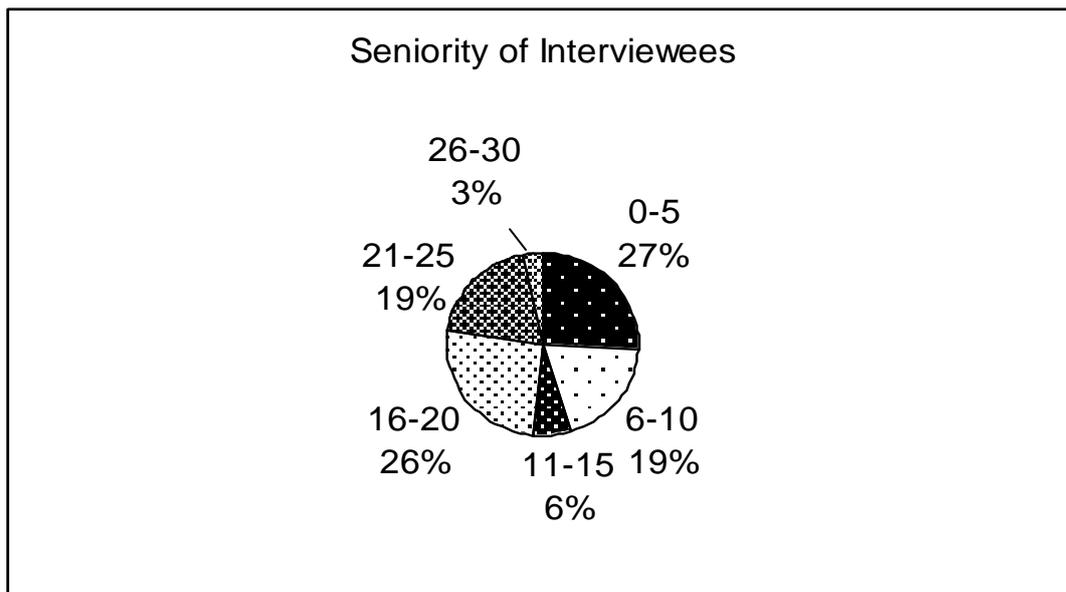
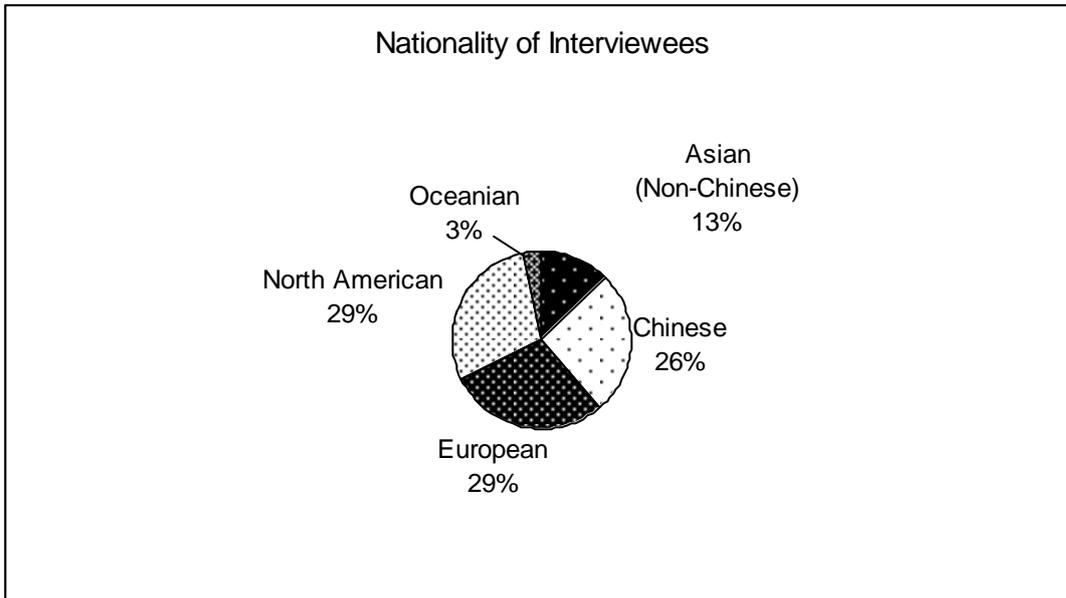
Instead of reviewing the process and programs of leadership development, this research intends to focus on deeper understanding of leadership perspectives – what kind of leaders do we need? With a thorough understanding of the expectations, the foundation of leadership development will become much more solid.

Therefore, as the first step of this research, I will try to understand the actual criteria of each senior global leader when making leadership selections and promotions. After that this research will further analyze the commonality and differences between the individuals, and try to identify “the leadership expectations of the management team”. The result will be presented back to your management team and hopefully can add value to your HR management process, i.e. recruitment, training and leadership development, etc.

I would like to have a brief meeting with you to clarify any questions you may have. Please let me know your availability.

Many Thanks & Best Regards,
Lake Wang
Head of Human Resources
BP Global Petrochemicals SPU and BP China

Appendix 2: Project One interviewee background



Appendix 3: Mean scores and variations – identify important constructs of senior global leaders

Mean scores and variations about construct means – Interviewee A2

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Ability to think strategically	2	3.89	5	8.89	4.93
2	Ability to command respect	2	3.56	4	4.22	2.34
3	Broad knowledge	2	3.44	5	8.22	4.56
4	Intellectual	3	4.22	5	3.56	1.97
5	Ability to do a lot of jobs (Try different jobs in their career)	2	3.33	4	4.00	2.22
6	Global perspective	2	3.22	5	11.56	6.40
7	Willing to speak up	2	3.67	5	6.00	3.33
8	Proactive of thinking, a step ahead	2	3.44	4	6.22	3.45
9	English and Chinese language	1	2.44	5	20.22	11.21
10	Succeeded in trying something	1	3.78	5	21.56	11.95
11	Strong financial background	2	3.89	5	12.89	7.14
12	Lived in Asia and Europe	1	2.89	5	32.89	18.23
13	Deep chemical experience	2	3.67	5	16.00	8.87
14	Very ambitious	2	4.00	5	8.00	4.43
15	Ability to build up relationships	2	3.44	5	8.22	4.56
16	Analytical (Details oriented)	2	4.00	5	8.00	4.43

Mean scores and variations about construct means – Interviewee A3

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Consensus seeking (Get conclusion through dialogues)	2	2.78	5	11.56	8.86
2	Leading through team	1	3.00	5	12.00	9.20
3	Delegation	2	2.67	4	6.00	4.60
4	Personal impact	1	2.78	5	9.56	7.33
5	Charismatic	1	2.56	5	10.22	7.84
6	Able to make complex decisions	2	3.00	5	8.00	6.13
7	Strategic thinking	2	2.78	4	3.56	2.73
8	Emotional intelligence	1	3.11	5	12.89	9.88
9	Act decisively	2	3.11	5	10.89	8.35
10	Trust	2	3.00	4	6.00	4.60
11	Self confidence	2	3.33	5	8.00	6.13
12	Being to the point	2	3.22	4	5.56	4.26
13	Creative (Think out of the box)	2	3.00	4	8.00	6.13
14	Be able to work in multi-culture environment	1	3.44	4	8.22	6.30
15	Interpersonal skill (Self awareness)	1	3.00	4	10.00	7.67

Mean scores and variations about construct means – Interviewee A4

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Trusting & Outgoing	1	3.00	5	12.00	5.78
2	Financial knowledge (Tangible data)	1	3.00	5	20.00	9.63
3	Deeply reasoning (in decision process)	2	3.67	5	12.00	5.78
4	Energetic / Action oriented	1	3.22	5	15.56	7.49
5	Creative	1	2.89	5	18.89	9.09
6	"Political" (Positive)	1	3.22	5	19.56	9.41
7	Warmth (People touch)	1	2.56	5	24.22	11.66
8	Enthusiasm	1	2.78	5	21.56	10.37
9	Logical thinking (Analytical)	2	3.78	5	11.56	5.56
10	To use the relationship to get job done	2	3.11	5	14.89	7.17
11	Nature social expertise	1	3.00	5	16.00	7.70
12	Flexible	1	2.78	5	21.56	10.37

Mean scores and variations about construct means – Interviewee A5

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Logic/Structured but flexible	2	3.11	4	4.89	9.40
2	Role model	3	3.33	4	2.00	3.85
3	Visionary	2	3.22	5	9.56	18.38
4	Personal touches (Relationship)	2	3.00	4	4.00	7.69
5	Strategic thinking	2	3.11	4	4.89	9.40
6	Fun (Enjoy life)	2	2.78	4	3.56	6.84
7	Decisive and willing to take responsibilities	2	3.33	4	4.00	7.69
8	Sociable (External)	2	3.44	4	4.22	8.12
9	Exceedingly hard working	2	3.33	5	6.00	11.54
10	Willing to listen	2	3.11	4	4.89	9.40
11	Passionate	2	3.00	4	4.00	7.69

Mean scores and variations about construct means – Interviewee A6

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Pragmatic	1	3.22	5	13.56	12.2
2	Low ego	2	3.56	5	8.22	7.4
3	High EQ	1	2.67	5	18.00	16.2
4	Well judged decision/choice making	1	3.22	5	15.56	14.0
5	Ambition in career advancement (Balance short/long term)	2	3.8	5.0	11.6	10.4
6	Hardworking	3	3.89	4	0.89	0.8
7	Ability to see big picture	2	3.67	5	10.00	9.0
8	Intellectual/Logical thinking	2	3.89	5	10.89	9.8
9	Able to lead (Engage people)	2	3.56	5	6.22	5.6
10	Reliable	3	4.33	5	8.00	7.2
11	Trust	2	4.44	5	8.22	7.4

Mean scores and variations about construct means – Interviewee B1

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Empowering	1	2.44	4	10.2	5.2
2	Focus the energy on business	1	2.89	5	20.9	10.6
3	Good listener	1	2.67	4	12.0	6.1
4	People driven	1	2.78	5	25.6	13.0
5	Learner	1	3.33	5	18.0	9.2
6	Take responsibility bigger than they have	1	2.56	5	24.2	12.3
7	Objective / Analytical (Quantitative)	2	4.00	5	8.0	4.1
8	Balanced sensitively (Self Vs. Others)	1	2.44	5	20.2	10.3
9	Formal	2	3.11	5	12.9	6.6
10	Broad general management	1	2.78	5	25.6	13.0
11	Strong preference of f2f communication	1	2.89	5	18.9	9.6

Mean scores and variations about construct means – Interviewee B2

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Focus on bigger picture	2	3.44	5	8.22	6.18
2	Rich experience	2	3.56	5	10.22	7.68
3	Professional qualification	2	3.67	5	6.00	4.51
4	Quality (intelligent, education, learning ability)	2	3.33	5	10.00	7.51
5	Integrity	2	4.00	5	14.00	10.52
6	Team work	1	3.89	5	18.89	14.19
7	Loyalty	1	3.89	5	14.89	11.19
8	Profession Acumen	2	3.67	5	12.00	9.02
9	Drive for change	2	3.44	5	10.22	7.68
10	Strategic thinking (Macro)	2	3.56	5	8.22	6.18
11	Charismatic	1	3.44	5	14.22	10.68
12	Manage people's heart (emotion/feeling)	2	3.56	5	6.22	4.67

Mean scores and variations about construct means – Interviewee B3

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Think of big picture	1	3.44	5	16.2	7.4
2	Fact-based discussion	1	3.56	5	20.2	9.3
3	Trustworthy	1	3.56	5	14.2	6.5
4	Provide clear direction	1	3.56	5	20.2	9.3
5	Convincing ability	1	3.44	5	22.2	10.2
6	Deep analysis (use the numbers)	1	3.22	5	19.6	9.0
7	Take responsibilities	1	3.11	5	10.9	5.0
8	Decisive	1	3.33	5	24.0	11.0
9	Networking (Internal & External)	2	3.89	5	6.9	3.2
10	Creative	1	2.78	5	13.6	6.2
11	Positive (can do) attitude	1	3.56	5	14.2	6.5
12	Engaged	1	3.89	5	12.9	5.9
13	Care about people	1	3.33	5	12.0	5.5
14	Technical competent	2	4.11	5	10.9	5.0

Mean scores and variations about construct means – Interviewee B4

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Strategic/ vision	1	3.11	5	12.9	12.9
2	Building capability (achieving result through people)	1	3.11	4	8.9	8.9
3	Focus on customer	2	3.56	5	6.2	6.2
4	Change management	1	3.11	4	10.9	10.9
5	Unconditional responsible	1	2.89	4	8.9	8.9
6	Integrity	2	3.67	5	10.0	10.0
7	Clear communication	1	2.78	4	7.6	7.5
8	Collaboration / Influence	2	3.33	4	4.0	4.0
9	Result orientation	2	3.22	5	7.6	7.5
10	Continuous development	2	3.78	5	7.6	7.5
11	Motivate team members	1	3.11	4	8.9	8.9
12	Construction	2	3.11	4	6.9	6.9

Mean scores and variations about construct means – Interviewee B5

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Ability to conceptualize	1	3.00	5	22.0	9.9
2	Sincere	2	3.22	5	7.6	3.4
3	Positive attitude towards working	1	3.78	5	23.6	10.6
4	Drive (Determination)	1	3.56	5	30.2	13.6
5	Team player	3	3.67	5	4.0	1.8
6	Integrity	2	3.67	5	8.0	3.6
7	Trust	1	3.11	5	14.89	6.7
8	Eye for detail	1	3.11	5	18.9	8.5
9	Pragmatic	1	3.56	5	14.2	6.4
10	Creative	1	3.44	5	22.2	10.0
11	Open to ideas (Willingness to learn)	2	3.33	5	10.0	4.5
12	Willingness to share	2	4.00	5	10.0	4.5
13	Willing to take responsibilities	1	3.22	5	17.6	7.9
14	Strategic mindset	1	2.89	5	18.9	8.5

Mean scores and variations about construct means – Interviewee B6

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Vision	1	3.22	5	13.6	13.8
2	Devotion (Passionate)	2	3.89	5	8.9	9.0
3	Communicate to the team	1	3.44	5	12.2	12.4
4	Execution	2	3.78	5	7.6	7.7
5	Direction /Goal oriented	2	3.44	5	8.2	8.4
6	High EQ	2	4	5	10.0	10.2
7	Ambition	3	4.00	5	6.0	6.1
8	Team player	2	3.78	5	9.6	9.7
9	Hardworking	2	3.78	5	5.6	5.6
10	Charisma	2	3.67	5	8.0	8.1
11	Responsible	2	3.89	5	8.9	9.0

Mean scores and variations about construct means – Interviewee B7

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Drive	2	3.56	5	8.2	6.0
2	Analytical	1	3.56	5	18.2	13.2
3	Strategic	2	3.56	5	12.2	8.9
4	Have opinion/articulate view	1	4.00	5	24.0	17.4
5	Adaptability	1	2.89	5	10.9	7.9
6	Professionalism	1	3.56	5	14.2	10.3
7	Authenticity	1	3.22	5	13.6	9.8
8	Integrity/Consistency	1	3.22	5	9.6	6.9
9	Leader-like	1	3.11	5	12.9	9.4
10	Leadership Experience	1	3.33	5	4.0	2.9
11	Willing to learn	2	3.33	5	10.0	7.3

Mean scores and variations about construct means – Interviewee C1

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Structured	1	3.67	5	16.0	10.0
2	Follow through	1	3.33	5	12.0	7.5
3	Driver	2	3.56	5	10.2	6.4
4	Analytical	1	3.56	5	12.2	7.6
5	Result oriented	1	3.89	5	18.9	11.8
6	Knowledge of work	2	3.78	5	7.6	4.7
7	Leading the team	1	3.00	4	10.0	6.2
8	Diversity (Cross Culture)	1	3.44	5	24.2	15.1
9	Persistence (Speak out)	1	3.44	5	12.2	7.6
10	Communication Skill	2	3.78	5	15.6	9.7
11	Interpersonal relationship	2	3.22	5	7.6	4.7
12	Team work culture	1	3.67	5	14.0	8.7

Mean scores and variations about construct means – Interviewee C2

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Courage	2	3.78	5	11.6	7.3
2	Curiosity (Learning)	3	4.33	5	8.0	5.1
3	Communication Skill	2	4.00	5	10.0	6.3
4	International Exposure	2	3.89	5	12.9	8.1
5	Broad minded	2	3.78	5	15.6	9.8
6	Networking	2	3.44	5	12.2	7.7
7	Energetic	3	4.11	5	6.9	4.4
8	Proficient in English	2	3.67	5	12.0	7.6
9	Big picture	2	3.67	5	10.0	6.3
10	Embraces changes	2	3.33	4	6.0	3.8
11	Positive attitude to new things	2	3.56	5	8.2	5.2
12	Quick decision	2	3.67	5	14.0	8.8
13	Leader	2	3.78	5	15.6	9.8
14	Mobility in international environment	1	3.22	5	15.6	9.8

Mean scores and variations about construct means – Interviewee C3

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Broad view (big picture)	1	3.22	5	13.6	7.4
2	Develop people	2	3.56	5	8.2	4.5
3	Prepare to break the rule	1	3.11	5	16.9	9.2
4	Conscious leadership	1	3.11	5	12.9	7.1
5	Plan with the end in mind	1	3.22	5	15.6	8.5
6	Care about people	1	3.44	5	10.2	5.6
7	Take responsibility (Ownership)	2	4.22	5	11.6	6.3
8	Mobility	2	3.11	5	12.9	7.1
9	External focused	1	3.00	4	14.0	7.7
10	Charismatic	1	2.78	5	13.6	7.4
11	Vision	1	3.33	5	18.0	9.8
12	Clear and concise communication	1	3.00	5	14.0	7.7
13	Diverse-culture thinking	1	3.22	5	21.6	11.8

Mean scores and variations about construct means – Interviewee C4

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Big picture thinking	2	3.56	5	14.2	9.5
2	Evaluate potential	1	3.11	5	16.9	11.2
3	Personal trust	2	3.78	5	7.6	5.0
4	Strategic thinking	1	3.22	5	23.6	15.7
5	Globalness	2	3.67	5	10.0	6.7
6	Lead by influence	2	3.56	5	14.2	9.5
7	Drive change	2	3.78	5	11.6	7.7
8	Ability to relate will to all organization levels	2	3.67	5	10.0	6.7
9	Ambition (Career)	1	3.22	5	19.6	13.0
10	Competitive: drive to win	2	3.56	5	14.2	9.5
11	Assertiveness	2	3.56	5	8.2	5.5

Mean scores and variations about construct means – Interviewee C5

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Open and Transparent (Communication/Decision)	1	3.11	5	22.9	14.1
2	Sincere/Trust	1	3.33	5	20.0	12.3
3	Flexible	1	3.11	5	10.9	6.7
4	Creative	1	3.33	5	16.0	9.9
5	Informal/true colour	2	3.89	5	8.9	5.5
6	Result Driven	3	4.22	5	5.6	3.4
7	Fair	1	3.56	5	18.2	11.2
8	Curiosity	1	3.78	5	17.6	10.8
9	Leading people	1	3.22	5	17.6	10.8
10	Intelligent	2	4.11	5	8.9	5.5
11	Cooperative	1	3.33	5	16.0	9.9

Mean scores and variations about construct means – Interviewee D1

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Positive mindset	1	3.67	5	16.0	7.9
2	Willingness to give people credit	1	4.00	5	18.0	8.9
3	Ability to identify things related to business	2	3.44	5	6.2	3.1
4	Establish vision and set direction	1	3.11	5	10.9	5.4
5	Bringing work to closure	2	3.89	5	12.9	6.4
6	Charisma	1	3.56	5	18.2	9.0
7	Principle-based decision making	1	4.00	5	20.0	9.9
8	Communication skill	1	3.22	5	11.6	5.7
9	Hands on	1	3.78	5	17.6	8.7
10	Political astute	2	3.56	5	8.2	4.1
11	Functional competence	3	4.11	5	4.9	2.4
12	Analytical skill	2	4.11	5	8.9	4.4
13	Broad range of experience	1	3.44	5	12.2	6.1
14	Selected as high potential in early career	1	3.56	5	16.2	8.0
15	Collaborative style	1	3.00	5	20.0	9.9

Mean scores and variations about construct means – Interviewee D2

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Getting alignment with people	1	3.56	5	12.2	7.5
2	Flexible	1	3.11	5	8.9	5.4
3	Listener	2	4.11	5	10.9	6.7
4	Team builder	1	3.78	5	15.6	9.5
5	Internally competitive	3	4.44	5	4.2	2.6
6	Driven to succeed	2	3.67	5	10.0	6.1
7	Self depreciating	1	3.22	5	13.6	8.3
8	Able to get the details	2	4.11	5	10.9	6.7
9	Get hands dirty	2	3.67	5	16.0	9.8
10	Describe the complete issue in a simple way	2	3.33	5	14.0	8.6
11	Personal ambition	3	4.22	5	5.6	3.4
12	Process driven	1	3.22	5	17.6	10.7
13	People focused	1	3.11	5	14.9	9.1
14	Good communicator	2	3.78	5	9.6	5.8

Mean scores and variations about construct means – Interviewee D3

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Strategic vision	1	3.11	5	18.9	10.2
2	Cross culture communication	1	2.78	5	25.6	13.8
3	Headquarter experience(culture, process, networking)	1	2.44	5	26.2	14.2
4	Western culture influence	1	2.89	5	22.9	12.4
5	Cross team collaboration	1	3.00	5	12.0	6.5
6	Good execution ability	3	4.44	5	6.2	3.4
7	Career ambition	2	3.67	5	10.0	5.4
8	Sensitive to other culture and eager to learn	1	3.22	5	13.6	7.3
9	Respected by global teams	1	2.44	5	18.2	9.8
10	Change agent	1	2.89	5	14.9	8.0
11	Positive attitude	1	2.89	5	16.9	9.1

Mean scores and variations about construct means – Interviewee D4

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Senior leader charisma	2	3.67	5	12.0	11.5
2	Technical capability	2	3.56	5	6.2	6.0
3	Leadership perspective/maturity	2	3.67	5	10.0	9.6
4	Broad view	2	3.56	5	12.2	11.7
5	Big picture/Broad Impact	2	3.56	5	8.2	7.9
6	Hold high individual accountability	2	3.56	5	10.2	9.8
7	Respected as a leader	2	3.11	5	8.9	8.5
8	Manufactory experience	1	2.44	5	16.2	15.6
9	Verbal communication skills	1	3.44	5	14.2	13.7
10	Ability to obtain trust and confidence	2	3.33	5	6.0	5.8

Mean scores and variations about construct means – Interviewee D5

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Strategic thinking	2	3.56	5	12.2	5.9
2	Deep thinking (Analytical)	1	2.78	4	7.6	3.6
3	Influence	1	3.11	5	18.9	9.1
4	Persistent	1	3.00	5	20.0	9.6
5	Voice out	1	3.44	5	24.2	11.7
6	Political (positive)	1	3.11	5	24.9	12.0
7	Networking	1	3.33	5	16.0	7.7
8	Communication	1	3.78	5	21.6	10.4
9	Motivation to advance career	1	3.56	5	20.2	9.7
10	Position attitude	1	3.56	5	20.2	9.7
11	Passion	1	3.44	5	22.2	10.7

Mean scores and variations about construct means – Interviewee E1

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Collaboration	3	3.44	4	2.2	3.6
2	Balance speed and details	3	3.67	4	2.0	3.2
3	Good communication	3	3.56	5	6.2	9.9
4	Determination	3	4.44	5	4.2	6.7
5	Cross culture understanding	3	4.00	5	6.0	9.6
6	Analytical	3	4.44	5	4.2	6.7
7	Facts oriented	3	3.56	4	2.2	3.6
8	Sociable	3	4.00	5	4.0	6.4
9	Adjust in different culture and environment	3	3.67	5	6.0	9.6
10	Anticipating needs	3	3.89	5	4.9	7.8
11	Understanding situations	3	3.78	5	3.6	5.7
12	Emotional intelligence	3	3.67	5	4.0	6.4
13	Good listener	3	4.00	5	4.0	6.4
14	Flexible	3	3.78	5	5.6	8.9
15	Culture fit	3	3.78	5	3.6	5.7

Mean scores and variations about construct means – Interviewee E2

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Attention to detail	3	3.67	5	4.0	5.5
2	Hardworking	3	3.89	5	4.9	6.8
3	Control emotion	2	3.11	4	4.9	6.7
4	Execution	3	3.89	5	6.9	9.5
5	Innovative	3	4.00	5	4.0	5.5
6	Customer Centric	3	4.44	5	4.2	5.9
7	Energetic	3	3.89	5	4.9	6.8
8	Enthusiastic/Positive	3	4.00	5	4.0	5.5
9	Business knowledge/ Experience	3	3.89	5	4.9	6.8
10	Walk the talk	3	3.56	4	2.2	3.1
11	Entrepreneurship	3	3.67	5	4.0	5.5
12	Flexibility	3	3.89	5	2.9	4.0
13	Confident	3	4.33	5	4.0	5.5
14	Speed (with high quality)	3	3.67	5	4.0	5.5
15	Handle multiple task	2	3.56	5	6.2	8.6
16	Able to work with people from different background	2	3.44	5	6.2	8.6

Mean scores and variations about construct means – Interviewee E3

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Clear and concise communication	2	3.78	5	9.6	11.2
2	Multi-task ability	2	3.78	5	9.6	11.2
3	Innovation/Creativity	1	3.22	5	15.6	18.2
4	Delegation	2	3.22	5	9.6	11.2
5	Ability to inspire others	2	3.22	5	9.6	11.2
6	Motivation	2	3.56	4	4.2	5.0
7	Process oriented	2	3.89	5	6.9	8.1
8	Responsiveness (Speed of response)	3	4.22	5	5.6	6.5
9	Understand expectations	3	4.11	5	4.9	5.7
10	Ability to lead in front	2	3.33	5	10.0	11.7

Mean scores and variations about construct means – Interviewee F1

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Vision/Strategic Thinking	3	3.78	5	3.56	6.9
2	Result orientation	4	4.44	5	2.22	4.3
3	Prioritize resources	3	4.22	5	5.56	10.7
4	Strong ownership	3	4.11	5	6.89	13.3
5	Ethical	3	3.78	5	3.56	6.9
6	Develop people	3	4.22	5	5.56	10.7
7	Recognize people	2	4.00	5	8.00	15.5
8	Analytical ability	3	4.33	5	4.00	7.7
9	Able to build engagement	2	3.22	4	5.56	10.7
10	Planning ability	3	3.67	5	4.00	7.7
11	Sensitive to details	3	4.11	5	2.89	5.6

Mean scores and variations about construct means – Interviewee F2

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Authentic	2	3.11	4	4.89	10.6
2	Creating possibilities (Positive mindset)	3	3.67	5	4.00	8.7
3	Continuous development	2	3.44	4	6.22	13.5
4	Visionary	3	3.56	4	2.22	4.8
5	Influence	3	3.67	4	2.00	4.3
6	Experienced	3	3.78	5	3.56	7.7
7	Able to work in multi-culture	3	3.67	5	4.00	8.7
8	Star performer	3	3.56	4	2.22	4.8
9	Passion for growth	3	3.44	4	2.22	4.8
10	Practical	3	3.67	4	2.00	4.3
11	Prioritize	3	4.11	5	4.89	10.6
12	Caring	3	3.78	4	1.56	3.4
13	Integrity	3	3.56	5	4.22	9.1
14	Humanity	3	3.56	4	2.22	4.8

Mean scores and variations about construct means – Interviewee F3

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Authentic	2	3.11	4	4.89	10.6
2	Creating possibilities (Positive mindset)	3	3.67	5	4.00	8.7
3	Continuous development	2	3.44	4	6.22	13.5
4	Visionary	3	3.56	4	2.22	4.8
5	Influence	3	3.67	4	2.00	4.3
6	Experienced	3	3.78	5	3.56	7.7
7	Able to work in multi-culture	3	3.67	5	4.00	8.7
8	Star performer	3	3.56	4	2.22	4.8
9	Passion for growth	3	3.44	4	2.22	4.8
10	Practical	3	3.67	4	2.00	4.3
11	Prioritize	3	4.11	5	4.89	10.6
12	Caring	3	3.78	4	1.56	3.4
13	Integrity	3	3.56	5	4.22	9.1
14	Humanity	3	3.56	4	2.22	4.8

Mean scores and variations about construct means – Interviewee F4

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Collaborative	1	4.00	5	16.00	19.8
2	Creative	2	3.67	5	8.00	9.9
3	Vision	2	3.56	5	12.22	15.2
4	Positive attitude (Can do)	3	4.00	5	4.00	5.0
5	Desire to win	3	4.22	5	7.56	9.4
6	Clear communication	3	4.44	5	6.22	7.7
7	Speed of decision making	3	4.22	5	5.56	6.9
8	Good at relationship	3	3.78	5	5.56	6.9
9	Authentic (Transparent prospected)	3	3.67	5	6.00	7.4
10	Celebrative/reward	3	4.22	5	5.56	6.9
11	Result driven	3	4.33	5	4.00	5.0

Mean scores and variations about construct means – Interviewee F5

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Result driven	1	3.78	5	13.56	5.9
2	Status conscious motivation to be successful	1	3.78	5	13.56	5.9
3	Collective/Caring	1	3.44	5	22.22	9.6
4	Out-going/Engaging (Open)	1	3.22	5	21.56	9.3
5	Generalist	1	3.44	5	24.22	10.5
6	Team orientation (Develop people)	1	3.33	5	20.00	8.7
7	Broad focus (big picture)	1	3.67	5	20.00	8.7
8	Detail Consciousness	2	3.44	5	12.22	5.3
9	Balanced Controlling	1	3.22	5	19.56	8.5
10	"Fun" (Creating Celebration)	1	3.44	5	18.22	7.9
11	Creative	1	3.44	5	18.22	7.9
12	Loyalty	2	3.78	5	15.56	6.7
13	Authentic (Trust)	2	4.00	5	12.00	5.2

Appendix 4: Definitions of the important constructs – senior global leaders

Definitions for the important constructs – Interviewee A2

Constructs	Definition
Global perspective	Global view
English and Chinese language	Speak both English and Chinese language; multilingual
Succeeded in trying something	Successfully move to new role and do new things
Strong financial background	Strong finance skills
Lived in Asia and Europe	Lived in different regions
Deep chemical experience	Deep work experience in chemical industry

Definitions for the important constructs – Interviewee A3

Consensus seeking (Get conclusion through dialogues)	Get to certain conclusion through compromise dialogue
Leading through team	Teamwork; able to build strong team around you
Personal impact	Very distinctive from others in very first moment; make contributions to the subject and willing to contribute
Charismatic	Inspirational; can really motivating and engaging people
Emotional intelligence	Able to feel and sense either individual or team in front of them; able to put himself/ herself in their shoes and to really leave with them in the moment; being intelligent to understand emotions
Act decisively	Able to make tough decisions; having all the data needed and doing certain kind of consultation; collecting the facts and making the call
Interpersonal skill (Self awareness)	Aware of his/her own behaviour; sensitive to own behaviour; sensitive towards other people's reaction

Definitions for the important constructs – Interviewee A4

Financial knowledge (Tangible data)	More looking at things through paper work
Creative	Come up with new ideas
"Political" (Positive)	Seeing the organisational construct; Curiosity about how the company works and how they position themselves within the organization
Warmth (People touch)	Bring the personal touch to the work; emphasize with people; showing more emotion
Enthusiasm	Positive energy for the job
Flexible	Willing to adapt to the environment

Definitions for the important constructs – Interviewee A5

Logic/Structured but flexible	Think through things in a logic and structured way; principle-oriented person
Visionary	Envision more or less how future looks like
Strategic thinking	Think the strategy to achieve the vision
Exceedingly hard working	working extremely hard
Willing to listen	Have their own opinions but also open to discussion

Definitions for the important constructs – Interviewee A6

Pragmatic	understands (which) battles need to be fought to win the war, clear objectives, makes choices to get to end goal rather than just being perfect at each sub-goal, achieves quicker results, doesn't create huge work for the organization
High EQ	ability to understand emotions of other people and interpret them in a meaningful way, helps engagement and motivation
Well judged decision/choice making	cant predict the future - but with sufficient data can employ judgment to influence it, well judged and swift, connected to accumulated experience and education, intuition
Ambition in career advancement (Balance short/long term)	drive to achieve hierarchal bigger jobs, manages impact (thinks about achieving visible things) to show the capability at right occasion (may mean they advance faster than the foundations they need to take on big jobs)
Intellectual/Logical thinking	combination of fluent verbal and numeric abilities, can think and articulate logically, if they can beyond being too anal (e.g. communicate effectively) can help make other people see what they can do - the sequence), gives people the illusion of certain

Definitions for the important constructs – Interviewee B1

Constructs	Definition
Focus the energy on business	Focus energy on the needs of business
People driven	interested in understanding other people's view, not threatened by disagreement, win-win orientated
Learner	open and interested in new things, willing to improve and change own behaviours
Takes responsibility bigger than they have	sensitive about performance, willing to do something beyond their role
Balanced sensitively (Self Vs. Others)	conscious of other's needs (makes it easier to focus on the task - no need to divert energy to having own ego serviced)
Broad general management	See the relationship beyond a single function, delivering value over much broader range
Strong preference for f2f communication	like people touch and meetings, prefer to exchange information face to face (can be less efficient - need to be in the same place)

Definitions for the important constructs – Interviewee B2

Constructs	Definition
Integrity	follows basic principles, does right things (in relation to company's interest), no matter the impact on their own interests
Team work	solidarity, doesn't play in politics, collaborative, deals with team from interests of the company
Loyalty	commitment to company, decisions based on the long term growth of company rather than own interest
Profession Acumen	understands basics of business, knows how to run company, and gain (it) competitive advantage
Charismatic	creates cohesion, subordinates motivated to follow

Definitions for the important constructs – Interviewee B3

Think of big picture	Begins from the whole picture
Fact-based discussion	talks about why and what is the root cause, reliance on facts allows you to avoid debate - easier to communicate
Provide clear direction	(connected to both trust worthy and convincing ability)
Convincing ability	can do attitude, offers options
Deep analysis (use the numbers)	plans using road maps (decision as well as implementation), more aware of contributing factors, capabilities etc.
Decisive	resolute, "anyone not to (or who doesn't want to) follow me I will fire you out"

Definitions for the important constructs – Interviewee B4

Strategic/ vision	Strategically, think about big picture and end goal
Building capability (achieving result through people)	delegates responsibility, secures performance/results through team, empowers
Change management	able to drive change, influence people
Unconditional responsibility	willing to take accountability, doesn't blame external environment for failures to deliver on commitments
Integrity	keeps word, doesn't look for short cuts, strong on governance and compliance
Motivate team members	create a sense of purpose within the team, mobilize resources

Definitions for the important constructs – Interviewee B5

Ability to conceptualize	Observe and identify (key) issues
Positive attitude towards working	
Drive (Determination)	strong determination, self-motivation, create purpose
Trust	(linked to integrity)
Eye for detail	meticulous, execution more refined
Creative	comes up with interest(ing) or alternative point of views to resolve challenges or problems
Willing to take responsibilities	willing to own issue (find solutions and assume responsibility),
Strategic mindset	always has big picture in mind (not just task in hand)

Definitions for the important constructs – Interviewee B6

Vision	can visualize (and communicate to others) where going (something not happened yet)
Communicate to the team	download (information or ideas) to the team faster
High EQ	integrated EQ and IQ, balanced (skilled) communication management (not extreme)
Team player	teamwork or coordination (can be a good number 2. to help a good leader)

Definitions for the important constructs – Interviewee B7

Analytical	understand the root cause or can sort out information to look for the root cause
Have opinion/articulate view	articulate, presents views openly, willing to share their view
Professionalism	standard values (expectations) need to follow e.g. certain protocols, able to know how to deal with multiple roles
Authenticity	allows them to be trusted (linked to) consistency, integrity
Leader-like	vision, able to master resources (people etc.) to meet vision

Definitions for the important constructs – Interviewee C1

Constructs	Definition
Structured	clear on objectives, plan in place, execute it
Result oriented	rewards result and right behaviors, not just process, specific on what is delivered
Diversity (Cross Culture)	exposed to different cultures, understands different parts of the world, how it works, able to resonate with the challenges in those areas, diversity of thought
Communication Skill	can clearly deliver the message and get feedback
Team work culture	promote the collaboration in the team, put team interest in front of individual's

Definitions for the important constructs – Interviewee C2

Constructs	Definition
Courage	not afraid of making decisions, do things that are sometime not part of the process
International Exposure	exposed to (working with) different culture, cultural versatility
Broad minded	look at the big pictures, open to different things, looking at the problem from different perspective, (able to see issues in "context")
Networking	external focused, natural skill to develop a good network (gets much higher attention and focus when they call up because of it)
Proficient in English	basic skill for communication (professional and non professional)
Quick decision	speed of decision and implementation (link to courage)
Leader	can manage people even where they don't have technical expertise, more open minded
Mobility in international environment	experience in fast, rapid growing market

Definitions for the important constructs – Interviewee C3

Prepared to break the rule	can analyze situation, and understand why (and when) following the rules is the wrong answer (not that they always want to break the rules)
Plan with the end in mind	methodical plan, can build a strategy
External focused	business awareness, understanding what's going on outside area, and how that impacts own area
Vision	future thinking, analyze something now but able to connect it to later (to where you need to be)
Clear and concise communication	critical skill of leading the team
Diverse-culture thinking	cross geography, draws on experience beyond local market

Definitions for the important constructs – Interviewee C4

Big picture thinking	sees beyond the details, understands broader context
Evaluate potential	can identify talent and get those people extra training, extra resources, and grow them up
Strategic thinking	figuring out what direction to go (hard part), and how to get there
Lead by influence	relies on persuasion (partially through own credibility), selling, cajoling and convincing
Ambition (Career)	desire to get more responsibility and rise to a higher level of the organization, drive to improve self, competitive spirit
Competitive: drive to win	(beyond career) competitive, gets up in the morning to be a winner

Definitions for the important constructs – Interviewee C5

Open and Transparent (Communication/Decision)	not afraid to share information, encourage information flow (as long as it's not very sensitive)
Sincere/Trust	visible when socialising, networking, e.g. puts aside time to try to understand problem
Creative	always find solutions of the problems
Fair	applies the same rules he expects other people to treat him or her
Curiosity	strong interest in area not familiar with or do not know enough about
Leading People	balance of top-down and bottom up approach, knows if you let people do, e.g. just define where you want to go and then you have people think how to get there you can get better results
Cooperative	people leader, prefer motivating, leading through constructive feedback or cooperation from key stakeholders

Definitions for the important constructs – Interviewee D1

Constructs	Definition
Positive mindset	can-do, confident
Willingness to give people credit	Skill of giving other people credit, not always worrying “will I be given the credit”
Charisma	generate energy, enthusiasm, can bring the organization to alignment, motivation (linked to role modeling)
Principle-based decision making	unwillingness to sacrifice principle for reward, lifting thinking up to be focused on what is the best thing for the greatest number of people, businesses, products, important for gaining authenticity and respect from organization
Hands on	willing to do work themselves, take their responsibilities and personalizes them, engage themselves in doing the work
Selected as high potential in early career	impacts how assignments are planned, and amount of management attention and coaching they get
Collaborative style	not hierarchical leadership

Definitions for the important constructs – Interviewee D2

Constructs	Definition
Getting alignment with people	has goal but starts off by understanding others goals and then trying to align so that both will be rewarded for doing a single thing
Team builder	people want to be on their team to work with them (attraction) (connected with listener)
Self depreciating	Don't take themselves so seriously, brings barriers down
Get hands dirty	Able to get into the details <i>when needed</i>
Describe the complete issue in a simple way	takes a complex topic and make it seem simple
Process driven	understand and use the process to get the job done
People focused	always know they are considering your feelings and thinking

Definitions for the important constructs – Interviewee D3

Strategic/vision	Defines ways to fit daily business activities into bigger landscape, thinks about the future of the business, across several time horizons
Cross culture communication	can communicate in a way or in a logical approach the other party can understand (irrespective of their culture)
Headquarter experience(culture, process, networking)	Corporate culture exposure, knowing the important people (access to corporate network) - important as many countries still trying to implant their original headquarter culture, logic and business decision directly into the different geological location
Western culture influence	can add something in terms of perceptions (On the career path, different educations, or the other experiences)
Respected by global teams	need to be respected by teams in other countries (otherwise dependent on own team or buy-ins)
Positive attitude	enthusiastic, optimistic, creates hope, motivates (important re morale)

Definitions for the important constructs – Interviewee D4

Senior leader charisma	external upwardly focused ability, evoke confidence and capability within more senior level people
Broad view	How you think about a problem (approach)
Manufacturing experience	(important because of the nature of the company business)
Verbal communication skills	ability to engage crowd, be a good entertainer (higher expectation of a leader's ability to deliver message)

Definitions for the important constructs – Interviewee D5

Influence	get the others but-in and support based on solid knowledge, experience
Persistent	not to easily give up when handling difficult tasks
Voice out	express the ideas/opinions, not afraid of debating
Political (positive)	pauses before thinking, cautious about what she says with who, (related to political sense and consciousness of leader-like behaviour)
Communication	can find the right people to communicate with, articulate
Motivation to advance career	proactive career planning, actively take on challenges
Positive attitude	willing to take challenges, and persistent
Passion	enjoys working for company and team, getting things done

Definitions for the important constructs – Interviewee E1

Constructs	Definition
Good communication	including social communication, team communication - providing direction (across levels)
Determination	doesn't give up, once confirmed the direction make sure things are done at any cost
Cross culture understanding	can read and understand different cultures, adapt to cultural differences
Analytical	focus on the details to understand issues and find out solutions
Adjust in different culture and environment	flexible behaviours when dealing with people from different culture background, by doing so can get the best performance
Anticipating needs	think from different angle, especially from customers' perspectives
Flexible	how they initially view things - sees the middle ground

Definitions for the important constructs – Interviewee E2

Constructs	Definition
Hardworking	strive for the best performance, take the work seriously
Control emotion	ability to handle and control emotions (important as people within the company will look to that leader to gauge how is he or how is she feeling)
Execution	uses action plans, completing work on a timely basis
Energetic	person who jumps out of bed in the morning, who's anxious to get their day going
Business knowledge/ Experience	knowledge (and experience) of business, industry and in managing and leading within the industry
Handle multiple task	manage many different tasks simultaneously, well-organized
Able to work with people from different background	even when working in a multi-cultural environment, somehow can pull people together, and motivate them

Definitions for the important constructs – Interviewee E3

Clear and concise communication	Good listener, good writer, able to take corrective actions based on what they hear or what the customers are telling them
Multi-task ability	can handle multiple issues or events or clients at one time
Innovation/Creativity	generate new ideas, find new ways to improve efficiency (or customer satisfaction)
Delegation	Ability to assign or to manage assigned tasks
Ability to inspire others	inspire or motivate their teams (team follows the leader's direction)
Ability to lead in front	set the team in a direction, role model (doesn't need someone behind him)

Definitions for the important constructs – Interviewee F1

Prioritize resources	if its not on the priority list will reduce or not use resources - avoids wasted efforts (allocates resources to what is important to business results)
Strong ownership	care about the process, needed to achieve a result (helps ensure alignment)and that they will work hard to resolve problems
Develop people	cares about people (more like brotherhood), coaches, spends time sharing experience, correcting mistakes, giving multiple chances - wants to upgrade them
Recognize people	motivate people, recognize their progress and good performance
Able to build engagement	communicates well with team, gives them enough information and rationale to convince everyone to share commitment

Definitions for the important constructs – Interviewee F2

Authentic	open, direct, approachable, simplistic, can walk out and take to any level (and understand them) - you know where you stand with them - get a sense of trust
Creating possibilities (Positive mindset)	might hit problems/challenges but always positive minded (allows for positive outcomes)
Continuous development	aware of own leadership development, understand strengths and weaknesses (so as to further develop/build STYLES), makes them vulnerable, open to initiation but builds authenticity - makes them more real to followers
Experienced	depth of experience, particularly cross functional, exposed to different types of roles
Able to work in multi-culture	understand culture diversity, can work with people from different culture background
Prioritize	critical skills - when trying to achieve right goal with limited resources)
Integrity	helps build confidence (in those supporting you)

Definitions for the important constructs – Interviewee F3

Willing to take new challenges	proactively takes more responsibilities WITHOUT asking for a lot on the compensation side, can step up
Consistent and clear communication	(on what they need with the team) - important re team performance (re need for direction and inspiration)
Able to work in ambiguity	In organization level and activity level
Empowering	delegating, hands off but provide support
Deliver through people	performance arrives not just through themselves but through team (allows for people development)
Constantly self-improvement	use all opportunities to learn more, curious, ask questions (it's an attitude)
Support people to succeed	provide clear assessment on each individual, spend time to understand them, genuine interest to develop others, coach them to succeed
Authenticity	confidence to show true self
Performance driven	has regular performance conversations with direct reports - always clear about expectations, when people are off track intervenes and provides coaching and improvement

Definitions for the important constructs – Interviewee F4

Collaborative	good team workers, constructive everyone can speak up without fear, (creates team spirit), builds consensus (so its easier to get things done)
Creative	always looking for possibilities
Vision	think outside of the box, see bigger picture
Desire to win	wants to win, highly competitive, provides clear direction to the team (you are in a battle)

Definitions for the important constructs – Interviewee F5

Collective/Caring	geared towards sustainable results - taking people with you on the journey, building loyalty, commitment (engagement)
Out-going/Engaging (Open)	talkative, outgoing, engaging, effective in team and cross function (open)
Generalist	knowledgeable on more than one functions or areas (CRITICAL re Asia where they need breadth and depth) - can play different roles
Team orientation (Develop people)	develop people in a holistic way
Broad focus (big picture)	to do with breadth of ownership (engages many aspects - engages not just in own area of responsibility)
Balanced Controlling	(connected to big picture focus) - check regularly on progress, involved in every detail that is going on
"Fun" (Creating Celebration)	creates energy and harmony in team
Creative	need to be creative to avoid issues (problem solving dynamic, strategy creation- ability to think outside the box and BRAVE - there is a change orientated element), inquisitive

Appendix 5: Average score of constructs by element category – senior global leaders

Average score of constructs by element category – Interviewee A2

5	High Potentials	Others	Global Leaders	1
Ability to think strategically	4.33	3.33	4.00	Tell every step / Tactic
Ability to command respect	3.67	3.00	4.00	Being a follower
Broad knowledge	4.00	2.67	3.67	Deep knowledge in one area
Intellectual	4.33	4.00	4.33	"Practical" approach
Ability to do a lot of jobs (Try different jobs in their career)	3.33	3.00	3.67	"Specialist" (one area)
Global perspective	3.67	2.33	3.67	"Regional"
Willing to speak up	4.00	2.67	4.33	Hesitant to give opinion
Proactive of thinking, a step ahead	4.00	2.67	3.67	Reactive
English and Chinese language	2.67	2.33	2.33	English only
Succeeded in trying something	4.67	2.67	4.00	Not successful in new role
Strong financial background	5.00	3.00	3.67	Lack of financial
Lived in Asia and Europe	2.67	3.67	2.33	Lived in Asia only
Deep chemical experience	4.67	2.33	4.00	Little chemical experience
Very ambitious	4.00	3.33	4.67	Less important to be ambitious
Ability to build up relationships	3.67	3.67	3.00	Difficult to build up relationships
Analytical (Details oriented)	4.33	3.00	4.67	"Conceptional"

Average score of constructs by element category – Interviewee A3

5	High Potentials	Others	Global Leaders	1
Consensus seeking (Get conclusion through dialogues)	2.67	2.67	3.00	Simple approach
Leading through team	3.33	2.67	3.00	Leading through individual
Delegation	3.00	2.33	2.67	Control
Personal impact	2.67	2.00	3.67	Low personal impact
Charismatic	2.00	2.00	3.67	Low key
Able to make complex decisions	3.33	2.00	3.67	Simple decision-making style
Strategic thinking	3.00	2.00	3.33	Operational / Tactical
Emotional intelligence	3.00	2.33	4.00	Dry and insensitive
Act decisively	2.67	3.00	3.67	Hesitate before making decision
Trust	3.67	2.67	2.67	Doubt on people's behaviour
Self confidence	3.33	3.00	3.67	Being uncertain
Being to the point	3.00	3.67	3.00	Story telling
Creative (Think out of the box)	4.00	2.00	3.00	Within the box
Be able to work in multi-culture environment	4.00	2.67	3.67	Work with people same as you
Interpersonal skill (Self awareness)	3.33	2.33	3.33	Elephants in porcelain shop

Average score of constructs by element category – Interviewee A4

5	High Potentials	Others	Global Leaders	1
Trusting & Outgoing	3.67	3.00	2.33	Try to control
Financial knowledge (Tangible data)	2.67	3.00	3.33	Lack of financial knowledge
Deeply reasoning (in decision process)	4.00	2.33	4.67	Based on "experience" (Gut feeling)
Energetic / Action oriented	3.00	3.67	3.00	"Thinking" oriented
Creative	3.33	3.00	2.33	Thinking inside of the box
"Political" (Positive)	3.33	2.67	3.67	Focusing on the job
Warmth (People touch)	2.00	3.00	2.67	Cooler
Enthusiasm	3.33	3.00	2.00	Dispassionate / Calculating
Logical thinking (Analytical)	4.67	2.33	4.33	Not analytical to drive the thinking
To use the relationship to get job done	3.67	2.67	3.00	"Naïve" (No experience to use relationship)
Nature social expertise	3.33	3.00	2.67	Not nature broad social networker
Flexible	3.33	2.67	2.33	Rigid / Fixed

Average score of constructs by element category – Interviewee A5

5	High Potentials	Others	Global Leaders	1
Logic/Structured but flexible	3.67	2.67	3.00	Less flexible
Role model	3.00	3.33	3.67	"Easy" approach
Visionary	3.67	2.00	4.00	Operational focus
Personal touches (Relationship)	3.33	2.67	3.00	Work focused
Strategic thinking	3.00	2.33	4.00	Operational
Fun (Enjoy life)	3.33	2.33	2.67	Work focused
Decisive and willing to take responsibilities	3.00	3.00	4.00	Hesitating in decision making
Sociable (External)	3.33	3.67	3.33	Introverted
Exceedingly hard working	3.00	3.33	3.67	Complacence
Willing to listen	3.33	3.33	2.67	Self centric
Passionate	3.00	3.00	3.00	Distanced

Average score of constructs by element category – Interviewee A6

5	High Potentials	Others	Global Leaders	1
Pragmatic	3.67	1.67	4.33	Too much in detail
Low ego	3.67	2.67	4.33	High ego
High EQ	3.00	1.00	4.00	Low EQ
Well judged decision/choice making	3.33	1.67	4.67	Bad/Slow in decision making
Ambition in career advancement (Balance short/long term)	4.33	2.67	4.33	Only do the best in current job (Focus on the current)
Hardworking	4.00	3.67	4.00	Inability to deal in effective way
Ability to see big picture	4.00	2.33	4.67	Good executor/too much details/short term
Intellectual/Logical thinking	4.67	2.67	4.33	Unstructured/being random
Able to lead (Engage people)	3.33	3.33	4.00	Unable to lead
Reliable	5.00	3.00	5.00	Unreliable
Trust	5.00	3.33	5.00	Not-trustworthy

Average score of constructs by element category – Interviewee B1

5	High Potentials	Others	Global Leaders	1
Empowering	3.00	2.67	1.67	Hierarchical / Top Down
Focus the energy on business	4.33	2.33	2.00	Dialogue with him/her has to be sensitive (emotional)
Good listener	4.00	1.67	2.33	Not a good listener
People driven	4.33	1.67	2.33	Objective driven (task focus)
Learner	4.67	2.00	3.33	Knower
Take responsibility bigger than they have	4.33	1.00	2.33	Focused accountability
Objective / Analytical (Quantitative)	4.33	3.33	4.33	Subjective (Qualitative)
Balanced sensitively (Self Vs. Others)	4.33	1.33	1.67	Unbalanced sensitivity
Formal	2.67	3.67	3.00	Informal
Broad general management	2.67	1.33	4.33	Functional expertise
Strong preference of face to face communication	3.33	3.00	2.33	Strong preference of not face to face communication (email)

Average score of constructs by element category – Interviewee B2

5	High Potentials	Others	Global Leaders	1
Focus on bigger picture	3.00	2.67	4.67	Focus on own field
Rich experience	3.00	2.67	5.00	Not comprehensive
Professional qualification	4.00	3.00	4.00	No such qualification
Quality (intelligent, education, learning ability)	3.33	2.33	4.33	Just "norm", low intelligent
Integrity	4.67	2.33	5.00	Do something for his own interest
Team work	4.67	2.00	5.00	Politics
Loyalty	4.00	2.67	5.00	Base on self interest (short term behaviour)
Professional Acumen	3.33	2.67	5.00	Follow the practice (Repeater)
Drive for change	3.00	2.67	4.67	Keep on doing everyday
Strategic thinking (Macro)	3.33	2.67	4.67	Narrow focus on daily operation
Charismatic	3.67	2.00	4.67	Not "leader-like"
Manage people's heart (emotion/feeling)	3.67	2.67	4.33	Manage the people's mind

Average score of constructs by element category – Interviewee B3

5	High Potentials	Others	Global Leaders	1
Think of big picture	4.00	1.67	4.67	Focus on specific issue
Fact-based discussion	4.00	1.67	5.00	"Feeling"-based
Trustworthy	4.00	2.00	4.67	Concerns / Questions
Provide clear direction	4.33	1.67	4.67	Messenger
Convincing ability	4.33	1.33	4.67	Hard to convince
Deep analysis (use the numbers)	4.00	1.33	4.33	Find excuses (not capable)
Take responsibilities	3.00	2.00	4.33	Risk avoidance
Decisive	3.67	1.33	5.00	Dependency
Networking (Internal & External)	4.33	3.00	4.33	Narrow focused
Creative	3.67	1.33	3.33	"No ideas"
Positive (can do) attitude	3.67	2.33	4.67	Always complaining
Engaged	4.00	3.00	4.67	Disengaged (negative)
Care about people	3.67	2.33	4.00	Care about him/herself
Technical competent	4.33	3.33	4.67	Don't know the business

Average score of constructs by element category – Interviewee B4

5	High Potentials	Others	Global Leaders	1
Strategic/ vision	3.33	1.67	4.33	Executor
Building capability (achieving result through people)	3.67	2.00	3.67	Individualist (poor delegator)
Focus on customer	3.67	2.67	4.33	Lack of customer centric
Change management	3.67	1.67	4.00	Silo / Unable to influence
Unconditional responsible	3.00	2.00	3.67	Victim mindset
Integrity	4.00	2.67	4.33	Lack of integrity
Clear communication	3.00	1.67	3.67	Non-systematic communication
Collaboration / Influence	3.67	2.67	3.67	Silo mindset
Result orientation	3.00	2.67	4.00	Poor result orientation
Continuous development	4.00	2.67	4.67	Reactive / Passive
Motivating team members	3.00	2.33	4.00	Reactive
Construction	3.67	2.00	3.67	Power Avoidance

Average score of constructs by element category – Interviewee B5

5	High Potentials	Others	Global Leaders	1
Ability to conceptualize	4.00	1.00	4.00	Look but not see (could not pinpoint key issues)
Sincere	4.00	2.67	3.00	Hidden agenda
Positive attitude towards working	5.00	1.67	4.67	Negative attitude
Drive (Determination)	5.00	1.00	4.67	No motivation
Team player	4.00	3.00	4.00	Individualist
Integrity	4.33	3.00	3.67	No integrity
Trust	4.00	1.67	3.67	Distrust (No confidence on people)
Eye on details	4.00	1.33	4.00	Rough
Pragmatic	4.33	2.00	4.33	Idealistic
Creative	4.67	1.33	4.33	Basing on past experience to solve issues
Open to new ideas (Willingness to learn)	4.33	2.00	3.67	Close self up
Willingness to share	5.00	2.67	4.33	Selfish
Willing to take responsibilities	4.00	1.33	4.33	Have a victim mind set (blaming)
Strategic mindset	3.67	1.00	4.00	Focus on task on hand

Average score of constructs by element category – Interviewee B6

5	High Potentials	Others	Global Leaders	1
Vision	4.33	1.67	3.67	Focus on execution level
Devotion (Passionate)	4.33	2.67	4.67	Lay back
Communicate to the team	4.00	2.00	4.33	Slow / Less urgency
Execution	4.33	2.67	4.33	Miss the target
Direction/Goal oriented	4.00	2.33	4.00	Decision effected by people / People Oriented
High EQ	4.33	2.67	5.00	Low EQ
Ambition	4.33	3.00	4.67	Easy to satisfy
Team player	4.67	3.00	3.67	Individual contributor
Hardworking	4.33	3.33	3.67	Lazy fair
Charisma	4.00	2.67	4.33	Plain (Low key)
Responsible	4.67	2.67	4.33	Not responsible

Average score of constructs by element category – Interviewee B7

5	High Potentials	Others	Global Leaders	1
Drive	4.00	2.33	4.33	Follower
Analytical	5.00	1.67	4.00	"High Level" / Surface
Strategic	3.33	2.33	5.00	Execution
Have opinion/articulate view	5.00	2.00	5.00	Lacking of view
Adaptability	4.00	1.67	3.00	Resistant to change
Professional	4.00	2.00	4.67	Non-professional
Authenticity	3.33	2.00	4.33	Sociable
Integrity/Consistency	3.67	2.00	4.00	Inconsistent
Leader-like	4.00	1.67	3.67	Follower
Leadership Experience	3.33	3.00	3.67	Lack of experience
Willing to learn	3.67	2.33	4.00	Fixed

Average score of constructs by element category – Interviewee C1

5	High Potentials	Others	Global Leaders	1
Structured	4.33	2.00	4.67	Unstructured
Follow through	4.00	2.00	4.00	Undependable
Driver	3.67	2.33	4.67	No leadership
Analytical	4.00	2.33	4.33	Not detailed (Careless)
Result oriented	5.00	2.00	4.67	Flexible moving target
Knowledge of work	3.67	3.33	4.33	Lack of business knowledge
Leading the team	3.67	1.67	3.67	Individualism
Diversity (Cross Culture)	4.00	1.33	5.00	"Local" (Narrow Perspective)
Persistence (Speak out)	4.00	2.67	3.67	Introvert (Reserved)
Communication Skill	4.33	2.00	5.00	Poor interpersonal skills
Interpersonal relationship	4.33	2.33	3.00	Unreasonable/Unapproachable
Team work	4.00	2.33	4.67	Disruption behaviour

Average score of constructs by element category – Interviewee C2

5	High Potentials	Others	Global Leaders	1
Courage	4.33	2.33	4.67	Afraid to take decision
Curiosity (Learning)	5.00	3.00	5.00	Monotony
Communication Skill	4.33	2.67	5.00	Poor communication
International Exposure	4.67	2.33	4.67	Locally focused
Broad minded	4.33	2.00	5.00	Narrow minded
Networking	3.67	2.00	4.67	Lack of network
Energetic	4.67	3.00	4.67	Less engaged
Proficient in English	3.67	2.33	5.00	Insufficient English
Big picture	4.00	2.33	4.67	Detail oriented
Embarks changes	3.67	2.33	4.00	Refuse changes
Positive attitude to new things	4.00	2.33	4.33	Negative attitude to new things
Quick decision	4.33	2.00	4.67	Too much analysis
Leader	4.67	2.00	4.67	Manager
Mobility in international environment	4.00	1.67	4.00	Lack of mobility

Average score of constructs by element category – Interviewee C3

5	High Potentials	Others	Global Leaders	1
Broad view (big picture)	3.67	1.67	4.33	Narrow view
Develop people	3.33	3.00	4.33	Self-focused
Prepared to break the rule	3.67	1.33	4.33	Follow the rules
Consensus leadership	4.00	2.00	3.33	Make the decision and impose on people
Plan with the end in mind	4.33	1.67	3.67	Unsystematic planning
Care about people	3.67	4.00	2.67	Numbers game
Take responsibility (Ownership)	5.00	2.67	5.00	Lack of personal ownership
Mobility	4.33	2.00	3.00	One location career
External focused	3.67	1.33	4.00	Internal focused
Charismatic	3.00	1.67	3.67	Bland
Vision	3.67	1.67	4.67	Present thinking
Clear and concise communication	3.00	1.67	4.33	Lengthy/unclear communication
Diverse-culture thinking	4.33	1.33	4.00	Local thinking

Average score of constructs by element category – Interviewee C4

5	High Potentials	Others	Global Leaders	1
Big picture thinking	4.00	2.00	4.67	Problem focused
Evaluate potential	3.67	1.33	4.33	Evaluate performance
Personal trust	4.00	3.00	4.33	Professional trust
Strategic thinking	4.00	1.00	4.67	Implementation thinking
Globalness	4.33	2.33	4.33	Localness
Lead by influence	4.00	2.00	4.67	Led by process (rules, methods, and etc.)
Drive change	4.67	2.33	4.33	Receive change
Ability to relate well to all organization levels	3.67	2.67	4.67	Ability to relate will to some organization levels
Ambition (Career)	4.00	1.33	4.33	Comfort with current situation
Competitive: drive to win	4.00	2.00	4.67	Comfortable: Like to win
Assertiveness	4.00	2.33	4.33	Passive

Average score of constructs by element category – Interviewee C5

5	High Potentials	Others	Global Leaders	1
Open and Transparent (Communication/Decision)	3.67	1.00	4.67	Control information
Sincere/Trust	4.33	1.33	4.33	'Pretend'
Flexible	3.33	2.00	4.00	Rigid/emotional
Creative	3.67	1.67	4.67	Just push harder
Informal/true colour	4.33	2.67	4.67	'Don't make mistakes'
Result Driven	4.67	3.33	4.67	Game player
Fair	4.33	1.67	4.67	Selfish
Curiosity	4.67	2.00	4.67	Stay in comfortable zone
Leading people	4.00	1.33	4.33	Controlling
Intelligent	4.33	3.00	5.00	Mediocrity
Cooperative	4.33	2.33	3.33	Fighting

Average score of constructs by element category – Interviewee D1

5	High Potentials	Others	Global Leaders	1
Positive mindset	4.00	2.33	4.67	Negative mindset
Willingness to give people credit	4.67	2.67	4.67	Take credit from others
Ability to identify things related to business (critical to their success)	3.67	2.67	4.00	Not balancing short/long term
Establish vision and set direction	3.33	2.00	4.00	Tactical thinker
Bringing work to closure	5.00	3.33	3.33	Unable to close work
Charisma	3.33	2.33	5.00	Flat
Principle-based decision making	4.33	2.67	5.00	Unprincipled
Communication skill	3.67	2.00	4.00	Hard to understand
Hands on	4.33	2.33	4.67	Disintegrated
Political astute	3.33	3.67	3.67	Politically naïve
Functional competence	4.67	3.67	4.00	Lacking functional knowledge
Analytical skill	4.67	3.67	4.00	Undiscerning
Broad range of experience	2.33	3.67	4.33	Lack of experience
Selected as high potential in early career	3.33	2.67	4.67	Not considered as "high potential" early
Collaborative style	3.67	1.33	4.00	Hierachical style

Average score of constructs by element category – Interviewee D2

5	High Potentials	Others	Global Leaders	1
Getting alignment with people	4.00	2.67	4.00	Drive own behaviours
Flexible	3.33	2.33	3.67	Rigid
Listener	5.00	2.67	4.67	Try to convince
Team builder	4.33	2.33	4.67	Loner
Competitive	4.67	4.00	4.67	Accept go with flow
Drive to succeed	3.67	2.67	4.67	Always to follow
Self depreciating	3.00	2.67	4.00	Take self too serious
Able to get into the details	5.00	3.00	4.33	Stay at surface level
Get hands dirty	4.00	3.00	4.00	Over delegate
Describe the complete issue in a simple way	3.67	2.00	4.33	Manage complexity
Personal ambition	4.00	4.00	4.67	Satisfy of what they have
Process driven	4.33	3.00	2.33	Intuition
People focused	3.67	2.67	3.00	Task focused
Good communicator	4.33	2.67	4.33	Message not clear

Average score of constructs by element category – Interviewee D3

5	High Potentials	Others	Global Leaders	1
Strategic/ vision	3.33	1.33	4.67	Execution focus
Cross culture communication	2.67	1.00	4.67	Single-culture minded
Headquarter experience(culture, process, networking)	1.67	1.00	4.67	No Headquarter experience
Western culture influence	3.00	1.00	4.67	Chinese local
Cross team collaboration	3.00	1.67	4.33	Narrow focus on specific team
Good execution ability	3.33	5.00	5.00	Lack of execution ability
Career ambition	3.67	2.67	4.67	Satisfied with current status quo
Sensitive to other culture and eager to learn	3.67	1.67	4.33	Stay with own culture
Respected by global teams	2.33	1.00	4.00	Only follow by own team
Change agent	2.67	1.67	4.33	Follow the existing process
Positive attitude	3.00	1.33	4.33	Negative attitude

Average score of constructs by element category – Interviewee D4

5	High Potentials	Others	Global Leaders	1
Senior leader charisma	3.67	2.33	5.00	Social ineptitude
Technical capability	3.67	3.33	3.67	Incompetent
Leadership perspective/maturity	2.67	3.33	5.00	Lack of experience
Broad view	3.33	2.33	5.00	Functional view
Big picture/Broad Impact	3.33	3.00	4.33	Linear thinker/execution
Hold high individual accountability	3.33	2.67	4.67	Group accountability
Respected as a leader	2.67	2.33	4.33	Bad reputation
Manufactory experience	2.00	3.67	1.67	No manufactory experience
Verbal communication skills	3.67	2.00	4.67	Poor communication skills
Ability to obtain trust and confidence	3.67	2.33	4.00	Unable to gain trust and confidence

Average score of constructs by element category – Interviewee D5

5	High Potentials	Others	Global Leaders	1
Strategic thinking	4.00	2.00	4.67	Narrow view
Deep thinking (analytical)	3.00	1.67	3.67	Focus on problem (instead of root cause)
Influence	3.33	1.33	4.67	Bad credibility
Persistent	3.67	1.00	4.33	Withdraw herself
Voice out	4.33	1.33	4.67	Keep quiet
Political (positive)	3.67	1.00	4.67	Insensitive
Networking	3.67	1.67	4.67	Just does own work
Communication	4.67	1.67	5.00	Passive unclear in communication
Motivation to advance career	5.00	1.67	4.00	Relaxed
Positive attitude	5.00	1.67	4.00	Negative
Passion	5.00	1.67	3.67	No passion

Average score of constructs by element category – Interviewee E1

5	High Potentials	Others	Global Leaders	1
Collaboration	3.67	3.00	3.67	Reserved Not as much as being out or visible
Balance speed and details	3.67	3.33	4.00	Not able to implement
Good communication	3.33	3.00	4.33	Poor communication
Determination	4.67	3.67	5.00	Average (relaxed)
Cross culture understanding	4.67	3.00	4.33	Fail to understand other culture
Analytical	4.67	3.67	5.00	Surface
Facts oriented	3.67	3.00	4.00	Emotional rather than think
Sociable	3.67	4.67	3.67	Unsociable
Adjust in different culture and environment	3.67	3.33	4.00	Not respect difference
Anticipating needs	3.67	4.00	4.00	No speedy solution
Understanding situations	4.00	3.33	4.00	Misinterpretation
Emotional intelligence	3.67	3.33	4.00	Not understanding feelings
Good listener	3.67	4.00	4.33	Interrupting
Flexible	3.67	4.33	3.33	Rigid (Black and white)
Culture fit	4.00	3.67	3.67	Unfit the Chinese culture

Average score of constructs by element category – Interviewee E2

5	High Potentials	Others	Global Leaders	1
Attention to detail	3.67	3.33	4.00	Miss important details
Hardworking	4.00	3.00	4.67	Lazy
Control emotion	3.67	2.33	3.33	Emotional
Execution	4.00	3.00	4.67	Lack of execution
Innovative	4.67	3.33	4.00	No change
Customer Centric	5.00	3.67	4.67	Not focused on customer
Energetic	4.33	3.00	4.33	Lethargic (less drive)
Enthusiastic/Positive	3.67	4.00	4.33	Lack of positive attitude
Business knowledge/ Experience	4.33	3.33	4.00	Lack of business knowledge and experience
Walk the talk	4.00	3.00	3.67	Says one then does another
Entrepreneurship	3.67	3.33	4.00	Stay the course
Flexibility	4.00	3.33	4.33	Inflexible (rigid)
Confident	4.67	4.00	4.33	Insecure
Speed (with high quality)	3.67	3.00	4.33	Slow
Handle multiple task	3.67	2.67	4.33	One dimensional
Able to work with people from different background	4.00	2.67	3.67	Culturally insensitive

Average score of constructs by element category – Interviewee E3

5	High Potentials	Others	Global Leaders	1
Clear and concise communication	3.67	2.67	5.00	Unclear message
Multi-task ability	3.67	2.67	5.00	Single task oriented
Innovation/Creativity	3.33	1.67	4.67	Process oriented
Delegation	3.33	2.00	4.33	Do everything by self
Ability to inspire others	3.33	2.00	4.33	Not able to get people passionate
Motivation	4.00	2.67	4.00	Focus only on policy
Process oriented	4.00	3.00	4.67	Lack of process
Responsiveness (Speed of response)	4.33	3.33	5.00	Unresponsive
Understand expectations	4.00	3.33	5.00	Unclear on management expectation
Ability to lead in front	3.67	2.00	4.33	Need assistance to lead

Average score of constructs by element category – Interviewee F1

5	High Potentials	Others	Global Leaders	1
Vision/Strategic Thinking	4.33	3.33	3.67	Not able to prioritize
Result orientation	4.67	4.33	4.33	"Follow up"
Prioritize resources	4.67	4.00	4.00	"Agency" style
Strong ownership	4.33	4.33	3.67	Less "drive" to achieve the result
Ethical	4.00	3.67	3.67	Shortcut
Develop people	4.67	4.00	4.00	Passive on people development
Recognize people	5.00	3.67	3.33	Not realize people's value
Analytical ability	4.67	4.33	4.00	Not concentrating on business information
Able to build engagement	3.67	3.33	2.67	Relaxed
Planning ability	4.33	3.33	3.33	Disorganized
Sensitive to details	4.00	4.33	4.00	Not pay enough attention on details

Average score of constructs by element category – Interviewee F2

5	High Potentials	Others	Global Leaders	1
Authentic	3.33	2.33	3.67	Close minded
Creating possibilities (Positive mindset)	3.67	3.00	4.33	Narrow outlook
Continuous development	3.67	2.67	4.00	Internally focused
Visionary	3.67	3.33	3.67	Short term
Influence	3.67	3.33	4.00	Limited
Experienced	4.33	3.67	3.33	Lack of experience
Able to work in multi-culture	3.67	3.33	4.00	Single culture
Star performer	3.33	3.33	4.00	"Average" performer
Passion for growth	3.33	3.00	4.00	lack of growth focus
Practical	4.00	3.67	3.33	Impractical
Prioritize	4.33	3.33	4.67	Lack of clarity
Caring	4.00	3.33	4.00	Lack of caring
Integrity	4.00	3.00	3.67	Dishonest
Humanity	4.00	3.33	3.33	Self-opinion oriented

Average score of constructs by element category – Interviewee F3

5	High Potentials	Others	Global Leaders	1
Willing to take new challenges	4.67	1.33	5.00	Can't work under ambiguity
Consistent and clear communication	5.00	1.33	4.67	Lack of confidence
Able to work in ambiguity	4.67	1.67	5.00	Need clear instruction
"Role model"	4.33	1.67	4.67	"Double face"
Integrity	5.00	3.00	4.67	Play political games
Caring people	4.33	2.33	4.67	Care about self
Empowering	4.33	1.33	4.33	Control
Deliver through people	4.67	1.67	4.67	Deliver through process
Constantly self-improvement	5.00	1.67	5.00	Pretend "not interested"
Support people to succeed	4.67	1.67	5.00	"Hinder" people's development
Able to stay focused	4.33	1.67	4.67	"Workaholic" doing everything all the time
Willing to admit mistakes	4.67	1.67	4.00	"Covering" mistakes
Authenticity	5.00	2.00	4.67	Cover self up
Performance driven	4.67	2.33	5.00	To be "nice"

Average score of constructs by element category – Interviewee F4

5	High Potentials	Others	Global Leaders	1
Collaborative	4.67	4.33	3.00	Strong point of view
Creative	4.00	3.33	3.67	Less think out of box
Vision	3.33	2.33	5.00	Focus on current
Positive attitude (Can do)	4.33	3.33	4.33	Always see obstacles
Desire to win	4.33	3.33	5.00	Relaxed
Clear communication	4.33	4.00	5.00	Team does not know where to go
Speed of decision making	4.00	3.67	5.00	Slow decision making
Good at relationship	3.67	4.00	3.67	"Cold"
Authentic (Transparent prospected)	3.67	3.67	3.67	Not true to yourself
Celebrative/reward	4.33	4.33	4.00	Demotivate
Result driven	4.67	3.67	4.67	Always find excuses

Average score of constructs by element category – Interviewee F5

5	High Potentials	Others	Global Leaders	1
Result driven	4.33	2.33	4.67	Meet target
Status conscious	4.67	2.33	4.33	Care less about image
motivation to be successful	4.67	3.33	2.33	Individualist
Collective/Caring	4.33	2.00	3.33	Introverted (closed)
Out-going/Engaging (Open)	3.67	3.00	3.67	Functional specialist
Generalist	4.33	3.33	2.33	Process oriented
Team orientation (Develop people)	4.33	2.67	4.00	Narrow focused
Broad focus (big picture)	4.00	3.00	3.33	"Principle" (too broad)
Detail Consciousness	4.00	3.00	2.67	"Lazy fair" (Unbalanced)
Balanced Controlling	4.67	2.00	3.67	Serious
"Fun" (Creating Celebration)	4.33	1.67	4.33	Execution
Creative	3.33	5.00	3.00	Self-driven
Loyalty	4.33	4.33	3.33	Always try to please others
Authentic (Trust)				

Appendix 6: Table of researcher A initial coding – senior global leaders

No.	Category	A1	A2	A3	A4	A5	B1	B2	B3	B4	B5	B6	B7
1	Enthusiastic				57							137	
2	Drive	1							106		124		
3	Decisive												
4	Aggressive												
5	Desire to win	1, 3, 9 12, 15	31, 23	43, 45	57	70, 72	74		103, 106	118, 121	124, 125	137, 140, 142, 144	147
6	Leading People	11		36, 37	56		73, 76	95	99, 108	111, 120			
7	Interpersonal Skills	7		35, 49		71	75, 83			116	123, 133	138	
8	Networking	2, 8	33		55, 59, 60	65, 69			100, 104				
9	Strategic/ Visionary	5	17, 24	41		64, 66		93		110	135	136	149
10	Execution/Implementation	4									129	139	
11	Cross Culture		28	48									
12	Analytical		34		52, 58		79		97, 101				148
13	Collaboration						80	89	107	117	126	143	
14	Broad View	14	22				82	84	96				
15	Ability to command respect		18	38, 39		63		94				145	155
16	Professional Knowledge	6	19, 27		51			86, 91	109				
17	Rich Experience	13	21, 26, 29					85					156
18	Responsible				53	68	78		102	114	134	146	
19	Innovative			47	54				105		131		
20	Ethic	10						88, 90		115	127		153, 154
21	Continuous Learning and development	16					77			119	132		157
22	Flexible				61	62							151
23	Logical/Intelligent		20	46				87			122		
24	Trust			44	50				98		128		
25	Change Management							92		113			
26	Emotional Intelligence			42								141	
27	Others		25, 30, 32	40		67	81			112	130		150, 152

No	Category	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3
1	Enthusiastic		176								279		301	
2	Drive						219							
3	Decisive													
4	Aggressive													
5	Drive to win	160, 162, 166	170, 176 181		205,206,207	213	219	238, 239, 244	254, 258		272, 273, 277, 278, 279	283	296, 301 302, 307	318
6	Leading People	164	182	185, 189	98	214, 216	220	234, 246	256	264				314, 315 316, 320
7	Interpersonal Skills	167	172	195	202	208	226	236, 240, 247		267	271, 276	282, 292		311, 319
8	Networking	168	175		204		228				274,275	287		
9	Strategic/ Visionary			188, 194	200		222		248		269			
10	Execution/Implementation	159					223, 227	242, 245	253			281, 289	295,298 308, 309	312, 317
11	Cross Culture	165	173, 183	196					249, 250, 251, 255			284, 288 294	310	
12	Analytical	161					221, 230	241			270	285, 286		
13	Collaboration	169		187		218	233	237	252			280		
14	Broad View		174, 178	184, 192	197,201					262, 263				
15	Ability to command respect			193			224			259, 265				
16	Professional Knowledge	163					229			260				

No	Category	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3
17	Rich Experience						231			261, 266			303	
18	Responsible			190										
19	Innovative			186		211							299	313
20	Ethic												304	
No	Category	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3
21	Continuous Learning and development		171, 180			215								
22	Flexible					210		235				293	306	
23	Logical/Intelligent	158				217		243						
24	Trust				199	209				268				
25	Change Management		179		203				257					
26	Emotional Intelligence											291	297	
27	Others		177	91		212	225, 232					290	300, 305	

Appendix 7: Table of researcher A second coding – senior global leaders

No.	Category	Definition	Interviewee															
			A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3
1	Creative	able to come up with new idea and concept		24	47	54					105		131					
2	Drive to improve	continuous learning and improvement	16				63		77				132, 125		157		171	
3	Communication skill	good at convey and express opinion to get people understood; understand people's needs and thoughts	3		46		71		75,83	92		116, 119				167	172, 177	195
4	Collaborative style	teamwork; cooperate and share with others	7		35,36			322		89		121, 117	133, 126	143, 138		169, 159		187
5	Charisma	a inherent personal quality to inspire and influence others		18	38,39	57	72	329		94	100, 99			145	155	160	170, 182	193
6	Responsible	accountable; including willing to take responsibility						330			102	114	134	146				190
7	Professional knowledge and experience	understand business with broad and deep knowledge, experience and skills	13	19,20,25,29					82	91, 86	109				156, 152	163		
8	Ambitious	always strive for high goal, better performance		31				325	78					142				
9	Visionary	envision how future looks like; including strategic thinking	5,14	17	41		64,66	327		84, 93	96	110	135	136	149		174, 178	184,188,194, 196,192
10	Cross culture	exposed to different cultures and understands different parts of world		22,28,30,32	48						97					165	173, 183	191
11	Intelligent	analyzing and reasoning ability to a high degree			40	52,58		328	79	85, 87	101		129, 122		148	161		
12	Multi-tasking	handle multiple work at the same time		21														

No.	Category	Definition	Interviewee															
			A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3
13	Flexible	adapt to various situations and solutions		26		61	62					113			151			
14	Confident	self assured; willing to speak out and unafraid of conflict	9,12,15	23	43,45		68				103				150	166	181	
15	Pragmatic	practically execute to achieve good result; balance result driven and execution	4			53		321,324				118	130	139,140		162,158		
16	Team development	identify team members' potential and willing to grow them up	11						76			111,120				164	176	185
17	Networking	Building up relationship; sociable	2,8	33	49	55,56,59,60	65,69				104					168	175	
18	Integrity	set principle and do consistently								88,90		115	127		154			
19	Authentic	consistent and true colour without hiding; not to play political games	10						74				123		153			
20	Can do attitude	willing to do and drive to get job done	1				70	326			106,107		124	144,137	147		180	
21	Trust	believe in others; including delegation			37,44	50		331	73		98		128					
22	Financial acumen	sensitive to figures; grasp of finance knowledge		27,34		51												
23	Change agent	drive to break current status and able to improve through changes	6														179	186
24	Emotional intelligence	self aware, and sensitive to people's feeling			42			323	80	95	108			141				189

No.	Category	Definition	Interviewee														C3	
			A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1		C2
25	Others	including uncategorized constructs. eg. "formal", "customer centric"					67		81			112						

No.	Category	Definition	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3	F1	F2	F3	F4	F5
1	Creative	able to come up with new idea and concept		211							299	313				372	392
2	Drive to improve	continuous learning and improvement		215					277					345,351	365		
3	Communication skill	good at convey and express opinion to get people understood; understand people's needs and thoughts		208	226	236,247		267	276	282,292		311,319			358	376	
4	Collaborative style	teamwork; cooperate and share with others		218	233,232	237,234,240	252			280				356	364	371	384
5	Charisma	a inherent personal quality to inspire and influence others	202	216	224			259,265	271,279			315,316		347	360		
6	Responsible	accountable; including willing to take responsibility						264,260									
7	Professional knowledge and experience	understand business with broad and deep knowledge, experience and skills			231,229		250	261,266			303			348			386
8	Ambitious	always strive for high goal, better performance	205,206			244,239,238	254							350	357,370	375	383
9	Visionary	envision how future looks like; including strategic thinking	197,200		222		248	262,263	269				332	346		373	388
10	Cross culture	exposed to different cultures and understands different parts of world	201				249,251,255,256			284,294	310			349			
11	Intelligent	analyzing and reasoning ability to a high degree		217	230	241,243			270	285			339,341,342				389
12	Multi-tasking	handle multiple work at the same time									309	312	334	353			

No.	Category	Definition	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3	F1	F2	F3	F4	F5
13	Flexible	adapt to various situations and solutions	207	210		235				288, 293	306				359		390
14	Confident	self assured; willing to speak out and unafraid of conflict							273		307						
15	Pragmatic	practically execute to achieve good result; balance result driven and execution		213	227,225, 221,223	242,245	253			281,289	295,308,298	317, 318	333	352	367	377, 381	382
16	Team development	identify team members' potential and willing to grow them up, motivating people	198	214	220							320	337,338, 340	354	362, 366	380	387
17	Networking	Building up relationship; sociable	199, 204		228				275, 274	287,290						378	385
18	Integrity	set principle and do consistently									304		336	355	361		393
19	Authentic	consistent and true colour without hiding; not to play political games		212										343	368, 369	379	391, 394
20	Can do attitude	willing to do and drive to get job done			219		258		272,278	283	296,301,302		335	344		374	
21	Trust	believe in others; including delegation		209				268				314			363		
22	Financial acumen	sensitive to figures; grasp of finance knowledge															
23	Change agent	drive to break current status and able to improve through changes	203				257				305						
24	Emotional intelligence	self aware, and sensitive to people's feeling				246				286,291	297						

No.	Category	Definition	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3	F1	F2	F3	F4	F5
25	Others	including uncategorised constructs. eg. "formal", "customer centric"									300						

Appendix 8: Table of researcher A third coding – senior global leaders

No .	Category	Interviewee														
		Definition	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1
1	Creative	able to come up with new idea and concept		24, 26	47,	54,					105		131			
2	Drive to improve	continuous learning and improvement	16						77,			119	125		157	
3	Communication skill	good at convey and express opinion to get people understood; understand people's needs and thoughts	3	23	35, 46,		71,		75, 83,			116				167
4	Collaborative style	teamwork; cooperate and share with others	9									117	126	138		159
5	Charisma	a inherent personal quality to inspire and influence others	7	18	36, 38, 39	57,	63, 72	322, 329, 330,		94,	99, 100	120		145	155	160
6	Responsible	accountable; including willing to take responsibility					68,		78,		102	114	134	146		
7	Professional knowledge and experience	understand business with broad and deep knowledge, experience and skills	13	19, 20, 29					82,	85, 86, 91	109				152	163
8	Ambitious	always strive for high goal, better performance	12	31,				325,						142		

No .	Category	Interviewee														
		Definition	A 1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1
9	Visionary	envision how future looks like; including strategic thinking	5	17, 22	41,		64, 66,	327,		84, 93,	96	110	135	136	149	
10	Cross culture	exposed to different cultures and understands different parts of world		25, 28,	48,						97,					165
11	Intelligent	analyzing and reasoning ability to a high degree				52, 58,		328,	79,	87,	101		122		148	158
12	Multi-tasking	handle multiple work at the same time	4	21												
13	Flexible	adapt to various situations and solutions				61,	62,					113			151	
14	Confident	self assured; willing to speak out and unafraid of conflict	15		40, 43, 45						103				150	166
15	Pragmatic	practically execute to achieve good result; balance result driven and execution				53,		321, 324,				118	130	139		162
16	Team development	identify team members' potential and willing to grow them up	11		37,				73, 76,	89,						164
17	Networking	Building up relationship; sociable	2, 8, 14	33,	49,	59, 60	65, 69,				104					168
18	Integrity	set principle and do consistently	10							88, 90,		115	127		154	

No .	Category	Definition	Interviewee													
			A 1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1
19	Authentic	consistent and true colour without hiding; not to play political games											123		153	
20	Can do attitude	willing to do and drive to get job done	1				70,	326			106		124	137	147	
21	Trust	believe in others; including delegation			44,	50,		331,			98,		128			
22	Financial acumen	sensitive to figures; grasp of finance knowledge	6	27, 34		51,										
23	Change agent	drive to break current status and able to improve through changes								92,						
24	Emotional intelligence	self aware, and sensitive to people's feeling			42,	55, 56		323,	74, 80,	95,	108	111		141		
25	Others	Including uncategorized constructs. e.g. "formal", "customer centric"					67,		81,			112				

Category	Interviewee																
	C2	C3	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3	F1	F2	F3	F4	F5
Creative				211							299	313				372,	392
Drive to improve	171,			215					272, 277			316		345, 351,	365,		
Communication skill	172, 177	195,		208	226	236, 247		267	276	282, 292		311, 319			358,	376,	
Collaborative style				218	232, 233	234, 240	252			280					364,	371,	384,
Charisma	1761 82	187, 193	202	216	224			259, 261, 265	271, 279			315		347,	360,		
Responsible		190,				242		264					335,				
Professional knowledge and experience					229, 231		250	260, 266			303			348,			386,
Ambitious			205, 206			238, 239, 244	254							350,	357, 370	375,	
Visionary	174, 178,	184, 188, 192, 194,	197, 200		222		248	262, 263	269				332,	346,		373,	388,
Cross culture	173, 183	191, 196,	201				249, 251, 255, 256			284, 294	310			349,			
Intelligent				217	230	241, 243			270	285, 290			339, 342				389,
Multi-tasking											309	312	334,	353,			

Category	Interviewee																
	C2	C3	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3	F1	F2	F3	F4	F5
Flexible				210		235				288, 293	306				359,		390,
Confident	170, 181,		207						273		307					377,	
Pragmatic				213	221, 223, 225, 227	245	253			281, 289	295, 298, 308	317, 318	333, 341	352,		381	382
Team development		185,	198	214	220	237						320	337, 338,	354,	362, 366,	380,	387,
Networking	175,		199, 204		228				274, 275	287			340,			378,	385, 391
Integrity											304		336,	355,	361, 367,		393
Authentic				212										343,	368, 369,	379,	394
Can do attitude	180,				219		258		278	283	296, 301, 302			344,		374,	383,
Trust				209				268				314			363,		
Financial acumen																	
Change agent	179,	186,	203				257				305						
Emotional intelligence		189,				246				286, 291	297			356,			
Others											300						

Appendix 9: Comparison of initial coding – researcher A and researcher B

Researcher B \ Researcher A	ambitious	decisive /outspoken /assertive	proactive/ action focused /positive	passionate /enthusiastic /engaged /energetic	connected to people/ networking /sociable /outgoing /consensual	good communicator	strategic	goals/ results driven /delivers /responsible	Cross-cultural / global /mobile	analytical /logical /intellectual /planner /formal	team player /cooperative /sharing	big picture focus /visionary	charismatic /inspirational /influential	wide experience /capable/ professional	leader/ responsible
Interpersonal Skills					35, 49,	83, 116, 138, 167, 172, 195, 226, 247, 267, 311, 282, 276					133,		7, 202,	319,	
Leading People					56, 76, 11, 95, 108, 111, 185, 189, 220, 246,				256,		36, 164,		120, 315,		99, 182, 216, 234, 264, 320,
Desire to win								118, 140, 162, 213, 272,				181,	72, 121,		160,
Strategic/ Visionary			24				5, 17, 41, 66, 93, 110, 135, 149, 200, 222, 248, 269			188,		64, 136, 149, 194			
Networking					8, 33, 59, 65, 60, 69, 100, 104, 168, 175, 204, 275, 287						2	55,		228,	
Execution/ Implementation						242		139, 159, 223, 253, 281, 298							
Others			305		67				25, 177, 191	81				152	

Researcher B Researcher A	ambitious	decisive /outspoken /assertive	proactive/ action focused /positive	passionate /enthusiastic /engaged /energetic	connected to people/ networking /sociable /outgoing /consensual	good communi cator	strategic	goals/ results driven /delivers /responsible	Cross- cultural / global /mobile	analytical /logical /intellectual /planner /formal	team player /cooperative /sharing	big picture focus /visionary	charismatic /inspirational /influential	wide experience /capable/ professional	leader/ responsible
Analytical										34,52,58, 79,97,101, 148,161, 230,241,270, 285,286		221			
Cross Culture									28,48, 165, 173 183, 196, 249, 251, 255, 284, 288, 310					250	
Collaboration			107		280						89,117,126, 143,169,187, 218,233,237, 252				
Broad View									201			22,84,96, 174,178, 184,197, 262,263		82	
Ability to command respect													38,39,94, 145,193, 224,259		18,155
Aggressive	31, 125, 142, 205, 206,238, 239, 244, 254, 277,														
Rich Experience														13,21,29, 85,231, 266,303	156,261

Researcher B	ambitious	decisive /outspoken /assertive	proactive/ action focused /positive	passionate /enthusiastic /engaged /energetic	connected to people/ networking /sociable /outgoing /consensual	good communi cator	strategic	goals/ results driven /delivers /responsible	Cross -cultural / global /mobile	analytical /logical /intellectual /planner /formal	team player /cooperative /sharing	big picture focus /visionary	charismatic /inspirational /influential	wide experience /capable/ professional	leader/ responsible
Researcher A															
Professional Knowledge														19,86,109, 163,260	91
Drive			1, 106, 124, 219, 258, 278, 283, 302,												
Innovative		186													
Ethic												90			
Continuous Learning and development															
Responsible		68	53,102												78,114,134, 146,190
Decisive		12, 43, 103, 166, 170, 207, 273													
Flexible										62					
Trust															
Logical/Intelligent							122			20,158,217				87	
Enthusiastic				57, 137,176, 279, 301,											
Change Management															
Emotional Intelligence					42,,141,291					297					

Researcher B Researcher A	creative	trustworthy /sincere /genuine /integrity /role model /authentic	learner	flexible/ multi-tasking /adaptable	trusting/ delegating /open/fair	change agent	local culture fit	Confident /assured /successful /respected	attention to detail	develops people	listener	hardworking	self-aware	financial awareness	pragmatic /process driven	customer centric /external focus	tackles conflict
Interpersonal Skills		123,			208,	271,		240,		198, 316,	71,75, 236, 292						
Leading People					37, 73, 214, 314,												
Desire to win					3,			15, 23, 45, 307,				70, 144, 147, 296, 318			74		9
Strategical/ Visionary																	
Networking				274,													
Execution/ Implementation				289,309,312					129,295			308			4,227, 245,317		
Others		212,225		40,290				150,232							130	112,300	
Analytical																	
Cross Culture							294										
Collaboration													80				
Broad View																	14,192
Ability to command respect		63						265									
Aggressive																	
Rich Experience								26									
Professional Knowledge														6,27,51	229		
Drive																	
Innovative	47,54,105,131, 211,299,313																

Researcher B Researcher A	creative	trustworthy /sincere /genuine /integrity /role model /authentic	learner	flexible/ multi-tasking /adaptable	trusting/ delegating /open/fair	change agent	local culture fit	Confident /assured /successful /respected	attention to detail	develops people	listener	hardworking	self-aware	financial awareness	pragmatic /process driven	customer -centric /external focus	tackles conflict
Ethic		10,88,115, 127,153,15 4,304															
Continuous Learning and development			16,77, 119,132 157,171	180,215													
Responsible																	
Decisive																	
Flexible				61,151,210, 235, 293,306													
Trust		98,199,20 9,268			44,50,12 8												
Logical/Intelligent															46		
Enthusiastic																	
Change Management				179		92, 113, 203, 257											
Emotional Intelligence																	

Appendix 10: Comparison of second coding – researcher A and researcher B

Researcher B Researcher A	Definition	Creative	Drive to improve	Communication skill	Collaborative style	Charisma	Responsible	Professional knowledge and experience	Ambitious	Visionary	Cross culture	Intelligent	Multi-tasking
Visionary	envision how future looks like; including strategic thinking									5, 14, 17, 41, 64, 66, 84, 93, 96, 110, 135, 136, 149, 174, 178, 184, 192, 194, 197, 200, 222, 248, 262, 263, 269, 327, 332, 346, , 373, 388	196,		
Pragmatic	practically execute to achieve good result; balance result driven and execution			242				324, 367		221		158, 295,	289,
Collaborative style	teamwork; cooperate and share with others			138	35, 36, 89, 117, 126, 133, 143, 169, 187, 218, 233, 237, 252, 364	7, 121, 234							
Charisma	a inherent personal quality to inspire and influence others					18, 38, 39, 72, 94, 99, 100, 145, 155, 160, 182, 193, 202, 216, 224, 259, 265, 315, 329, 347, 360							
Communication skill	good at convey and express opinion to get people understood; understand people's needs and thoughts		119	71, 75, 83, 116, 167, 172, 195, 226, 236, 247, 267, 276, 282, 292, 311, 358, 376				319			177	46,	

Researcher B Researcher A	Definition	Creative	Drive to improve	Communication skill	Collaborative style	Charisma	Responsible	Professional knowledge and experience	Ambitious	Visionary	Cross culture	Intelligent	Multi-tasking
Intelligent	analyzing and reasoning ability to a high degree							85, 87, 40		122,		52, 58, 79, 101, 129, 148, 161, 217, 230, 241, 243, 270, 285, 328, 339, 341, 342, 389	
Networking	Building up relationship; sociable				2,59,			228,			55		274,290
Can do attitude	willing to do and drive to get job done								147,335,				180,
Professional knowledge and experience	understand business with broad and deep knowledge, experience and skills					91, 156, 261		13,19,29, 82,86,109, 152,163, 229,231, 250,266, 303,348, 386			25	20,	
Team development	identify team members' potential and willing to grow them up				164,	320, 340							
Cross culture	exposed to different cultures and understands different parts of world											22,28,48,165,173,183,191,201,249,251,255,256,284,294,310,349	97
Ambitious	always strive for high goal, better performance		357				78,		31,142,205, 206,239,244, 238,254,325, 350,375,383				

Researcher B Researcher A	Definition	Creative	Drive to improve	Communication skill	Collaborative style	Charisma	Responsible	Professional knowledge and experience	Ambitious	Visionary	Cross culture	Intelligent	Multi-tasking
Flexible	adapt to various situations and solutions						390				288,	62,	359,
Confident	self assured; willing to speak out and unafraid of conflict									181,			
Drive to improve	continuous learning and improvement		16,77,132,157,171,345,365						125, 277, 351				215,
Authentic	consistent and true colour without hiding; not to play political games												
Trust	believe in others; including delegation												
Emotional intelligence	self aware, and sensitive to people's feeling											286, 297	
Creative	able to come up with new idea and concept	47,54,105,131,211,299,313,372,392											
Integrity	set principle and do consistently												
Responsible	accountable; including willing to take responsibility						102,114,134,146,190,264	260,					
Change agent	drive to break current status and able to improve through changes												179,

Multi-tasking	handle multiple work at the same time							21,					309, 312 353, 334
Others	including uncategorised constructs. eg. "formal", "customer centric"												
Financial acumen	sensitive to figures; grasp of finance knowledge												34

Research B Research A	Definition	Flexible	Confident	Pragmatic	Team development	Networking	Integrity	Authentic	Can do attitude	Trust	Financial acumen	Change agent	Emotional intelligence	Others
Visionary	envision how future looks like; including strategic thinking			188,										
Pragmatic	practically execute to achieve good result; balance result driven and execution			4,53,118,130,139,140,162,213,223,253,281,298,333,352,377,381,382,227,245,317,321			225,		308, 318					
Collaborative style	teamwork; cooperate and share with others		232,240,	159	384	280,371,				322,			356,	
Charisma	a inherent personal quality to inspire and influence others		170,		316				57,279,			271,		
Communication skill	good at convey and express opinion to get people understood; understand people's needs and thoughts									3,208,		92		
Intelligent	analyzing and reasoning ability to a high degree													

Research B Research A	Definition	Flexible	Confident	Pragmatic	Team development	Networking	Integrity	Authentic	Can do attitude	Trust	Financial acumen	Change agent	Emotional intelligence	Others
Networking	Building up relationship; sociable					8,33,49,56,60,65,69,104,168,175,204,275,287,378,385	199,							
Can do attitude	willing to do and drive to get job done			272,					1,70,106,107,124,137,144,219,296,301,326,344,374,258,278,283,302					
Professional knowledge and experience	understand business with broad and deep knowledge, experience and skills													
Team development	identify team members' potential and willing to grow them up				11, 120, 198, 366, 380, 300, 362	76, 111,185,220,337,338			176,	214,			354,	
Cross culture	exposed to different cultures and understands different parts of world													
Ambitious	always strive for high goal, better performance								370					
Flexible	adapt to various situations and solutions	61,151,210,235,293,306	26,207,									113,		

Research B Research A	Definition	Flexible	Confident	Pragmatic	Team development	Networking	Integrity	Authentic	Can do attitude	Trust	Financial acumen	Change agent	Emotional intelligence	Others
Confident	self assured; willing to speak out and unafraid of conflict		9,12,15,23,43,45,68,103,150,166,273,307											
Drive to improve	continuous learning and improvement						63							
Authentic	consistent and true colour without hiding; not to play political games			74,		391,		10,123,153,212,343,368,369,379,394,						
Trust	believe in others;including delegation				37,73,314,363		98, 209,268,331			44,50,128				
Emotional intelligence	self aware, and sensitive to people's feeling					189, 246,291, 323							42,80,95,108,141,	
Creative	able to come up with new idea and concept								24					
Integrity	set principle and do consistently						88,90,115,127,154,336,355,361,393	304,						
Responsible	accountable; including willing to take responsibility			330										
Change agent	drive to break current status and able to improve through changes		186,								6,	203,257, 302		

Multi-tasking	handle multiple work at the same time													
Others	including uncategorized constructs. eg. "formal", "customer centric"					67								81,112,300
Financial acumen	sensitive to figures; grasp of finance knowledge										27,51			

Appendix 11: Comparison of Third Coding – Researcher A and Researcher C

Researcher C Researcher A	Creative	Drive to improve	Communication skill	Collaborative style	Charisma	Responsible	Professional knowledge and experience	Ambitious	Visionary	Cross culture	Intelligent	Multi-tasking	Flexible
Creative	24, 47, 54, 105, 131, 211, 299, 313, 372, 392												
Drive to improve		16, 77, 125, 132, 157, 171, 215, 277, 345, 351, 365,			63,								
Communication skill		119,	3, 46, 71, 75, 83, 116, 167, 276, 282, 292, 311, 319, 358, 376, 172,177,195,208,226,236,247, 267,										
Collaborative style			35,	117,126, 133,138, 232, 233, 143,159, 218, 234, 240, 252, 169,280, 364,371,384,	7, 36, 121, 187, 322,								
Charisma		316			18, 38, 39,57, 72, 329, 94,99, 100,145,155, 160,271,279, 315,347,360, 170,182,193, 202,216,224, 259,265,								
Responsible					330,	102,114, 134,146, 190, 264,	260,						
Professional knowledge and experience					261,		13,19, 20, 29,82,86, 91,109,152, 156,163,303,348 ,386, 231, 229, 250, 266,			25,			
Ambitious						78,		31, 205,206, 244,239, 238,254, 325,142, 350,357, 370,375,					

Researcher C Researcher A	Creative	Drive to improve	Communication skill	Collaborative style	Charisma	Responsible	Professional knowledge and experience	Ambitious	Visionary	Cross culture	Intelligent	Multi-tasking	Flexible
Visionary									5,17,41,64, 66,84,93,96 110,135, 136,149, 269,332, 346,373, 388,174, 178,184, 188,194, 196,192, 197,200, 222,248, 262,263, 327,				
Cross culture									22,	28,48,97, 165,284, 294,310, 349, 173,183, 191,201, 249,251, 255,256			
Intelligent							85,				52, 58,328,79,87 ,101,122, 129,148,270, 285, 339, 342,389, 161,217,230, 241,243,		
Multi-tasking												,21,309,312 ,334,353,	
Flexible	26,												61, 62,113,151, 288,293, 306,359, 390, 210, 235
Confident			23,	9,		68,		12,					
Pragmatic						242,					158,	4,	
Team development					120, 176,								
Networking											290,		
Integrity													
Authentic													

Researcher C Researcher A	Creative	Drive to improve	Communication skill	Collaborative style	Charisma	Responsible	Professional knowledge and experience	Ambitious	Visionary	Cross culture	Intelligent	Multi-tasking	Flexible
Can do attitude		272,				107, 335,							
Researcher C Researcher A	Creative	Drive to improve	Communication skill	Collaborative style	Charisma	Responsible	Professional knowledge and experience	Ambitious	Visionary	Cross culture	Intelligent	Multi-tasking	Flexible
Trust													
Financial acumen													
Change agent													
Emotional intelligence													
Others													

Researcher C Researcher A	Confident	Pragmatic	Team development	Networking	Integrity	Authentic	Can do attitude	Trust	Financial acumen	Change agent	Emotional intelligence	Others
Creative												
Drive to improve												
Communication skill										92,		
Collaborative style			89, 237,								356,	
Charisma	170,											
Responsible												
Professional knowledge and experience												
Ambitious							383,					
Visionary				14,								
Cross culture												
Intelligent	40,	341,										
Multi-tasking												
Flexible	207,											
Confident	15, 43, 45,103,150,16 6,273,307, 181,											
Pragmatic	377	,53,321, 324,118,130, 139, 140,162,281, 289,295, 298, 308,317,318, 333, 352,381,382, 213,227,225, 221,223,245, 253,			367,							

Researcher C Researcher A	Confident	Pragmatic	Team development	Networking	Integrity	Authentic	Can do attitude	Trust	Financial acumen	Change agent	Emotional intelligence	Others
Team development			11, 76, 320,337, 338,354,362, 366,380,387, 164, 185, 198, 214, 220,	340,							111,	
Networking				2, 8, 33,49,59, 60,65, 175,199,204,228, 69,104,168,274,27 5,287, 378,385,							55, 56,	
Integrity					88,90,115, 127,154,304 ,336,355, 361,393							
Authentic				391,	10,	123,153, 212, 343,368, 369,379,39 4					74,	
Can do attitude							1,70, 106,124,137, 144,147,278, 283,296,301, 302,344,374, 180,219,258, 326,					
Trust			37, 73,					,44,50,331,98 ,128,314,363, 209, 268,				
Financial acumen									6, 27,34,51,			
Change agent										179,186,203, 257,305,		
Emotional intelligence											,42,80,95,108, 141,286,291,29 7,323, 189,246,	
Others												67,81,112, 300

Appendix 12: Calculation of second coding reliability

Category No.	Category	Total No.	Matching No.	Matching Percentage	Dismatching No.	Dismatching Percentage
9	Visionary	32	30	94%	2	6%
15	Pragmatic	31	21	68%	10	32%
5	Charisma	26	21	81%	5	19%
4	Collaborative style	26	14	54%	12	46%
3	Communication skill	24	17	71%	7	29%
17	Networking	22	15	68%	7	32%
11	Intelligent	22	18	82%	4	18%
7	Professional knowledge and experience	20	15	75%	5	25%
10	Cross culture	19	18	95%	1	5%
16	Team development	19	7	37%	12	63%
20	Can do attitude	21	17	81%	4	19%
8	Ambitious	15	12	80%	3	20%
13	Flexible	13	6	46%	7	54%
14	Confident	13	12	92%	1	8%
2	Drive to improve	12	7	58%	5	42%
19	Authentic	11	9	82%	2	18%
21	Trust	11	3	27%	8	73%
24	Emotional intelligence	11	5	45%	6	55%
1	Creative	10	9	90%	1	10%
18	Integrity	10	9	90%	1	10%
6	Responsible	8	6	75%	2	25%
23	Change agent	6	3	50%	3	50%
12	Multi-tasking	5	4	80%	1	20%
25	Others	4	3	75%	1	25%
22	Financial acumen	3	2	67%	1	33%
Total		394	283	72%	111	28%

Appendix 13: Calculation of third coding reliability

Category No	Category	Total No.	Matching No.	Matching Percentage	Dismatching No.	Dismatching Percentage
1	Creative	10	10	100%	0	0%
12	Multi-tasking	5	5	100%	0	0%
18	Integrity	10	10	100%	0	0%
22	Financial acumen	4	4	100%	0	0%
23	Change agent	5	5	100%	0	0%
24	Emotional intelligence	11	11	100%	0	0%
25	Others	4	4	100%	0	0%
9	Visionary	32	31	97%	1	3%
5	Charisma	26	25	96%	1	4%
3	Communication skill	24	23	96%	1	4%
10	Cross culture	17	16	94%	1	6%
2	Drive to improve	12	11	92%	1	8%
7	Professional knowledge and experience	20	18	90%	2	10%
8	Ambitious	15	13	87%	2	13%
11	Intelligent	22	19	86%	3	14%
17	Networking	22	19	86%	3	14%
20	Can do attitude	21	18	86%	3	14%
13	Flexible	13	11	85%	2	15%
16	Team development	19	16	84%	3	16%
15	Pragmatic	31	26	84%	5	16%
21	Trust	11	9	82%	2	18%
6	Responsible	8	6	75%	2	25%
19	Authentic	11	8	73%	3	27%
14	Confident	13	9	69%	4	31%
4	Collaborative style	26	17	65%	9	35%
Total		392	344	88%	48	12%
Top 10		131	128	98%	3	2%

Appendix 14: Normalized variation for each construct – senior global leaders

Interviewee	Construct No.	Construct	Normalised Variation
A1	1	Push the boundary (Get the job done)	2.2
	2	Connected with broad stakeholders	7.6
	3	Being direct	13.9
	4	Focus (Prioritizing)	3.1
	5	Strategic thinking	3.9
	6	Financial acumen	9.4
	7	Presence	13.6
	8	Networking	13.9
	9	Tackling conflict	10.1
	10	Consistent	3.8
	11	Bring the best of people	7.3
	12	Being decisive	4.8
	13	Experience in different functions	6.3
	14	External focused	3.9
	15	Self-confident (Faith in your own judgement)	6.0
	A2	16	Welcoming/Open to feedback (Able to change own behaviour)
17		Ability to think strategically	5.8
18		Ability to command respect	2.8
19		Broad knowledge	5.4
20		Intellectual	2.3
21		Ability to do a lot of jobs (Try different jobs in their career)	2.6
22		Global perspective	7.6
23		Willing to speak up	3.9
24		Proactive of thinking, a step ahead	4.1
25		English and Chinese language	13.3
26		Succeeded in trying something	14.2
27		Strong financial background	8.5
28		Lived in Asia and Europe	21.6
29		Deep chemical experience	10.5
30			
31		Very ambitious	5.3
A3		32	
	33	Ability to build up relationships	5.4
	34	Analytical (Details oriented)	5.3
	35	Consensus seeking (Get conclusion through dialogues)	9.8
	36	Leading through team	10.2
	37	Delegation	5.1
	38	Personal impact	8.1
	39	Charismatic	8.7
	40	Able to make complex decisions	6.8
	41	Strategic thinking	3.0
	42	Emotional intelligence	11.0
	43	Act decisively	9.3
	A4	44	Trust
45		Self confidence	6.8
46		Being to the point	4.7
47		Creative (Think out of the box)	6.8
48		Be able to work in multi-culture environment	7.0
49		Interpersonal skill (Self awareness)	8.5
50		Trusting & Outgoing	5.1
51		Financial knowledge (Tangible data)	8.6
52		Deeply reasoning (in decision process)	5.1
53		Energetic / Action oriented	6.7
54		Creative	8.1
55	"Political" (Positive)	8.4	
56	Warmth (People touch)	10.4	
57	Enthusiasm	9.2	
58	Logical thinking (Analytical)	4.9	
59	To use the relationship to get job done	6.4	
60	Nature social expertise	6.8	
61	Flexible	9.2	

Interviewee	Construct No.	Construct	Normalised Variation
A5	62	Logic/Structured but flexible	7.7
	63	Role model	3.1
	64	Visionary	15.0
	65	Personal touches (Relationship)	6.3
	66	Strategic thinking	7.7
	67	Fun (Enjoy life)	5.6
	68	Decisive and willing to take responsibilities	6.3
	69	Sociable (External)	6.6
	70	Exceedingly hard working	9.4
	71	Willing to listen	7.7
	72	Passionate	6.3
A6	321	Pragmatic	9.9
	322	Low ego	6.0
	323	High EQ	13.2
	324	Well judged decision/choice making	11.4
	325	Ambition in career advancement(Balance short/long term)	8.5
	326	Hardworking	0.7
	327	Ability to see big picture	7.3
	328	Intellectual/Logical thinking	8.0
	329	Ability of leading in front (Engage people)	4.6
	330	Reliable	5.9
331	Trust	6.0	
B1	73	Empowering	4.7
	74	Focus the energy on business	9.6
	75	Good listener	5.5
	76	People driven	11.8
	77	Learner	8.3
	78	Take responsibility bigger than they have	11.2
	79	Objective / Analytical (Quantitative)	3.7
	80	Balanced sensitively (Self Vs. Others)	9.3
	81	Formal	5.9
	82	Broad general management	11.8
83	Strong preference of face to face communication	8.7	
B2	84	Focus on bigger picture	6.1
	85	Rich experience	7.6
	86	Professional qualification	4.5
	87	Quality (intelligent, education, learning ability)	7.4
	88	Integrity	10.4
	89	Team work	14.0
	90	Loyalty	11.1
	91	Professional Acumen	8.9
	92	Drive for change	7.6
	93	Strategic thinking (Macro)	6.1
	94	Charismatic	10.6
95	Manage people's heart (emotion/feeling)	4.6	
B3	96	Think of big picture	8.6
	97	Fact-based discussion	10.7
	98	Trustworthy	7.5
	99	Provide clear direction	10.7
	100	Convincing ability	11.7
	101	Deep analysis (use the numbers)	10.3
	102	Take responsibilities	5.8
	103	Decisive	12.7
	104	Networking (Internal & External)	3.6
	105	Creative	7.2
	106	Positive (can do) attitude	7.5
	107	Engaged	6.8

	108	Care about people	6.3
	109	Technical competent	5.8

Interviewee	Construct No.	Construct	Normalised Variation
B4	110	Strategic/ vision	12.7
	111	Building capability (achieving result through people)	8.8
	112	Focus on customer	6.1
	113	Change management	10.7
	114	Unconditional responsible	8.8
	115	Integrity	9.9
	116	Clear communication	7.5
	117	Collaboration / Influence	3.9
	118	Result orientation	7.5
	119	Continuous development	7.5
	120	Motivating team members	8.8
B5	121	Construction	6.8
	122	Ability to conceptualize	11.4
	123	Sincere	3.9
	124	Positive attitude towards working	12.2
	125	Drive (Determination)	15.7
	126	Team player	2.1
	127	Integrity	4.2
	128	Trust	7.7
	129	Eye on details	9.8
	130	Pragmatic	7.4
	131	Creative	11.5
	132	Open to new ideas (Willingness to learn)	5.2
	133	Willingness to share	5.2
	134	Willing to take responsibilities	9.1
	135	Strategic mindset	9.8
B6	136	Vision	12.5
	137	Devotion (Passionate)	8.2
	138	Communicate to the team	11.3
	139	Execution	6.9
	140	Direction/Goal oriented	7.6
	141	High EQ	9.2
	142	Ambition	5.5
	143	Team player	8.8
	144	Hardworking	5.1
	145	Charisma	7.4
B7	146	Responsible	8.2
	147	Drive	5.4
	148	Analytical	12.0
	149	Strategic	8.0
	150	Have opinion/articulate view	15.8
	151	Adaptability	7.2
	152	Professional	9.3
	153	Authenticity	8.9
	154	Integrity/Consistency	6.3
	155	Leader-like	8.5
	156	Leadership Experience	2.6
C1	157	Willing to learn	6.6
	158	Structured	9.8
	159	Follow through	7.4
	160	Driver	6.3
	161	Analytical	7.5
	162	Result oriented	11.6
	163	Knowledge of work	4.6
	164	Leading the team	6.1
	165	Diversity (Cross Culture)	14.9
	166	Persistence (Speak out)	7.5
	167	Communication Skill	9.5
	168	Interpersonal relationship	4.6
	169	Team work	8.6

Interviewee	Construct No.	Construct	Normalised Variation
C2	170	Courage	8.4
	171	Curiosity (Learning)	5.8
	172	Communication Skill	7.2
	173	International Exposure	9.3
	174	Broad minded	11.3
	175	Networking	8.8
	176	Energetic	5.0
	177	Proficient in English	8.7
	178	Big picture	7.2
	179	Embarks changes	4.3
	180	Positive attitude to new things	6.0
	181	Quick decision	10.1
	182	Leader	11.3
C3	183	Mobility in international environment	11.3
	184	Broad view (big picture)	7.9
	185	Develop people	4.8
	186	Prepared to break the rule	9.8
	187	Consensus leadership	7.5
	188	Plan with the end in mind	9.1
	189	Care about people	6.0
	190	Take responsibility (Ownership)	6.7
	191	Mobility	7.5
	192	External focused	8.2
	193	Charismatic	7.9
	194	Vision	10.5
	195	Clear and concise communication	8.2
196	Diverse-culture thinking	12.6	
C4	197	Big picture thinking	8.5
	198	Evaluate potential	10.1
	199	Personal trust	4.5
	200	Strategic thinking	14.2
	201	Globalness	6.0
	202	Lead by influence	8.5
	203	Drive change	6.9
	204	Ability to relate well to all organisation levels	6.0
	205	Ambition (Career)	11.8
	206	Competitive: drive to win	8.5
	207	Assertiveness	4.9
C5	208	Open and Transparent (Communication/Decision)	12.7
	209	Sincere/Trust	11.1
	210	Flexible	6.0
	211	Creative	8.9
	212	Informal/true colour	4.9
	213	Result Driven	3.1
	214	Fair	10.1
	215	Curiosity	9.7
	216	Leading people	9.7
	217	Intelligent	4.9
	218	Cooperative	8.9
D1	219	Positive mindset	9.8
	220	Willingness to give people credit	11.0
	221	Ability to identify things related to business (critical to their success)	3.8
	222	Establish vision and set direction	6.6
	223	Bringing work to closure	7.9
	224	Charisma	11.1
	225	Principle-based decision making	12.2
	226	Communication skill	7.0
	227	Hands on	10.7
	228	Political astute	5.0
	229	Functional competence	3.0
	230	Analytical skill	5.4
	231	Broad range of experience	7.5
	232	Selected as high potential in early career (characteristic of the organisation)	9.9
	233	Collaborative style	12.2

Interviewee	Construct No.	Construct	Normalised Variation
D2	234	Getting alignment with people	8.6
	235	Flexible	6.2
	236	Listener	7.6
	237	Team builder	10.9
	238	Competitive	3.0
	239	Driven to succeed	7.0
	240	Self depreciating	9.5
	241	Able to get into the details	7.6
	242	Get hands dirty	11.2
	243	Describe the complete issue in a simple way	9.8
	244	Personal ambition	3.9
D3	245	Process driven	12.3
	246	People focused	10.4
	247	Good communicator	6.7
	248	Strategic/ vision	9.2
	249	Cross culture communication	12.4
	250	Headquarter experience(culture, process, networking)	12.8
	251	Western culture influence	11.1
	252	Cross team collaboration	5.8
	253	Good execution ability	3.0
	254	Career ambition	4.9
D4	255	Sensitive to other culture and eager to learn	6.6
	256	Respected by global teams	8.9
	257	Change agent	7.2
	258	Positive attitude	8.2
	259	Senior leader charisma	9.4
	260	Technical capability	4.9
	261	Leadership perspective/maturity	7.9
	262	Broad view	9.6
	263	Big picture/Broad Impact	6.5
	264	Hold high individual accountability	8.0
D5	265	Respected as a leader	7.0
	266	Manufacturing experience	12.8
	267	Verbal communication skills	11.2
	268	Ability to obtain trust and confidence	4.7
	269	Strategic thinking	5.3
	270	Deep thinking (analytical)	3.2
	271	Influence	8.2
	272	Persistent	8.7
	273	Voice out	10.5
	274	Political (positive)	10.8
E1	275	Networking	6.9
	276	Communication	9.4
	277	Motivation to advance career	8.7
	278	Positive attitude	8.7
	279	Passion	9.6
	280	Collaboration	3.9
	281	Balance speed and details	3.5
	282	Good communication	10.9
	283	Determination	7.4
	284	Cross culture understanding	10.5
E1	285	analytical	7.4
	286	Facts oriented	3.9
	287	Sociable	7.0
	288	Adjust in different culture and environment	10.5
	289	Anticipating needs	8.6
	290	Understanding situations	6.2
	291	Emotional intelligence	7.0
	292	Good listener	7.0
	293	Flexible	9.7
	294	Culture fit	6.2

Interviewee	Construct No.	Construct	Normalised Variation
E2	295	Attention to detail	6.5
	296	Hardworking	7.9
	297	Control emotion	7.8
	298	Execution	11.2
	299	Innovative	6.5
	300	Customer Centric	6.8
	301	Energetic	7.9
	302	Enthusiastic/Positive	6.5
	303	Business knowledge/ Experience	7.9
	304	Walk the talk	3.6
	305	Entrepreneurship	6.5
	306	Flexibility	4.7
	307	Confident	6.5
	308	Speed (with high quality)	6.5
E3	309	Handle multiple task	10.1
	310	Able to work with people from different background	10.1
	311	Clear and concise communication	8.2
	312	Multi-task ability	8.2
	313	Innovation/Creativity	13.3
	314	Delegation	8.2
	315	Ability to inspire others	8.2
	316	Motivation	3.6
	317	Process oriented	5.9
	318	Responsiveness (Speed of response)	4.8
F1	319	Understand expectations	4.2
	320	Ability to lead in front	8.6
	332	Vision/Strategic Thinking	6.0
	333	Result orientation	3.7
	334	Prioritize resources	9.4
	335	Strong ownership	11.6
	336	Ethical	6.0
	337	Develop people	9.4
	338	Recognize people	13.5
	339	Analytical ability	6.7
F2	340	Able to build engagement	9.4
	341	Planning ability	6.7
	342	Sensitive to details	4.9
	343	Authentic	11.8
	344	Creating possibilities (Positive mindset)	9.6
	345	Continuous development	15.0
	346	Visionary	5.3
	347	Influence	4.8
	348	Experienced	8.5
	349	Able to work in multi-culture	9.6
	350	Star performer	5.3
	351	Passion for growth	5.3
	352	Practical	4.8
	353	Prioritize	11.8
F3	354	Caring	3.7
	355	Integrity	10.1
	356	Humanity	5.3
	357	Willing to take new challenges	9.8
	358	Consistent and clear communication	9.8
	359	Able to work in ambiguity	8.1
	360	"Role model"	6.9
	361	Integrity	5.9
	362	Caring people	5.1
	363	Empowering	8.3
	364	Deliver through people	8.3
	365	Constantly self-improvement	8.6
	366	Support people to succeed	8.1
367	Able to stay focused	6.9	
368	Willing to admit mistakes	7.6	
369	Authenticity	8.6	
370	Performance driven	9.0	

Interviewee	Construct No.	Construct	Normalised Variation
F4	371	Collaborative	17.3
	372	Creative	8.7
	373	Vision	13.2
	374	Positive attitude (Can do)	4.3
	375	Desire to win	8.2
	376	Clear communication	6.7
	377	Speed of decision making	6.0
	378	Good at relationship	6.0
	379	Authentic (Transparent prospected)	6.5
	380	Celebrative/reward	6.0
	381	Result driven	4.3
F5	382	Result driven	6.1
	383	Status conscious motivation to be successful	6.1
	384	Collective caring	9.9
	385	Out-going/Engaging (Open)	9.6
	386	Generalist	10.8
	387	Team orientation (Develop people)	8.9
	388	Broad focus (big picture)	8.9
	389	Detail Consciousness	5.5
	390	Balanced Controlling	8.7
	391	"Fun" (Creating Celebration)	8.1
	392	Creative	8.1
	393	Loyalty	7.0
	394	Authentic (Trust)	5.4

Appendix 15: Cross grid analysis - identify constructs senior global leaders used to discriminate high potential managers

NO.	Category	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3	F1	F2	F3	F4	F5	No.	ee No.
4	Collaborative style			√					√		√√	√√	√		√		√		√		√				√				√	√	√	√	16	14
11	Intelligent				√		√	√		√		√√		√						√	√				√			√√					12	10
15	Pragmatic											√	√√		√				√	√√	√√						√√	√	√		√		15	10
20	Can do attitude	√					√					√	√							√				√	√	√		√					10	10
9	Visionary	√	√										√				√					√		√			√	√			√		9	9
16	Team development							√			√				√	√			√								√√	√		√	√		11	9
1	Creative		√	√	√					√		√													√					√	√		8	8
3	Communication skill	√				√					√										√√		√	√			√			√			9	8
10	Cross culture		√	√												√	√	√				√		√	√								11	8
17	Networking		√	√	√√	√				√					√										√						√		9	8
2	Drive to improve	√						√				√				√			√					√						√			8	7
5	Charisma				√					√√				√		√							√	√			√						8	7
18	Integrity								√√		√	√													√		√	√	√				8	7
21	Trust			√√	√		√					√							√				√							√			8	7
7	Professional knowledge and experience		√√						√	√										√					√			√					9	6
6	Responsible						√						√				√						√										4	4
8	Ambitious						√	√													√										√		4	4
13	Flexible		√		√	√								√																			4	4
14	Confident													√	√									√		√							4	4
19	Authentic						√					√																	√√		√√		6	4
24	Emotional intelligence						√														√				√								3	3
23	Change agent	√																√															2	2
25	Others					√																			√								2	2
12	Multi-tasking																										√						1	1
22	Financial acumen		√																														1	1

Appendix 16: Cross grid analysis - identify constructs senior global leaders used to discriminate Global Leaders

No.	Category	A1	A2	A3	A4	A5	A6	B1	B2	B3	B4	B5	B6	B7	C1	C2	C3	C4	C5	D1	D2	D3	D4	D5	E1	E2	E3	F1	F2	F3	F4	F5	√ No.	ee No.	
9	Visionary	√		√		√√	√			√	√	√		√		√√	√√√	√√		√		√	√	√					√		√		22	17	
5	Charisma		√	√√			√		√	√√			√		√	√	√	√	√	√			√	√					√	√			18	16	
15	Pragmatic	√					√√				√		√√		√					√√√		√			√√	√√√	√			√	√√	√	21	13	
3	Communication skill										√				√	√√	√		√	√	√		√	√	√√		√√			√			15	12	
20	Can do attitude					√				√√			√	√		√				√				√	√	√√√			√		√		14	11	
7	Professional knowledge and experience	√	√					√	√	√				√√	√					√		√	√										11	10	
4	Collaborative style	√		√			√		√				√		√					√√	√√									√			12	9	
11	Intelligent			√	√			√	√	√					√				√		√				√								9	9	
8	Ambitious		√										√				√√				√√√	√							√	√√	√		12	8	
14	Confident	√√√	√	√√		√				√			√		√									√									11	8	
16	Team development	√									√					√	√	√										√	√√				8	7	
13	Flexible										√							√		√					√	√			√				6	6	
2	Drive to improve					√								√		√												√	√				6	5	
10	Cross culture		√							√					√							√√						√					6	5	
17	Networking	√√		√	√											√								√√									7	5	
19	Authentic	√					√							√					√									√					5	5	
6	Responsible					√						√					√						√											4	4
12	Multi-tasking		√																						√	√		√					4	4	
21	Trust					√	√			√				√															√				4	4	
23	Change agent	√														√	√									√							4	4	
24	Emotional intelligence			√		√							√												√√								5	4	
18	Integrity							√√		√				√																			4	3	
1	Creative																		√												√		2	2	
22	Financial acumen		√		√																												2	2	
25	Others										√																						1	1	

Appendix 17: Constructs senior global leaders used to distinguish High Potential Managers

No.	Category	High Potential Managers						Total	Key Constructs
		A	B	C	D	E	F		
4	Collaborative style	1	4	3	1	1	4	14	Yes
11	Intelligent	2	4	0	2	1	1	10	No
15	Pragmatic	0	2	2	2	1	3	10	No
20	Can do attitude	2	2	0	2	2	2	10	No
9	Visionary	2	1	1	2	0	3	9	Yes
16	Team development	0	2	3	0	0	4	9	Yes
1	Creative	3	2	0	0	1	2	8	Yes
3	Communication skill	2	1	0	3	1	1	8	Yes
10	Cross culture	2	0	2	1	2	1	8	Yes
17	Networking	4	1	1	0	1	1	8	No
2	Drive to improve	1	2	2	1	0	1	7	Yes
5	Charisma	1	2	1	2	1	0	7	Yes
18	Integrity	0	3	0	0	1	3	7	No
21	Trust	3	1	1	1	0	1	7	No
7	Professional knowledge and experience	1	2	0	1	1	1	6	Yes
6	Responsible	1	1	1	1	0	0	4	No
8	Ambitious	1	1	0	1	0	1	4	No
13	Flexible	3	1	0	0	0	0	4	Yes
14	Confident	0	1	1	1	1	0	4	Yes
19	Authentic	0	2	0	0	0	2	4	No
24	Emotional intelligence	0	1	0	1	1	0	3	Yes
23	Change agent	1	0	1	0	0	0	2	No
25	Others	1	0	0	0	1	0	2	No
12	Multi-tasking	0	0	0	0	0	1	1	No
22	Financial acumen	1	0	0	0	0	0	1	No

Appendix 18: Constructs senior global leaders used to distinguish Global Leaders

No.	Category	Global Leaders							Key Constructs
		A	B	C	D	E	F	Total	
9	Visionary	4	4	3	4	0	2	17	Yes
5	Charisma	3	3	5	3	0	2	16	Yes
15	Pragmatic	2	2	1	2	3	3	13	No
3	Communication skill	0	1	4	4	2	1	12	Yes
20	Can do attitude	1	3	1	2	2	2	11	No
7	Professional knowledge and experience	2	4	1	3	0	0	10	Yes
4	Collaborative style	3	2	1	2	0	1	9	Yes
11	Intelligent	2	3	2	1	1	0	9	No
8	Ambitious	1	1	1	2	0	3	8	No
14	Confident	4	2	1	1	0	0	8	Yes
16	Team development	1	1	3	0	0	2	7	Yes
13	Flexible	0	1	1	1	2	1	6	Yes
2	Drive to improve	1	1	1	0	0	2	5	Yes
10	Cross culture	1	1	1	1	0	1	5	Yes
17	Networking	3	0	1	1	0	0	5	No
19	Authentic	1	2	1	0	0	1	5	No
6	Responsible	1	1	1	1	0	0	4	No
12	Multi-tasking	1	0	0	0	2	1	4	No
21	Trust	1	2	0	0	0	1	4	No
23	Change agent	1	0	2	0	1	0	4	No
24	Emotional intelligence	2	1	0	0	1	0	4	Yes
18	Integrity	0	3	0	0	0	0	3	No
1	Creative	0	0	1	0	0	1	2	Yes
22	Financial acumen	2	0	0	0	0	0	2	No
25	Others	0	1	0	0	0	0	1	No

Appendix 19: Mean scores and variations - identify important constructs of High Potentials

Mean scores and variations – Interviewee Aa

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Long term vision	2	3.44	5	8.2	13.7
2	Big picture	2	3.78	5	5.6	9.2
3	Passion/inspiring	3	3.33	5	4.0	6.6
4	Insight	3	3.78	5	3.6	5.9
5	Cross culture	2	3.78	5	7.6	12.6
6	Courage to speak out	2	4.11	5	6.9	11.4
7	Socializing	3	4.00	5	6.0	10.0
8	Systematic thinking	3	3.78	5	3.6	5.9
9	Networking	3	4.00	5	6.0	10.0
10	Utilize resources	3	4.11	5	2.9	4.8
11	Support/develop team	3	4.00	5	6.0	10.0

Remark: * average score: 9.1

Mean scores and variations – Interviewee Ab

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Open minded	2	3.67	5	14.0	7.3
2	High ambition	1	3.67	5	20.0	10.4
3	Passion	2	3.56	5	14.2	7.4
4	People skill	2	3.56	5	6.2	3.2
5	Communication	1	3.89	5	16.9	8.8
6	Lead by example	3	3.89	5	2.9	1.5
7	Willing to speak out	1	4.00	5	16.0	8.3
8	English language	2	3.78	5	13.6	7.0
9	Systematic thinking	2	3.56	5	8.2	4.3
10	Politic sense	1	3.33	5	24.0	12.5
11	Visionary	2	3.78	5	11.6	6.0
12	Inspiration	2	4.00	5	14.0	7.3
13	Build relationship	1	3.89	5	18.9	9.8
14	Develop people	2	3.67	5	12.0	6.2

Remark: * average score 7.1

Mean scores and variations – Interviewee Ac

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Big picture	1	3.44	5	18.2	14.0
2	Commercial savvy	2	3.89	5	8.9	6.8
3	Cross functional professional experience	1	2.56	4	10.2	7.8
4	Decision making	2	3.33	4	6.0	4.6
5	Influencing others (convincing)	1	3.11	4	8.9	6.8
6	Empowerment	1	3.00	5	12.0	9.2
7	Result driven	1	3.67	5	20.0	15.3
8	Inspiring others	2	3.22	5	7.6	5.8
9	Decisive	1	3.56	5	14.2	10.9
10	Systematic	1	3.11	5	12.9	9.9
11	Charisma	1	2.78	4	11.6	8.9

Remark: * average score 9.1

Mean scores and variations – Interviewee Ad

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Integrity	2	3.89	5	8.9	12.1
2	Professional knowledge/experience	2	3.67	5	6.0	8.2
3	Long term view (strategic thinking)	2	3.00	5	10.0	13.6
4	Communication	2	3.00	4	6.0	8.2
5	Motivation/recognition	2	3.11	4	4.9	6.7
6	Teamwork	2	3.56	4	4.2	5.8
7	Self - motivated	2	3.44	5	10.2	13.9
8	Eager to learn	2	3.11	4	4.9	6.7
9	Handle stress	2	3.44	5	6.2	8.5
10	Manage potential risk	2	3.00	4	6.0	8.2
11	Utilize resource	2	3.00	4	6.0	8.2

Remark: * average score 9.1

Mean scores and variations – Interviewee Ae

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Strategic thinking	1	3.33	5	16.0	11.3
2	Always go beyond (take bigger responsibility)	1	3.22	5	25.6	18.0
3	Ambition for success	2	3.67	5	14.0	9.9
4	Leading people	2	3.33	5	12.0	8.5
5	Balance technical and practice	2	3.56	5	8.2	5.8
6	Create impact/influence	2	3.44	5	12.2	8.6
7	Performance driven	3	4.00	5	6.0	4.2
8	Innovative	2	3.44	5	8.2	5.8
9	Relationship	3	4.00	5	6.0	4.2
10	Utilize resources	2	3.67	5	12.0	8.5
11	Act decisively	2	3.44	5	10.2	7.2
12	Ownership	2	3.78	5	11.56	8.14

Remark: * average score 8.3

Mean scores and variations – Interviewee Af

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Global/Broad view	1	2.78	5	27.6	8.9
2	Sensitive to culture	1	2.89	5	28.9	9.3
3	Manage people from different culture	1	2.67	5	24.0	7.7
4	Long term vision	1	3.00	5	26.0	8.4
5	Execution of strategy	1	3.11	5	20.9	6.7
6	Drive to change	1	3.11	5	26.9	8.7
7	Passion	1	3.22	5	23.6	7.6
8	Analytical/Logical	1	3.00	5	18.0	5.8
9	Communication	1	3.33	5	22.0	7.1
10	Influential	1	3.33	5	22.0	7.1
11	Decisive	1	3.56	5	20.2	6.5
12	Ambitious (Career development)	1	4.00	5	24.0	7.7
13	D&I (Diversity and Inclusion)	1	3.56	5	26.2	8.5

Remark: * average score 7.7

Mean scores and variations – Interviewee Ba

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Positive attitude (to customer)	3	3.89	5	2.9	5.0
2	Big picture	2	3.33	4	4.0	6.9
3	Respect others	2	4.11	5	8.9	15.4
4	Allocate resource	3	3.67	4	2.0	3.5
5	Professional knowledge/skills	2	3.89	5	6.9	11.9
6	Systematic thinking	2	3.67	5	10.0	17.3
7	Clear/honest feedback	3	3.67	4	2.0	3.5
8	Focus on business	2	3.78	5	15.6	26.9
9	Select people for right culture	3	3.78	5	5.6	9.6

Remark: * average score 11.1

Mean scores and variations – Interviewee Bb

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Strategic thinking	1	3.11	5	18.9	19.8
2	Influencing people	2	3.44	5	8.2	8.6
3	Result oriented	2	3.22	4	5.6	5.8
4	Build up team culture	2	3.33	5	10.0	10.5
5	Take responsibility	2	3.33	4	6.0	6.3
6	Focus on customer	2	3.33	4	6.0	6.3
7	Communication skill	2	3.44	5	6.2	6.5
8	Intelligent	2	3.56	5	8.2	8.6
9	Systematic/logical	3	3.67	5	4.0	4.2
10	Charisma	2	3.44	5	14.2	14.9
11	Facing difficulties	2	3.33	5	8.0	8.4

Remark: * average score 9.1

Mean scores and variations – Interviewee Bc

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Strategic thinking	1	2.67	5	14.0	16.8
2	Execution	2	3.67	5	10.0	12.0
3	Leading people	2	2.89	5	10.9	13.1
4	Business understanding	2	3.56	5	10.2	12.3
5	Understand people value	2	3.89	5	8.9	10.7
6	Team player	2	3.22	4	3.6	4.3
7	Planning for team	3	4.00	5	4.0	4.8
8	Result driven	3	4.11	5	4.9	5.9
9	E.Q.	2	3.22	4	3.6	4.3
10	Responsible	3	4.11	5	6.9	8.3
11	Care about people	2	3.44	5	6.2	7.5

Remark: * average score 9.1

Mean scores and variations – Interviewee Bd

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Communication	2	3.00	4	6.0	5.7
2	Leading people	1	2.44	4	6.2	5.9
3	Role model (hardworking)	1	3.44	5	12.2	11.6
4	Professional qualification	1	3.00	4	10.0	9.5
5	Understanding of local market	1	3.00	4	14.0	13.3
6	Deliver result through people	1	2.44	5	16.2	15.4
7	Strategic (broad view)	1	2.44	5	14.2	13.5
8	Life-work balance	1	3.78	5	13.6	12.8
9	Interpersonal skill	1	2.89	4	6.9	6.5
10	Understand people	2	3.44	4	6.2	5.9

Remark: * average score 10.0

Mean scores and variations – Interviewee Be

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Convincing	1	3.00	4	8.0	21.3
2	Easy to get close to people	2	2.78	4	5.6	14.8
3	Charismatic	3	3.22	4	1.6	4.1
4	Innovative	3	3.22	4	1.6	4.1
5	Analytical	2	3.22	4	3.6	9.5
6	Team work	2	2.89	4	2.9	7.7
7	Build team culture	2	3.11	4	4.9	13.0
8	Execution	2	3.33	4	4.0	10.7
9	Responsible	3	3.33	4	2.0	5.3
10	Deliver result	2	3.22	4	3.6	9.5

Remark: * average score 10.0

Mean scores and variations – Interviewee Ca

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Decisive	1	3.56	5	14.2	10.4
2	Strategic thinking	1	3.56	5	16.2	11.9
3	Logical/systematic thinking	1	3.56	5	14.2	10.4
4	Communication skill	1	3.00	5	18.0	13.2
5	Political	1	3.00	5	18.0	13.2
6	Inspiring people	1	2.33	5	16.0	11.7
7	Innovative	1	3.00	5	12.0	8.8
8	Flexibility	1	3.33	5	12.0	8.8
9	Vision	1	2.67	5	16.0	11.7

Remark: * average score 11.1

Mean scores and variations – Interviewee Cb

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Strategic thinking	2	3.67	5	8.0	10.9
2	Local culture understanding	3	3.78	5	5.6	7.6
3	Communication for full understanding	3	4.00	5	4.0	5.4
4	Drive/aggressive	2	4.22	5	9.6	13.0
5	Professional behavior	2	3.22	5	7.6	10.3
6	People oriented	2	3.44	5	10.2	13.9
7	Balance number and emotion (Consider more factors)	3	3.89	5	6.9	9.4
8	Willing to try new things (pass on)	3	3.89	5	4.9	6.7
9	Organization understanding	2	3.89	5	10.9	14.8
10	Fun with place	3	4.00	5	6.0	8.2

Remark: * average score 10.0

Mean scores and variations – Interviewee Cc

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Hardworking	2	3.56	5	6.2	15.3
2	Drive for result	2	3.56	5	6.2	15.3
3	Communication in English	3	4.11	5	4.9	12.0
4	Straight forward	2	3.33	4	4.0	9.8
5	Presentable	3	3.89	5	4.9	12.0
6	Interpersonal skill	3	3.56	5	4.2	10.4
7	Professional knowledge	2	3.44	5	6.2	15.3
8	Communication skill	3	4.00	5	4.0	9.8

Remark: * average score 12.5

Mean scores and variations – Interviewee Cd

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Result driven	2	3.78	5	9.6	10.0
2	Innovative	3	3.89	5	6.9	7.2
3	Leading people (care about people)	3	4.00	5	6.0	6.3
4	Strategic thinking	2	3.67	5	10.0	10.5
5	Facilitating (lead team)	2	3.56	5	10.2	10.7
6	Balance customer-company needs	2	3.56	5	8.2	8.6
7	People oriented	2	3.78	5	7.6	7.9
8	Presentable	2	3.78	5	11.6	12.1
9	Aggressive	2	4.00	5	10.0	10.5
10	Mature	2	3.67	5	8.0	8.4
11	Motivating people	3	3.78	5	7.6	7.9

Remark: * average score 9.1

Mean scores and variations – Interviewee Ce

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Communication skill	1	3.44	5	16.2	16.3
2	Culture understanding	2	3.56	5	6.2	6.2
3	Experience in handle difficulties	2	3.33	5	12.0	12.0
4	Presenting result	2	3.44	5	8.2	8.2
5	Effective delegation	1	3.22	5	13.6	13.6
6	Inspiring people (motivating)	2	3.56	5	8.2	8.2
7	High potential (get more opportunities)	1	3.22	5	17.6	17.6
8	Develop people	2	3.11	5	8.9	8.9
9	Analytical	2	2.89	5	8.9	8.9

Remark: * average score 11.1

Mean scores and variations – Interviewee Da

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Hardworking	3	4.00	5	6.0	6.4
2	Detail focus	2	3.89	5	8.9	9.6
3	No personal agenda	3	4.22	5	5.6	6.0
4	Warm hearted (people oriented)	2	4.11	5	8.9	9.6
5	Willing to mentor	2	4.22	5	9.6	10.3
6	Interpersonal skill	2	4.00	5	12.0	12.9
7	Intelligence	4	4.44	5	2.2	2.4
8	Insight	3	4.22	5	5.6	6.0
9	Discipline	2	3.22	5	13.6	14.6
10	Mobilize resources	2	4.00	5	10.0	10.7
11	Networking	2	3.89	5	10.9	11.7

Remark: * average score 9.1

Mean scores and variations – Interviewee Db

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Driver	2	3.56	5	8.2	15.4
2	Professional (technical) skills	3	4.22	5	7.6	14.2
3	People skill	3	4.33	5	4.0	7.5
4	Accommodative (reach consensus)	2	4.11	5	6.9	12.9
5	Role model	3	4.00	5	6.0	11.3
6	Technical (analytical)	3	3.78	5	5.6	10.4
7	Networking	2	4.22	5	7.6	14.2
8	Speak out	3	4.22	5	7.6	14.2

Remark: * average score 12.5

Mean scores and variations – Interviewee Dc

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Decision making	3	4.44	5	6.2	23.9
2	Drive for result	4	4.67	5	2.0	7.7
3	Find right people in the right position	3	4.11	5	2.9	11.1
4	Motivating people	4	4.67	5	2.0	7.7
5	Long term strategy (strategic)	3	4.22	5	5.6	21.4
6	Clear communication	4	4.78	5	1.6	6.0
7	Think out of box	4	4.22	5	1.6	6.0
8	Share thoughts, ask for feedback	3	4.44	5	4.2	16.2

Remark: * average score 12.5

Mean scores and variations – Interviewee Dd

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Positive	2	3.56	5	10.2	10.8
2	Creative	1	3.56	5	18.2	19.2
3	Analytical	2	3.89	5	10.9	11.5
4	Confidence	2	4.11	5	8.9	9.4
5	Persistent	1	3.44	5	10.2	10.8
6	Influencing	1	3.56	5	20.2	21.3
7	Intelligent	2	3.78	5	11.6	12.2
8	Deliver result	3	4.11	5	4.9	5.1

Remark: * average score 12.5

Mean scores and variations – Interviewee Ea

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Delegation	2	3.78	5	15.6	12.5
2	Leadership Experience(professional knowledge/skill)	1	3.78	5	17.6	14.1
3	Creative	2	3.89	5	8.9	7.2
4	Sociable	2	3.78	5	9.6	7.7
5	No hierarchical (not bossy)	1	3.78	5	15.6	12.5
6	Sincere	2	4.11	5	10.9	8.8
7	Credible	3	4.22	5	7.6	6.1
8	Flexible	1	3.11	5	12.9	10.4
9	Fair	1	3.78	5	13.6	10.9
10	Teamwork	2	3.56	5	12.2	9.8

Remark: * average score 10.0

Mean scores and variations – Interviewee Eb

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Communication	2	3.33	5	14.0	18.7
2	Experience	2	3.56	5	10.2	13.7
3	Be respected	3	3.89	5	6.9	9.2
4	Ambition	3	3.89	5	4.9	6.5
5	Sociable	2	3.44	4	4.2	5.6
6	Organized	3	3.78	5	7.6	10.1
7	Team development	2	3.56	5	6.2	8.3
8	Professional attitude	2	3.89	5	8.9	11.9
9	Work under pressure	2	3.67	5	12.0	16.0

Remark: * average score 11.1

Mean scores and variations – Interviewee Ec

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Leading people	3	3.89	5	4.9	11.2
2	Strategic thinking	2	3.33	4	4.0	9.1
3	Professional knowledge	2	3.89	5	8.9	20.3
4	Listen to others	2	3.22	4	3.6	8.1
5	Broader view	3	3.33	4	2.0	4.6
6	Relationship (team)	2	3.44	4	4.2	9.6
7	Sacrifice personal interest	3	4.00	5	4.0	9.1
8	Execution	3	3.67	5	4.0	9.1
9	Problem solving	3	3.44	4	2.2	5.1
10	Team development	2	3.67	5	6.0	13.7

Remark: * average score 10.0

Mean scores and variations – Interviewee Ed

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Energetic	2	3.44	5	14.2	16.2
2	Tough	2	3.56	5	8.2	9.4
3	Professional Appearance (role model)	2	4.11	5	12.9	14.7
4	Kindness	2	3.89	5	8.9	10.1
5	Professional knowledge	2	4.00	5	10.0	11.4
6	Charisma	2	3.67	5	12.0	13.7
7	Hardworking	3	4.33	5	6.0	6.8
8	Communication	2	4.00	5	6.0	6.8
9	Leading people	2	3.78	5	9.6	10.9

Remark: * average score 11.1

Mean scores and variations – Interviewee Fa

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Broad view	2	3.33	5	14.0	7.9
2	Sociability (networking)	1	3.11	5	20.9	11.8
3	Speak out	1	3.22	5	25.6	14.5
4	Skillful communication	1	3.11	5	24.9	14.1
5	Charisma	1	2.78	5	21.6	12.2
6	Authoritative	2	3.56	5	10.2	5.8
7	Office politics	2	2.78	5	11.6	6.5
8	Strategic thinking	1	2.67	4	14.0	7.9
9	Learning ability (learn & improve competency)	1	2.89	4	8.9	5.0
10	Energetic and dynamic	1	3.11	5	10.9	6.2
11	Mature	1	3.44	5	14.2	8.1

Remark: * average score 9.1

Mean scores and variations – Interviewee Fb

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Positive attitude	2	4.00	5	10.0	11.0
2	Social	2	3.56	5	6.2	6.9
3	High energy	2	3.56	5	10.2	11.3
4	Ambitious	2	3.44	4	6.2	6.9
5	People driven	2	3.33	4	4.0	4.4
6	Result oriented	2	3.33	5	6.0	6.6
7	Flexible	2	3.11	5	8.9	9.8
8	Networking	2	3.33	5	8.0	8.8
9	Cross culture	2	3.00	4	6.0	6.6
10	Broad view	2	3.67	5	10.0	11.0
11	Aggressive	2	2.78	4	3.6	3.9
12	Quick to set position/relationship	2	2.89	4	6.9	7.6
13	Impact	2	3.11	4	4.9	5.4

Remark: * average score 7.7

Mean scores and variations – Interviewee Fc

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Understanding of Chinese culture/market	2	3.44	5	12.2	7.1
2	Professional knowledge & experience	1	3.56	5	12.2	7.1
3	Self confidence	3	4.22	5	5.6	3.2
4	Take responsibility	1	3.56	5	20.2	11.8
5	Good communication	1	3.78	5	15.6	9.1
6	Leading team	1	3.56	5	14.2	8.3
7	Cross culture understanding	1	4.11	5	16.9	9.9
8	Care about people (people development)	1	3.11	5	28.9	16.9
9	Ambitious on career development	1	3.78	5	27.6	16.1
10	Face challenge (positive)	1	3.00	5	18.0	10.5

Remark: * average score 10.0

Mean scores and variations – Interviewee Fd

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Ambitious	1	3.78	5	23.6	18.3
2	Able to influence	1	3.78	5	17.6	13.7
3	Professional experience	2	3.44	5	10.2	8.0
4	Decisive	2	3.78	5	15.6	12.1
5	Willing to take risk	1	4.00	5	20.0	15.6
6	Communication	2	4.22	5	9.6	7.4
7	Network	2	3.67	5	8.0	6.2
8	Understanding of western culture	2	3.56	5	12.2	9.5
9	Education background	3	4.22	5	5.6	4.3
10	Energetic	3	4.44	5	6.2	4.8

Remark: * average score 10.0

Mean scores and variations – Interviewee Fe

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Professional experience/knowledge	2	3.67	5	8.0	12.0
2	Mature	2	3.00	5	10.0	15.0
3	International exposure	2	3.56	5	6.2	9.3
4	Desire to win(drive)	2	3.56	5	6.2	9.3
5	Develop team	2	3.22	4	5.6	8.3
6	Willing to take challenge	2	3.78	5	7.6	11.3
7	Adopt new culture	2	3.78	5	9.6	14.3
8	Delegation/trust	2	3.44	5	10.2	15.3
9	Take responsibility (accountable)	2	3.22	4	3.6	5.3

Remark: * average score 11.1

Appendix 20: Mean scores and variations – identify important constructs of Others

Mean scores and variations about construct means – Interviewee Ag

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Drive to achieve the goal	2	3.33	5	10.0	11.5
2	Passion	2	3.33	5	8.0	9.2
3	Inspiring	2	3.11	5	6.9	7.9
4	Communication	2	3.22	5	11.6	13.2
5	Networking	2	3.44	5	6.2	7.1
6	Vision	2	3.44	5	6.2	7.1
7	Flexibility	2	3.22	5	11.6	13.2
8	Ambitious	2	3.44	5	6.2	7.1
9	Execution	3	3.78	5	3.6	4.1
10	Leader-like	3	3.89	5	6.9	7.9
11	Recognition	3	3.67	5	4.0	4.6
12	Decision making	2	3.56	5	6.2	7.1

Remark: * average score 8.3

Mean scores and variations about construct means – Interviewee Ah

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Caring and respect	1	3.33	5	16.0	15.5
2	Cross culture (Balance)	2	3.67	5	14.0	13.6
3	Inspiring people	2	3.67	5	10.0	9.7
4	Clear strategy	1	3.11	5	20.9	20.3
5	Reinforce the strategic process	2	3.56	5	12.2	11.9
6	Develop people	2	3.44	5	12.2	11.9
7	Listen and get feedback	2	3.89	5	8.9	8.6
8	External focused	2	3.11	4	8.9	8.6

Remark: * average score 12.5

Mean scores and variations about construct means – Interviewee Ai

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Interpersonal skill	2	3.78	5	9.6	10.9
2	Self-confident	2	3.56	5	10.2	11.7
3	Listen to others	2	3.22	4	5.6	6.4
4	Willing to accept others' idea	2	3.44	5	8.2	9.4
5	Care	2	3.78	5	9.6	10.9
6	Fairness	1	2.44	5	14.2	16.2
7	Energizing others	2	3.11	5	6.9	7.9
8	Strategic thinking	2	3.44	5	8.2	9.4
9	Broad view	2	3.11	4	4.9	5.6
10	Willing to take risk	2	3.44	5	10.2	11.7

Remark: * average score 10.0

Mean scores and variations about construct means – Interviewee Aj

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Analytical	3	3.89	5	2.9	5.0
2	Inspiring people	2	3.78	5	9.6	16.5
3	Clear/effective message	3	4.11	5	4.9	8.5
4	See big picture	3	3.78	5	5.6	9.6
5	Professional knowledge	2	3.44	5	8.2	14.2
6	Good listener	2	3.56	5	6.2	10.8
7	Supportive/Positive attitude	2	3.67	5	6.0	10.4
8	Performance bias	2	3.56	4	4.2	7.3
9	Team player (leading people)	1	3.44	5	10.2	17.7

Remark: * average score 11.1

Mean scores and variations about construct means – Interviewee Ak

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Professional knowledge/experience	2	3.78	5	7.6	11.2
2	Identify root of problem	2	3.89	5	8.9	13.1
3	Act to solve problem	3	4.11	5	4.9	7.2
4	Networking	3	4.11	5	6.9	10.2
5	Understanding of HQ expectation	3	3.78	5	5.6	8.2
6	Organization impact	3	3.78	5	5.6	8.2
7	High Aspiration	3	4.56	5	4.2	6.2
8	Risk taking	2	3.89	5	8.9	13.1
9	Cross culture experience	2	3.78	5	7.6	11.2
10	Result driven	3	3.89	5	4.9	7.2
11	Leading people	3	4.11	5	2.9	4.3

Remark: * average score 9.1

Mean scores and variations about construct means – Interviewee Bf

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Result oriented	3	4.11	5	6.9	8.3
2	Coaching	3	3.89	5	6.9	8.3
3	Motivate/engage	2	3.89	5	8.9	10.7
4	Local language	2	4.67	5	8.0	9.7
5	Local culture	2	4.67	5	8.0	9.7
6	Responsible	2	4.22	5	7.6	9.1
7	Charisma	2	4.11	5	6.9	8.3
8	Decisive	2	3.89	5	8.9	10.7
9	Dealing with pressure	2	3.89	5	12.9	15.6
10	Honest feedback	2	4.00	5	8.0	9.7

Remark: * average score 10.0

Mean scores and variations about construct means – Interviewee Bg

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Considerable	3	3.89	5	4.9	11.1
2	Strategic thinking	3	4.22	5	3.6	8.0
3	Motivator	3	4.22	5	5.6	12.6
4	Drive	3	4.33	5	6.0	13.6
5	Intelligent	3	4.67	5	4.0	9.1
6	Analytical	3	4.11	5	4.9	11.1
7	Delegation	4	4.56	5	2.2	5.0
8	Aggressive (demanding)	3	4.11	5	6.9	15.6
9	Committment (dedication)	3	4.33	5	4.0	9.1
10	Interpersonal skill	4	4.56	5	2.2	5.0

Remark: * average score 10.0

Mean scores and variations about construct means – Interviewee Bh

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Goal oriented	2	3.78	5	5.6	9.1
2	Creative	2	3.78	5	9.6	15.7
3	Communication	3	3.89	5	4.9	8.0
4	Open minded	3	3.56	4	2.2	3.7
5	Energetic	3	4.33	5	4.0	6.6
6	Motivate others	3	3.78	5	3.6	5.8
7	Drive	3	3.67	5	4.0	6.6
8	Hands on	3	3.56	4	2.2	3.7
9	Ambitious	3	4.11	5	6.9	11.3
10	Balanced	3	3.56	4	2.2	3.7
11	Sense of humor	3	3.33	4	2.0	3.3
12	Intelligent	3	3.89	5	6.9	11.3
13	Quick response	3	4.11	5	6.9	11.3

Remark: *average score 7.7

Mean scores and variations about construct means – Interviewee Bi

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Professional knowledge	2	3.33	4	4.0	10.8
2	Execution ability	3	3.44	4	2.2	6.0
3	Hardworking	2	3.11	4	4.9	13.2
4	Positive (attitude)	2	3.11	4	2.9	7.8
5	Fast reaction (sensitive)	2	3.33	4	4.0	10.8
6	Strategic thinking	3	3.33	4	2.0	5.4
7	Innovative/creative	3	3.22	4	1.6	4.2
8	Communication	3	3.44	4	2.2	6.0
9	Relationship	3	3.22	4	1.6	4.2
10	Learning ability	2	2.89	4	6.9	18.6
11	Pragmatic	2	2.89	4	4.9	13.2

Remark: * average score 9.1

Mean scores and variations about construct means – Interviewee Bj

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Responsible	2	3.89	5	16.9	18.2
2	Open for new idea	2	4.22	5	9.6	10.3
3	Willing to speak out	3	4.11	5	4.9	5.3
4	Communication skill	3	4.33	5	6.0	6.5
5	Handle complexity	2	4.22	5	13.6	14.6
6	Support the team	1	4.11	5	18.9	20.3
7	Interpersonal skill	2	3.78	5	11.6	12.4
8	Utilize resources	2	3.78	5	11.6	12.4

Remark: * average score 12.5

Mean scores and variations about construct means – Interviewee Cf

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Understanding of business/culture	3	4.33	5	6.0	13.7
2	Strategic thinking	2	3.44	5	6.2	14.2
3	Result driven	4	4.33	5	2.0	4.6
4	Conservative on emotion	3	4.00	5	6.0	13.7
5	Communication effectiveness	3	3.78	5	5.6	12.7
6	Data driven	3	4.00	5	8.0	18.3
7	Project experience	3	4.67	5	4.0	9.1
8	Cross region(culture) experience	3	4.00	5	6.0	13.7

Remark: * average score 12.5

Mean scores and variations about construct means – Interviewee Cg

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Experience of leading people	2	3.78	5	15.6	14.8
2	Opportunity to be developed	2	3.33	5	12.0	11.4
3	Influencing people	2	3.44	4	4.2	4.0
4	Mature/experienced	2	3.78	5	9.6	9.1
5	Improve organization efficiency	2	3.44	5	10.2	9.7
6	Broad view	2	3.22	5	7.6	7.2
7	Professional knowledge/experience	2	3.33	5	14.0	13.3
8	Execution capability	2	3.67	5	10.0	9.5
9	Visionary	2	3.33	5	14.0	13.3
10	Align team to goal	2	3.67	5	8.0	7.6

Remark: * average score 10.0

Mean scores and variations about construct means – Interviewee Ch

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Get things done	1	3.11	5	18.9	19.5
2	Team work	2	3.56	5	8.2	8.5
3	Delegation/empower	2	3.22	5	9.6	9.8
4	Team development	1	3.56	5	10.2	10.5
5	Cross culture (Adopt local culture)	2	3.56	5	8.2	8.5
6	Fun work place	2	2.89	4	4.9	5.0
7	Technical expertise	2	3.33	5	6.0	6.2
8	Sense of urgency	1	3.00	5	14.0	14.4
9	Understanding of business	2	3.56	5	10.2	10.5
10	Broad view	2	3.11	4	6.9	7.1

Remark: * average score 10.0

Mean scores and variations about construct means – Interviewee Ci

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Hardworking	2	4.11	5	8.9	8.1
2	Intelligent	2	4.11	5	10.9	9.9
3	Approachable	2	3.78	5	15.6	14.1
4	Analytical/systematic	2	4.22	5	9.6	8.7
5	Story minded	2	3.78	5	9.6	8.7
6	Charisma	2	3.67	5	12.0	10.9
7	Persuasive (influencing others)	2	3.22	5	7.6	6.9
8	Listening skill (open minded)	2	3.33	5	6.0	5.5
9	Learning capability	2	4.22	5	9.6	8.7
10	Handle changes	2	3.67	5	8.0	7.3
11	Trust/delegation	2	3.44	5	8.2	7.5
12	Result oriented	2	4.56	5	4.2	3.8

Remark: * average score 8.3

Mean scores and variations about construct means – Interviewee Cj

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Global mindset	1	3.11	5	16.9	10.1
2	Inspiring others	2	3.56	5	12.2	7.3
3	Trustworthy	1	3.78	5	21.6	12.9
4	Handle stress	1	3.78	5	17.6	10.5
5	Multitask focus (priority)	1	3.67	5	22.0	13.2
6	Result oriented	2	3.89	5	12.9	7.7
7	Authentic	2	4.11	5	8.9	5.3
8	Broad view	2	3.78	5	9.6	5.7
9	People oriented	2	3.89	5	8.9	5.3
10	Team development	2	4.00	5	10.0	6.0
11	Networking	2	3.67	5	12.0	7.2
12	Innovative	1	3.44	5	14.2	8.5

Remark: * average score 8.3

Mean scores and variations about construct means – Interviewee De

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Listen to people (patiently)	1	2.67	4	10.0	9.6
2	Institutional (theoretical knowledge)	1	3.33	5	10.0	9.6
3	English language	1	4.00	5	20.0	19.1
4	Sharp	1	2.89	5	12.9	12.3
5	Put organization interest first	1	3.11	4	12.9	12.3
6	People like them	2	3.67	5	10.0	9.6
7	Executive ability	1	3.11	4	10.9	10.4
8	Cross culture mindset	1	3.33	5	18.0	17.2

Remark: * average score 12.5

Mean scores and variations about construct means – Interviewee Df

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Cross culture	2	3.44	5	8.2	7.4
2	Speak out	3	3.89	5	6.9	6.2
3	English language	2	4.00	5	10.0	9.1
4	Visionary/broad view	2	3.22	5	11.6	10.5
5	Professional experience	2	3.11	5	10.9	9.9
6	Networking	2	3.44	5	10.2	9.3
7	To be trusted	2	3.67	5	8.0	7.2
8	Passion/aggressive	2	3.56	5	8.2	7.4
9	Drive for result	2	3.44	5	10.2	9.3
10	Leading people	2	3.44	5	10.2	9.3
11	Communication with impact	2	3.33	4	6.0	5.4
12	Charismatic	2	3.67	5	10.0	9.1

Remark: * average score 8.3

Mean scores and variations about construct means – Interviewee Dg

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	People caring	3	3.56	5	4.2	7.6
2	Inspiring others	3	3.67	5	6.0	10.8
3	Strategic thinking	3	4.22	5	3.6	6.4
4	Innovative/creative	3	3.67	5	4.0	7.2
5	Persistent/passing things forward	3	3.89	5	4.9	8.8
6	Cross culture thinking	3	4.11	5	4.9	8.8
7	Organization savvy (Political sense)	3	4.00	5	6.0	10.8
8	Get things done (execution)	3	3.89	5	6.9	12.5
9	Mature/not influenced by personal emotion	3	3.67	5	4.0	7.2
10	Task/result driven	3	4.00	5	6.0	10.8
11	Indepth professional knowledge experience	3	3.89	5	4.9	8.8

Remark: * average score 9.1

Mean scores and variations about construct means – Interviewee Dh

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Developing people	2	4.00	5	10.0	16.2
2	Strategic thinking	2	4.11	5	8.9	14.4
3	Building winning team	3	4.44	5	4.2	6.8
4	Execution of strategy	4	4.67	5	2.0	3.2
5	Motivating people	3	4.00	5	6.0	9.7
6	Engaging people	3	4.00	5	8.0	13.0
7	Build up trust	3	4.56	5	4.2	6.8
8	Stick to core values (role model of values)	3	4.33	5	6.0	9.7
9	Innovative/creative	3	3.78	5	5.6	9.0
10	Dealing with ambiguity	3	4.11	5	6.9	11.2

Remark: * average score 10.0

Mean scores and variations about construct means – Interviewee Di

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Convincing (influencing)	1	2.56	4	6.2	4.6
2	Leader-like	1	2.67	5	20.0	14.7
3	Driver	1	2.22	4	9.6	7.0
4	Strategic	1	2.33	5	18.0	13.2
5	Ownership	1	2.67	4	6.0	4.4
6	Leading people	1	2.89	4	8.9	6.5
7	Interpersonal skill	1	3.11	4	10.9	7.9
8	Handle complexity	1	2.67	5	14.0	10.3
9	Rich experience/skills	1	2.44	5	14.2	10.4
10	Handle conflict	1	2.56	5	14.2	10.4
11	Focus on important things	1	2.89	4	6.9	5.1
12	Open-minded	1	3.22	4	7.6	5.5

Remark: * average score 8.3

Mean scores and variations about construct means – Interviewee Dj

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Charismatic	2	3.33	4	4.0	3.8
2	Intelligent	3	3.67	4	2.0	1.9
3	Knowledge & experience background	2	3.67	5	12.0	11.3
4	Manage complexity & find out solution	2	3.89	5	8.9	8.4
5	Vision	2	4.00	5	10.0	9.4
6	Inspiring people	2	3.89	5	8.9	8.4
7	Cross culture experience	2	3.56	5	8.2	7.8
8	Open-minded	2	3.67	5	8.0	7.6
9	Handle/face confrontation	2	4.00	5	10.0	9.4
10	Decisive	2	3.67	5	12.0	11.3
11	Influencing others	2	3.67	5	6.0	5.7
12	Drive for others	2	4.00	5	10.0	9.4
13	Passionate	2	3.67	5	6.0	5.7

Remark: * average score 7.7

Mean scores and variations about construct means – Interviewee Ee

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Flexible	2	3.22	5	7.6	8.5
2	Listen to others	3	3.33	4	2.0	2.2
3	Organize (systematic thinking)	2	4.00	5	10.0	11.2
4	Decisive	3	4.33	5	4.0	4.5
5	Multi language	2	3.89	5	16.9	19.0
6	Care people	3	3.78	5	7.6	8.5
7	Build relationship	2	3.44	5	10.2	11.5
8	Focus on quality	3	4.11	5	4.9	5.5
9	Reporting skill	3	4.11	5	6.9	7.7
10	Analytical skill	3	4.11	5	6.9	7.7
11	Interpersonal skill	2	3.44	5	12.2	13.7

Remark: * 9.1

Mean scores and variations about construct means – Interviewee Ef

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Aggressive (tough)	2	3.11	4	6.9	5.7
2	Creative	1	2.56	4	8.2	6.8
3	Experience	2	3.56	5	8.2	6.8
4	Problem solving	2	3.33	4	6.0	4.9
5	Independent view	2	3.11	5	12.9	10.6
6	Sociable	1	3.22	5	23.6	19.3
7	Business development skill	1	2.56	4	14.2	11.7
8	Family background	1	2.44	4	12.2	10.0
9	Intelligent	2	3.33	5	8.0	6.6
10	Aim higher	2	3.33	5	12.0	9.9
11	Platform for developing	2	3.22	5	9.6	7.9

Remark: * average score 9.1

Mean scores and variations about construct means – Interviewee Eg

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Be responsible	1	4.00	5	12.0	15.1
2	Professional knowledge/experience	3	4.44	5	4.2	5.3
3	Relationship	2	3.89	5	6.9	8.7
4	Cross-culture experience	2	3.00	5	14.0	17.6
5	Direct feedback	3	4.22	5	5.6	7.0
6	Sociable	2	3.67	5	14.0	17.6
7	Caring	3	4.00	5	4.0	5.0
8	Execution	3	4.33	5	6.0	7.5
9	Hardworking	3	4.11	5	4.9	6.2
10	Independency	3	3.67	5	8.0	10.1

Remark: * average score 10.0

Mean scores and variations about construct means – Interviewee Eh

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	English language	3	3.89	5	6.9	17.3
2	Experience	3	4.44	5	4.2	10.6
3	Quick reaction	3	4.22	5	5.6	14.0
4	Support to team	3	4.67	5	4.0	10.1
5	Decision making	3	4.33	5	4.0	10.1
6	Timely feedback	3	4.00	5	6.0	15.1
7	Leading team	3	4.44	5	4.2	10.6
8	Systematic thinking	3	4.11	5	4.9	12.3

Remark: * average score 12.5

Mean scores and variations about construct means – Interviewee Ff

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Inspire others	2	3.56	5	10.2	20.3
2	Break through (think out of box)	1	2.67	4	6.0	11.9
3	Authentic	2	3.22	4	5.6	11.0
4	Pragmatic (practical)	2	3.11	4	4.9	9.7
5	High quality output	2	3.22	4	5.6	11.0
6	Open minded	3	3.44	4	2.2	4.4
7	Collaborative	2	3.33	4	4.0	7.9
8	Aggressive	3	3.56	4	2.2	4.4
9	Positive attitude (and proactive)	2	3.22	4	3.6	7.1
10	Clear/effective communication	2	3.44	5	6.2	12.3

Remark: * average score 10.0

Mean scores and variations about construct means – Interviewee Fg

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Hardworking	2	3.67	5	10.0	9.7
2	Organized	2	3.56	5	8.2	8.0
3	Intelligent	2	3.44	5	8.2	8.0
4	Ambitious	2	3.44	5	12.2	11.9
5	Social skills	2	3.78	5	11.6	11.2
6	Mature	2	4.00	5	14.0	13.6
7	Leading people	2	3.67	5	10.0	9.7
8	Personal drive (career)	2	3.78	5	11.6	11.2
9	Professional knowledge/experience	2	3.89	5	8.9	8.6
10	Communication	2	3.56	5	8.2	8.0

Remark: * average score 10.0

Mean scores and variations about construct means – Interviewee Fh

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	English language	1	3.78	5	17.6	9.6
2	Result oriented	2	4.22	5	9.6	5.2
3	Leading/motivating people	1	3.22	5	17.6	9.6
4	Face challenge	2	3.89	5	12.9	7.1
5	Care about people	2	3.67	5	14.0	7.7
6	Disciplinary	1	3.78	5	15.6	8.5
7	Inspiring people	2	3.44	5	10.2	5.6
8	Building relationship	1	3.00	4	10.0	5.5
9	Trustworthy	1	3.56	5	16.2	8.9
10	Cross culture experience	1	3.33	5	28.0	15.3
11	Hands on	2	3.44	5	10.2	5.6
12	Develop people	2	3.11	5	8.9	4.9
13	Respect differences	2	3.56	5	12.2	6.7

Remark: * average score 7.7

Mean scores and variations about construct means – Interviewee Fi

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Strategic view	1	3.56	5	24.2	14.3
2	Energetic	1	3.22	5	19.6	11.6
3	People skill	1	3.44	5	16.2	9.6
4	Intelligent	3	4.33	5	8.0	4.7
5	Quick response	2	4.00	5	14.0	8.3
6	Creative	2	3.89	5	8.9	5.3
7	Care people	1	4.00	5	14.0	8.3
8	Speak up	2	3.67	5	14.0	8.3
9	Charisma	1	3.56	5	14.2	8.4
10	Ambition	1	3.78	5	15.6	9.2
11	Hands on	1	3.56	5	10.2	6.0
12	Decisive	2	3.56	5	10.2	6.0

Remark: * average score 8.3

Mean scores and variations about construct means – Interviewee Fj

Constructs Preferred Pole		Worst rating on this construct (Min.)	Mean	Best rating on this construct (Max.)	Variation	As Percent
1	Professional knowledge/experience	3	4.11	5	6.9	5.9
2	International working experience (cross culture)	2	3.33	5	12.0	10.2
3	Leadership experience	2	3.22	5	13.6	11.5
4	Passionate	2	3.44	5	10.2	8.7
5	Communication skill	2	3.33	5	10.0	8.5
6	Inspiring others	2	3.22	5	9.6	8.1
7	Self-starter	2	3.78	5	7.6	6.4
8	Team-player	2	3.67	5	10.0	8.5
9	Broad view	2	3.33	5	14.0	11.9
10	Strategic thinking	2	3.33	5	16.0	13.6
11	Constantly deliver good result	2	3.67	5	8.0	6.8

Remark: * average score 9.1

Appendix 21: Definitions of the important constructs - High Potentials

Definitions of the important constructs (preferred pole) - Interviewee Aa

Constructs	Definition
Long term vision	strategic, care about long-term thing for the organization
Big picture	have broader view
Cross culture	have a sense that people are different in the world, and understand the difference
Courage to speak out	courage to comment, challenge
Socializing	willing to talk to people, feel natural and comfortable to talk, enjoy talking no matter what are the background of others
Networking	
Support/develop team	support team when members meet difficulties

Definitions of the important constructs (preferred pole) - Interviewee Ab

Constructs	Definition
Open minded	
High ambition	
Passion	to achieve a target to try to put all efforts
Communication	willing to talk and share feeling and information, also seek others' feedback
Willing to speak out	
Politic sense	
Inspiration	
Build relationship	give good impression to people

Definitions of the important constructs (preferred pole) - Interviewee Ac

Constructs	Definition
Big picture	not confined with the immediate effect or impact of the current business, look into more long-term impact and even foresee the future
Empowerment	task and authority delegation with mutual trust
Result driven	think more about the impact to the final result, and drive decisions and behavior to achieve better result
Decisive	
Systematic	process driven

Definitions of the important constructs (preferred pole) - Interviewee Ad

Constructs	Definition
Integrity	behave based on value, do things with code of ethics
Long term view (strategic thinking)	see a big picture, think long-term things and know the direction
Self - motivated	enjoy oneself and have a lot of energy all the time in anywhere

Definitions of the important constructs (preferred pole) - Interviewee Ae

Constructs	Definition
Strategic thinking	Think about all alternatives, longer-term things and possible risk
Always go beyond (take bigger responsibility)	go beyond and confront the difficulties and tough situation
Ambition for success	
Leading people	have very strong and inspiring people skill
Create impact/influence	
Utilize resources	find resource not only money and funding but also the people and support from other functions and region

Definitions of the important constructs (preferred pole) - Interviewee Af

Constructs	Definition
Global/Broad view	
Sensitive to culture	
Manage people from different culture	recognize the local culture and is able to collaborate with them together
Long term vision	
Drive to change	quickly adopt the new way of working or new vision and strategy
Ambitious (Career development)	ambitious in personal career development
D&I (Diversity and Inclusion)	merge different types of people together, inclusive

Definitions of the important constructs (preferred pole) - Interviewee Ba

Constructs	Definition
Respect others	when facing different opinions and challenges from others, to listen to them, try to explain oneself and finally find a solution together.
Professional knowledge/skills	
Systematic thinking	do a lot of investigation, and then tell the conclusion to others
Focus on business	focus on business and make the company on the pragmatic direction

Definitions of the important constructs (preferred pole) - Interviewee Bb

Constructs	Definition
Strategic thinking	think from a high level to see the deep root of the problem, or observe the problem based on wide experience and background
Build up team culture	
Charisma	disposition and composure from internal, give you confidence with solid background

Definitions of the important constructs (preferred pole) - Interviewee Bc

Constructs	Definition
Strategic thinking	see something with the general picture
Execution	have clear planning, have milestones of the plan and know how to measure the success and then take actions
Leading people	have many followers. The team is engaged
Business understanding	can catch the market information and know what their value is to the business
Understand people value	know how to value the people capital in the company

Definitions of the important constructs (preferred pole) - Interviewee Bd

Constructs	Definition
Role model (hardworking)	
Understanding of local market	
Deliver result through people	rely on other team's performance
Strategic (broad view)	see things in a higher level and care about the whole company's development as well as personal development.
Life-work balance	

Definitions of the important constructs (preferred pole) - Interviewee Be

Constructs	Definition
Convincing	convincing others, also use examples
Easy to get close to people	get off high horse
Build team culture	establish team culture with value
Execution	have milestones in a project, assign tasks to different people and measure success

Definitions of the important constructs (preferred pole) - Interviewee Ca

Constructs	Definition
Strategic thinking	make sure right direction before taking action
Communication skill	be able to adjust the behavior according to different audience to send clear message
Political	not easy to get angry, know how to answer the question and keep enough space for oneself, and know how to protect your department, never over committed
Inspiring people	encourage the other people to go with the same direction and dedicate to the target
Vision	Not only get things down, but also think about the next

Definitions of the important constructs (preferred pole) - Interviewee Cb

Constructs	Definition
Strategic thinking	have view of the future, and know how to achieve the objective
Drive/aggressive	
Professional behavior	
People oriented	
Organization understanding	

Definitions of the important constructs (preferred pole) - Interviewee Cc

Constructs	Definition
Hardworking	
Drive for result	

Definitions of the important constructs (preferred pole) - Interviewee Cd

Constructs	Definition
Result driven	
Strategic thinking	have a much longer plan and think about different impacts and implication
Facilitating (lead team)	
Presentable	good at presentation and expressing what they are thinking about, try to use every opportunity to show
Aggressive	

Definitions of the important constructs (preferred pole) - Interviewee Ce

Constructs	Definition
Communication skill	dealing with people relationship both with the subordinates and supervisors well
Experience in handle difficulties	
Effective delegation	
High potential (get more opportunities)	

Definitions of the important constructs (preferred pole) - Interviewee Da

Constructs	Definition
Warm hearted (people oriented)	be willing to help, people-focus
Willing to mentor	mentor people on job training or detail instruction
Interpersonal skill	
Discipline	be task-focus, don't miss deadline, have good time management
Mobilize resources	utilize outside resources and combine leverage for success
Networking	have some teachers, mentors and friends. People help each other

Definitions of the important constructs (preferred pole) - Interviewee Db

Constructs	Definition
Driver	very persistent and drive to the success
Professional (technical) skills	identify issue and know people issue
Accommodative (reach consensus)	easy to cooperate, accommodate your need
Networking	build up relationship, go to the peer, lower or higher
Speak out	

Definitions of the important constructs (preferred pole) - Interviewee Dc

Constructs	Definition
Decision making	based on the available information to make the solid and quick decision
Long term strategy (strategic)	be able to see what is happening in the industry and what the trend is. Always be able to look forward beyond the company's doing and look forward new opportunities they are able to pursue
Share thoughts, ask for feedback	

Definitions of the important constructs (preferred pole) - Interviewee Dd

Constructs	Definition
Creative	can give innovative solutions
Influencing	

Definitions of the important constructs (preferred pole) - Interviewee Ea

Constructs	Definition
Delegation	let people to do their own jobs, provide necessary support, and make a tracking system to ensure the quality
Leadership Experience (professional knowledge/skill)	
No hierarchical (not bossy)	no gap with subordinate
Flexible	solve things with communication
Fair	fair treatment

Definitions of the important constructs (preferred pole) - Interviewee Eb

Constructs	Definition
Communication	let people understand your purpose and help people to understand each other
Experience	
Professional attitude	serious even to small things such as email or meeting
Work under pressure	

Definitions of the important constructs (preferred pole) - Interviewee Ec

Constructs	Definition
Leading people	empower, inspire and encourage people to do their tasks
Professional knowledge	know more about company and business
Team development	put the right person in right position

Definitions of the important constructs (preferred pole) - Interviewee Ed

Constructs	Definition
Energetic	
Professional Appearance (role model)	care about dress code
Professional knowledge	
Charisma	good appearance, self confidence and profound knowledge

Definitions of the important constructs (preferred pole) - Interviewee Fa

Constructs	Definition
Sociability (networking)	build up network for the professional and personal interest
Speak out	
Skillful communication	deliver comprehensive message with clear purpose
Charisma	confident, straight, not too much aggressive, intelligent, polite, never arrogant

Definitions of the important constructs (preferred pole) - Interviewee Fb

Constructs	Definition
Positive attitude	open to different opinions and always supports right things with gut, and also happy to embrace different people and view in different activities
High energy	
Flexible	flexible in terms of policy following through
Networking	
Broad view	

Definitions of the important constructs (preferred pole) - Interviewee Fc

Constructs	Definition
Take responsibility	
Care about people (people development)	help team to grow up, understand every member's desire no matter about his career part or personal life
Ambitious on career development	
Face challenge (positive)	

Definitions of the important constructs (preferred pole) - Interviewee Fd

Constructs	Definition
Ambitious	want to be a leader
Able to influence	influence people in a positive way and let people follow them
Decisive	
Willing to take risk	

Definitions of the important constructs (preferred pole) - Interviewee Fe

Constructs	Definition
Professional experience/knowledge	
Mature	more sophisticated, calculated
Willing to take challenge	set some high thresholds
Adopt new culture	
Delegation/trust	

Appendix 22: Definitions of the important constructs – Others

Definitions of the important constructs (preferred pole) - Interviewee Ag

Constructs	Definition
Drive to achieve the goal	proactive to initiate things and make the things right
Passion	
Communication	expression and understanding
Flexibility	

Definitions of the important constructs (preferred pole) - Interviewee Ah

Constructs	Definition
Caring and respect	
Cross culture (Balance)	understand different culture, bridge from different culture environment and find the balance
Clear strategy	put the organization in a right position

Definitions of the important constructs (preferred pole) - Interviewee Ai

Constructs	Definition
Interpersonal skill	willing to talk and share
Self-confident	
Care	emotional care
Fairness	Balance people's needs, never provide excuse
Willing to take risk	not afraid of making mistakes, leave space for team members

Definitions of the important constructs (preferred pole) - Interviewee Aj

Constructs	Definition
Inspiring people	show the future of the company and themselves, create vision and link it with individual life
Professional knowledge	
Team player (leading people)	really appreciate and recognize each person's value and put them in full play

Definitions of the important constructs (preferred pole) - Interviewee Ak

Constructs	Definition
Professional knowledge/experience	
Identify root of problem	can identify root cause
Networking	have global networking
Risk taking	try new thing and take risk
Cross culture experience	

Definitions of the important constructs (preferred pole) - Interviewee Bf

Constructs	Definition
Motivate/engage	
Decisive	
Dealing with pressure	think about how to solve the problem

Definitions of the important constructs (preferred pole) - Interviewee Bg

Constructs	Definition
Considerable	consider the situation people sitting in and provide cooperative support as the people's think
Motivator	take a positive attitude to drive the team
Drive	willing to express and drive the whole team
Analytical	combine detail with high level thinking
Aggressive (demanding)	require, present and deliver high standard job

Definitions of the important constructs (preferred pole) - Interviewee Bh

Constructs	Definition
Goal oriented	do things for his team target. Although there are obstacles, they are always firm to look at the goal and to see what they can do and move forward to
Creative	think out of the box, although there are a lot of difficulties, you still have the energy to look at some other possibility
Communication	effective in crossing your message to the others
Ambitious	have the thoughts to do some really big things, want to be No. 1, pioneer in certain area or want to create some big things
Intelligent	have sufficient knowledge above others, quick even in some situation and is able to learn and comprehend things
Quick response	

Definitions of the important constructs (preferred pole) - Interviewee Bi

Constructs	Definition
Professional knowledge	more practical in communication and can solve problem
Hardworking	professional and dedicated
Fast reaction (sensitive)	sensitive in dealing with crisis and troubles
Learning ability	
Pragmatic	can combine his learning with local situation in practice

Definitions of the important constructs (preferred pole) - Interviewee Bj

Constructs	Definition
Responsible	
Handle complexity	handle things after making things clear
Support the team	give instruction and suggestion

Definitions of the important constructs (preferred pole) - Interviewee Cf

Constructs	Definition
Understanding of business/culture	
Strategic thinking	define a path from high level to achieve a goal or a group of objectives in a certain time range
Conservative on emotion	don't express emotion easily
Communication effectiveness	articulate your idea concisely and clearly
Data driven	
Cross region(culture) experience	managing global team

Definitions of the important constructs (preferred pole) - Interviewee Cg

Constructs	Definition
Expereince of leading people	
Opportunity to be developed	
Professional knowledge/experience	
Visionary	the trend and the action we should do in longer term

Definitions of the important constructs (preferred pole) - Interviewee Ch

Constructs	Definition
Get things done	result-driven
Team development	help others to achieve
Sense of urgency	prioritize urgent things
Understanding of business	

Definitions of the important constructs (preferred pole) - Interviewee Ci

Constructs	Definition
Intelligent	quickly grasp the root cause of any issue, can see through the superficial factors and try to understand the basic, try to simplify things
Approachable	willing to help, open to people for suggestions and comments
Analytical/systematic	apply logic, and think about different scenarios and alternatives
Story minded	hard to change mind or belief
Charisma	smart, high EQ, very smooth in different situation, can still maintain composure even in front of tough issue, have sense of humor in difficult situations
Learning capability	

Definitions of the important constructs (preferred pole) - Interviewee Cj

Constructs	Definition
Global mindset	
Trustworthy	transparent to the peers, subordinates and supervisors and get trustworthy
Handle stress	
Multitask focus (priority)	
Innovative	bring revolutionary and innovative ideas to the function and business they lead and make some transformation change

Definitions of the important constructs (preferred pole) - Interviewee De

Constructs	Definition
English language	
Cross culture mindset	have different culture in mind, have a global perspective

Definitions of the important constructs (preferred pole) - Interviewee Df

Constructs	Definition
English language	speak very fluently and fast and catch up the foreigner very quickly
Visionary/broad view	vision about the future, know much about the strategy
Professional experience	know details about several functions ¹
Networking	very good relationship in the organization and are trusted by the Cooperate
Drive for result	
Leading people	provide directive to your subordinate and coach and lead them to complete a job well
Charismatic	very systematic, make decision and take responsibility, self-confident

Definitions of the important constructs (preferred pole) - Interviewee Dg

Constructs	Definition
Inspiring others	talk about future more, start with a long-term strategy, motivate a person to see or think beyond the current domain
Organization savvy (Political sense)	understand which part you need to pull and push, what kind of emphasize you need you spend in order to get certain result, understand the people, culture, process, power base and internal relationship
Get things done (execution)	make things happen, turn the dream into reality
Task/result driven	

Definitions of the important constructs (preferred pole) - Interviewee Dh

Constructs	Definition
Developing people	pilot line, not just about filling the name itself but really coming up with strategies in closing the gaps, in order to get them to prepare for the next position or define their career goal in the future
Strategic thinking	the long term view about what the company is heading to and which direct we need to go to; mindset or behavior of asking a lot of questions about the future scenario and planning
Engaging people	have facilitation, meeting, something like workshop to come out some strategies or some solutions for some specific problems
Dealing with ambiguity	

Definitions of the important constructs (preferred pole) - Interviewee Di

Constructs	Definition
Leader-like	very shining, always self-confident all the time
Strategic	have long term view, put every complexity together and define which the most critical part is leading you to the future success, define the best approach, to meet the business objective and vision of the company
Handle complexity	have the insight, focus on important things
Rich experience/skills	capable with rich experience and skills to coach others
Handle conflict	

Definitions of the important constructs (preferred pole) - Interviewee Dj

Constructs	Definition
Knowledge & experience background	have good education background, already accumulate different things and different blocks to be a future leader
Manage complexity & find out solution	know how to speak and how to find the way to make it and get it fixed, be braver to try their ideas
Vision	can interpret the vision, long term view
Inspiring people	motivate people
Cross culture experience	have a broader view and understand different culture or the difference of people
Handle/face confrontation	directly tell the bad things and good things all together, handle confrontation and give honest feedback
Decisive	collect feedback, getting VOC, but in the end is really decision maker, even got some differences in opinion but still have guts to make decision
Drive for others	be very positive, pace is very fast, quickly get things start and sometimes even exceed

Definitions of the important constructs (preferred pole) - Interviewee Ee

Constructs	Definition
Organize (systematic thinking)	have planning in mind, thus to control the process
Multi language	
Build relationship	
Interpersonal skill	very outgoing, make others relax

Definitions of the important constructs (preferred pole) - Interviewee Ef

Constructs	Definition
Independent view	have own opinion
Sociable	make a lot of friends
Business development skill	
Family background	
Aim higher	have higher objective in career and life

Definitions of the important constructs (preferred pole) - Interviewee Eg

Constructs	Definition
Be responsible	take responsibility when there is a mistake
Cross-culture experience	
Sociable	willing to attend activity
Independency	have own way to manage or deal with things.

Definitions of the important constructs (preferred pole) - Interviewee Eh

Constructs	Definition
English language	
Quick reaction	
Timely feedback	give solution soon after finding problem

Definitions of the important constructs (preferred pole) - Interviewee Ff

Constructs	Definition
Inspire others	help others think within function or out of box
Break through (think out of box)	
Authentic	do what he says and say what he means
High quality output	not only result-oriented but also pay much attention on process, thus to output high quality
Clear/effective communication	

Definitions of the important constructs (preferred pole) - Interviewee Fg

Constructs	Definition
Ambitious	
Social skills	get along well with the colleagues and people around them
Mature	handle things and people in the way that others feel comfortable
Personal drive (career)	know clearly about personal career objective

Definitions of the important constructs (preferred pole) - Interviewee Fh

Constructs	Definition
English language	
Leading/motivating people	
Care about people	
Disciplinary	role model
Trustworthy	make others feel they are sincere to them
Cross culture experience	

Definitions of the important constructs (preferred pole) - Interviewee Fi

Constructs	Definition
Strategic view	think about a task or question from a high level from the company's perspective, connect information and then draw a correct conclusion
Energetic	
People skill	
Quick response	
Care people	respect subordinates and really value them, listen to them and feedback
Speak up	
Charisma	be respected and trusted, role model
Ambition	ambition in both task and own career

Definitions of the important constructs (preferred pole) - Interviewee Fj

Constructs	Definition
International working experience (cross culture)	
Leadership experience	
Broad view	thinking of bigger level area and function
Strategic thinking	balance on short-term and long-term ambition or vision, and grow business and people in a more sustainable way

Appendix 23: Comparison on coding outcome– High Potentials

Researcher B Researcher A	Definition	Creative	drive to improve	Communica tion skill	collaborative style	charisma	Respo nsible	prof knowledge & experience	ambitio us	visionary	cross culture	intellig ent	multi- tasking	flexibl e
Others			73,87					139					111,223	45
Creative	Able to come up with new idea and concept	55,117, 130,152, 196,199, 208,												
Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills; solid education background; fluent in English communication							19,27,28,38,52,77,96,107, 141,145,149, 164,183,187, 207,217,227, 239,269,280, 286,288						137
Responsible	Accountable; including willing to take responsibility						59,86, 102, 122, 271, 296					29		
Cross culture	Exposed to different cultures and understands different parts of world							108			5,61,62, 134, 163, 263, 268, 274, 285, 290			294
Intelligent	Analyzing and reasoning ability to a high degree											8,20, 67,78, 89,90, 118, 126, 170, 177, 200, 204	221	

Researcher B Researcher A	Definition	Creative	drive to improve	Communica tion skill	collaborative style	charisma	Respo nsible	prof knowledge & experience	ambitio us	visionary	cross culture	intellig ent	multi- tasking	flexibl e
Pragmatic	Practically execute to achieve good result; balance result driven and execution; mobilize resources for better result				10,		80							
Flexible	Adapt to various situations and solutions				185									131, 213, 261
Trust	Believe in others; including delegation				31									
Ambitious	Always strive for higher goal in business performance and personal career								13,50,71 ,258,265 ,276,278 ,291					
Communicati on skill	Good at convey and express opinion to get people understood; understand people's needs and thoughts		12,	16,40,104, 127,135,147 ,150,158, 162,195,216 ,242,247, 272,283	88,									
Charisma	A inherent personal quality to inspire and influence others			30,212	105	3,23,33,36 ,51,53,69, 83,95,116, 129,203, 218,237, 240,248, 266,267, 279	17,91					281		

Researcher B Researcher A	Definition	Creative	drive to improve	Communica tion skill	collaborative style	charisma	Respo nsible	prof knowledge & experience	ambitio us	visionary	cross culture	intellig ent	multi- tasking	flexibl e
Visionary	Envision how future looks like; including strategic thinking and broad view	4						2,229,244,264		1,22,26,39,63,74,82,93,110,125,132,133,194,226,251	60	48,154,178		
Confident	Self assured; willing to speak out and unafraid of conflict; act decisively						70		236,282					
Can do attitude	Willing to do and drive to get job done					106			219				224	255
Networking	Building up relationship; sociable			112,148,176,220,256	9,15,115,184	230								
Team development	Identify team members' potential and willing to grow them up				41,85,97,138,157,259,273	153,161,167,193,225,243					81			
Drive to improve	Continuous learning and improvement		44,252											140
Collaborative style	Teamwork; cooperate and share with others; sometimes for self and own department's interests		197, 228	75,114	42,98,109,119,174,210,215	155		128	250		72	21,		

Researcher B Researcher A	Definition	confident	deliver result	team develop ment	networking	integrity	authentic	can do attitude	trust	financial acumen	change agent	emotional intelligenc e	others
Others			156, 179			37					65, 168	101, 113	160
Creative	Able to come up with new idea and concept												
Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills; solid education background; fluent in English communication												
Responsible	Accountable; including willing to take responsibility												
Cross culture	Exposed to different cultures and understands different parts of world												
Intelligent	Analyzing and reasoning ability to a high degree		35, 233										
Pragmatic	Practically execute to achieve good result; balance result driven and execution; mobilize resources for better result		32, 46, 47, 57, 64, 76, 84, 94, 121, 144, 151, 180, 182, 191, 205, 232, 260					100, 123, 172,					
Flexible	Adapt to various situations and solutions												

Researcher B Researcher A	Definition	confident	deliver result	team develop ment	networking	integrity	authentic	can do attitude	trust	financial acumen	change agent	emotional intelligenc e	others
Trust	Believe in others; including delegation								166, 206, 295				
Ambitious	Always strive for higher goal in business performance and personal career							159,253			136		
Communicati on skill	Good at convey and express opinion to get people understood; understand people's needs and thoughts		165			79						68,	
Charisma	A inherent personal quality to inspire and influence others	34,124				186	249	231					
Visionary	Envision how future looks like; including strategic thinking and broad view												
Confident	Self assured; willing to speak out and unafraid of conflict; act decisively	6,18,58, 92,189, 190,201, 246,270				146	190,202	293					
Can do attitude	Willing to do and drive to get job done		143,171,241					14,66, 198,235, 257,277, 287					

Researcher B Researcher A	Definition	confident	deliver result	team develop ment	networking	integrity	authentic	can do attitude	trust	financial acumen	change agent	emotional intelligenc e	others
Networking	Building up relationship; sociable				7,24,56,181, 188,209,245 ,262,284								
Team development	Identify team members' potential and willing to grow them up		99,	11,25, 120,169, 175,192, 222,234, 275,292			214					103	
Drive to improve	Continuous learning and improvement		54,					43, 49					
Collaborative style	Teamwork; cooperate and share with others; sometimes for self and own department's interests	142					173,211, 254,289					238	

Appendix 24: Comparison on coding outcome– Others

Researcher B Researcher A	Definition	creative	drive to improve	communicati on skill	collabor ative style	charisma	responsible	prof knowledge & experience	ambitious	visionary	cross culture	intelligent
Responsible	Accountable; including willing to take responsibility						,56,95,200,243,					
Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills; solid education background; fluent in English communication							35,40,44,84,109,111,114,117 ,127,129,156,157,165,167,185,204,210,229,234,244,253,254,279,281,306,308			225,	
Communication skill	Good at convey and express opinion to get people understood; understand people's needs and thoughts		318	4,33,73,91,98,107,247,270,280,310								
Creative	Able to come up with new idea and concept	,72,90,154,178,194,262,299,	233,									
Cross culture	Exposed to different cultures and understands different parts of world							103,		307	14,48,55,54,110,125,143,162,163,180,214,246,290	
Visionary	Envision how future looks like; including strategic thinking and broad view							28, 29,,150,		6,16,34,62,89,104 ,116,119,130,166,177,187,199,212,294,314,315		
Others			60	99						20		31,106,

Researcher B Researcher A	Definition	creative	drive to improve	communic ation skill	collabor ative style	charisma	responsible	prof knowledge & experience	ambitious	visionary	cross culture	intelligent
Intelligent	Analyzing and reasoning ability to a high degree							41,				65, 66,82,132, 134,158,20 9,223,230, 240,273, 297,
Ambitious	Always strive for higher goal in business performance and personal career								8,79,232, 268,274, 278,303,			
Charisma	A inherent personal quality to inspire and influence others			173, 196,	218,	3,10,15, 32,45,57, 113,136, 137,144, 160,176, 208, 213, 261,287, 302,						
Pragmatic	Practically execute to achieve good result; balance result driven and execution; mobilize resources for better result		258,					161,228				42,59,
Networking	Building up relationship; sociable			21, 70, 231,296,	202, 275							
Team development	Identify team members' potential and willing to grow them up			63,	11,26,37, 53,151, 188, 259,	27, 50,201, 283,						
Collaborative style	Teamwork; cooperate and share with others; sometimes for self and own department's interests	96,	19, 24, 74, 207, 215,266,	36,155,175, 222, 249,	23, 61,81, 102,120, 122,126,, 191,267, 293,313		226,	181,				
Confident	Self assured; willing to speak out and unafraid of conflict; act decisively				205,		12,217,					260,
Can do attitude	Willing to do and drive to get job done					2,						

Researcher B Researcher A	Definition	creative	drive to improve	communic ation skill	collabor ative style	charisma	responsible	prof knowledge & experience	ambitious	visionary	cross culture	intelligent
Drive to improve	Continuous learning and improvement		93,139	64,					46, 77, 241,			

Researcher B Researcher A	Definition	multi-tasking	flexible	confident	deliver result	team development	networking	integrity	authentic	can do attitude	trust	financial acumen	change agent	emotional intelligence	others
Responsible	Accountable; including willing to take responsibility														
Professional knowledge and experience	Understand business with broad and deep knowledge, experience and skills; solid education background; fluent in English communication						238,								
Communication skill	Good at convey and express opinion to get people understood; understand people's needs and thoughts														
Creative	Able to come up with new idea and concept														
Cross culture	Exposed to different cultures and understands different parts of world														
Visionary	Envision how future looks like; including strategic thinking and broad view														
Others		,80,147,	7,140,221					135,	149,169,183,263,	112	,67,123,141,				,108,239,242,286,
Intelligent	Analyzing and reasoning ability to a high degree	272,		298,						235,				,88 ,	
Ambitious	Always strive for higher goal in business performance and personal career		146,		68,					170 ,					

Researcher B Researcher A	Definition	multi- tasking	flexible	confident	deliver result	team develop ment	networ king	integrit y	authen tic	can do attitude	trust	financi al acume n	change agent	emotio nal intellig ence	others	
Charisma	A inherent personal quality to inspire and influence others			174,197, 257,		311				159,						
Pragmatic	Practically execute to achieve good result; balance result driven and execution; mobilize resources for better result	203,		211,	9 ,17,38, 49,51,71 ,85,105, 118,121, 128,142 ,148,171 ,184,206 ,250,264 ,265,282 ,316	255,				78, 83, 94, 291, 304,		182,				
Networking	Building up relationship; sociable				189		5,43,92 ,153, 168, 227, 237, 245, 248, 288,									
Team development	Identify team members' potential and willing to grow them up				219, 277,	18,52,76, 100,124, 152,172, 186,190, 256,292,								285, 300		
Collaborative style	Teamwork; cooperate and share with others; sometimes for self and own department's interests					39, 133,			145, 192, 276, 289,					13,25,1 01,		
Confident	Self assured; willing to speak out and unafraid of conflict; act decisively		195,	22, 97,164,22 4,301,305,	58,			135, 216, 236,		30,47, 252, 284,						
Can do attitude	Willing to do and drive to get job done			87	69, 86, 131,179, 251,271,	269				75, 220, 295,309						
Drive improve to	Continuous learning and improvement				1,								115, 198, 312			

Appendix 25: Calculations for reliability of researcher A and researcher B – High Potentials

Category Number	Category Name	Percentage	Total Construct Number	Matching Number
1	Creative	100%	7	7
2	Drive to improve	33%	6	2
3	Communication skill	68%	22	15
4	Collaborative style	32%	22	7
5	Charisma	63%	30	19
6	Responsible	86%	7	6
7	Professional knowledge and experience	96%	23	22
8	Ambitious	73%	11	8
9	Visionary	63%	24	15
10	Cross culture	83%	12	10
11	Intelligent	80%	15	12
12	Flexible	75%	4	3
13	Confident	60%	15	9
14	Deliver result	77%	22	17
15	Team development	37%	27	10
16	Networking	47%	19	9
17	Can do attitude	50%	14	7
18	Trust	75%	4	3
19	Others	100%	14	14
Total		66%	296	195

**Appendix 26: Calculations for reliability of researcher A and researcher B –
Others**

Category Number	Category Name	Percentage	Total Construct Number	Matching Number
1	Creative	88%	8	7
2	Drive to improve	20%	10	2
3	Communication skill	91%	11	10
4	Collaborative style	32%	34	11
5	Charisma	68%	25	17
6	Responsible	100%	4	4
7	Professional knowledge and experience	93%	28	26
8	Ambitious	70%	10	7
9	Visionary	85%	20	17
10	Cross culture	87%	15	13
11	Intelligent	71%	17	12
12	Confident	32%	19	6
13	Deliver result	60%	35	21
14	Team development	41%	27	11
15	Networking	59%	17	10
16	Can do attitude	31%	13	4
17	Others	74%	23	17
Total		62%	316	195

Appendix 27: Normalized variations for each construct – High Potentials

Name	Const ruct No.	Construct	Normalised Variation	Name	Const ruct No.	Construct	Normalised Variation
Aa	1	Long term vision	14.71	Ba	73	Positive attitude (to customer)	4.41
	2	Big picture	9.95		74	Big picture	6.10
	3	Passion/inspiring	7.16		75	Respect others	13.56
	4	Insight	6.36		76	Allocate resource	3.05
	5	Cross culture	13.53		77	Professional knowledge/skills	10.51
	6	Courage to speak out	12.33		78	Systematic thinking	15.26
	7	Socializing	10.73		79	Clear/honest feedback	3.05
	8	Systematic thinking	6.36		80	Focus on business	23.74
	9	Networking	10.73		81	Select people for right culture	8.48
	10	Utilize resources	5.17		82	Strategic thinking	21.35
	11	Support/develop team	10.73		83	Influencing people	9.29
Ab	12	Open minded	9.97	Bb	84	Result oriented	6.28
	13	High ambition	14.25		85	Build up team culture	11.31
	14	Passion	10.14		86	Take responsibility	6.78
	15	People skill	4.43		87	Focus on customer	6.78
	16	Communication	12.04		88	Communication skill	7.04
	17	Lead by example	2.06		89	Intelligent	9.29
	18	Willing to speak out	11.40		90	Systematic/logical	4.53
	19	English language	9.66		91	Charisma	16.08
	20	Systematic thinking	5.86		92	Facing difficulties	9.04
	21	Politic sense	17.10		93	Strategic thinking	18.15
	22	Visionary	8.23		94	Execution	12.96
	23	Inspiration	9.97		95	Leading people	14.12
	24	Build relationship	13.47		96	Business understanding	13.26
25	Develop people	8.56	97	Understand people value	11.53		
Ac	26	Big picture	15.06	Bc	98	Team player	4.61
	27	Commercial savvy	7.34		99	Planning for team	5.18
	28	Cross functional professional experience	8.45		100	Result driven	6.34
	29	Decision making	4.96		101	E.Q.	4.61
	30	Influencing others (convincing)	7.34		102	Responsible	8.93
	31	Empowerment	9.91		103	Care about people	8.07
	32	Result driven	16.52		104	Communication	5.56
	33	Inspiring others	6.24		105	Leading people	5.77
	34	Decisive	11.75		106	Role model (hardworking)	11.35
	35	Systematic	10.65		107	Professional qualification	9.28
Ad	36	Charisma	9.55	Bd	108	Understanding of local market	12.99
	37	Integrity	13.06		109	Deliver result through people	15.06
	38	Professional knowledge/experience	8.82		110	Strategic (broad view)	13.20
	39	Long term view (strategic thinking)	14.70		111	Life-work balance	12.58
	40	Communication	8.82		112	Interpersonal skill	6.40
	41	Motivation/recognition	7.19	113	Understand people	5.77	

Ad	42	Teamwork	6.21	Be	114	Convincing	20.87
	43	Self - motivated	15.02		115	Easy to get close to people	14.49
	44	Eager to learn	7.19		116	Charismatic	4.06
	45	Handle stress	9.14		117	Innovative	4.06
	46	Manage potential risk	8.82		118	Analytical	9.28
Ae	47	Utilize resource	8.82		119	Team work	7.53
	48	Strategic thinking	13.25		120	Build team culture	12.76
Ae	49	Always go beyond (take bigger responsibility)	21.16		121	Execution	10.43
	50	Ambition for success	11.59		122	Responsible	5.22
	51	Leading people	9.93		123	Deliver result	9.28
	52	Balance technical and practice	6.81	Ca	124	Decisive	9.18
	53	Create impact/influence	10.12		125	Strategic thinking	10.47
	54	Performance driven	4.97		126	Logical/systematic thinking	9.18
	55	Innovative	6.81		127	Communication skill	11.61
	56	Relationship	4.97		128	Political	11.61
	57	Utilize resources	9.93		129	Inspiring people	10.33
	58	Act decisively	8.46		130	Innovative	7.74
59	Ownership	9.57	131		Flexibility	7.74	
Af	60	Global/Broad view	11.31		132	Vision	10.33
	61	Sensitive to culture	11.86		133	Strategic thinking	10.66
	62	Manage people from different culture	9.86	134	Local culture understanding	7.40	
	63	Long term vision	10.67	135	Communication for full understanding	5.33	
	64	Execution of strategy	8.57	136	Drive/aggressive	12.73	
	65	Drive to change	11.04	137	Professional behavior	10.06	
	66	Passion	9.63	Cb	138	People oriented	13.62
	67	Analytical/Logical	7.39		139	Balance number and emotion (Consider more factors)	9.18
	68	Communication	9.03		140	Willing to try new things (pass on)	6.52
	69	Influential	9.03		141	Organization understanding	14.50
	70	Decisive	8.30		142	Fun with place	7.99
	71	Ambitious (Career development)	9.86		Ea	206	Delegation
	72	D&I (Diversity and Inclusion)	10.76	207		Leadership Experience (professional knowledge/skill)	13.84
Cc	143	Hardworking	11.99	208		Creative	7.01
	144	Drive for result	11.99	209		Sociable	7.53
	145	Communication in English	9.42	210		No hierarchical (not bossy)	12.27
	146	Straight forward	7.71	211		Sincere	8.59
	147	Presentable	9.42	212		Credible	5.96
	148	Interpersonal skill	8.14	213		Flexible	10.17
	149	Professional knowledge	11.99	214	Fair	10.69	
	150	Communication skill	7.71	215	Teamwork	9.64	

Cd	151	Result driven	10.78	Eb	216	Communication	16.48
	152	Innovative	7.77		217	Experience	12.04
	153	Leading people (care about people)	6.77		218	Be respected	8.11
	154	Strategic thinking	11.28		219	Ambition	5.76
	155	Facilitating (lead team)	11.53		220	Sociable	4.97
	156	Balance customer-company needs	9.27		221	Organized	8.90
	157	People oriented	8.52		222	Team development	7.33
	158	Presentable	13.03		223	Professional attitude	10.47
	159	Aggressive	11.28		224	Work under pressure	14.13
	160	Mature	9.02		225	Leading people	10.94
	161	Motivating people	8.52		226	Strategic thinking	8.95
Ce	162	Communication skill	14.34	Ec	227	Professional knowledge	19.89
	163	Culture understanding	5.50		228	Listen to others	7.96
	164	Experience in handle difficulties	10.61		229	Broader view	4.48
	165	Presenting result	7.27		230	Relationship (team)	9.44
	166	Effective delegation	11.98		231	Sacrifice personal interest	8.95
	167	Inspiring people (motivating)	7.27		232	Execution	8.95
	168	High potential (get more opportunities)	15.51		233	Problem solving	4.98
	169	Develop people	7.86		234	Team development	13.43
	170	Analytical	7.86		235	Energetic	14.28
Da	171	Hardworking	6.94	Ed	236	Tough	8.26
	172	Detail focus	10.29		237	Professional Appearance (role model)	12.94
	173	No personal agenda	6.43		238	Kindness	8.93
	174	Warm hearted (people oriented)	10.29		239	Professional knowledge	10.04
	175	Willing to mentor	11.06		240	Charisma	12.05
	176	Interpersonal skill	13.89		241	Hardworking	6.03
	177	Intelligence	2.58		242	Communication	6.03
	178	Insight	6.43		243	Leading people	9.60
	179	Discipline	15.69		244	Broad view	8.54
	180	Mobilize resources	11.57		245	Sociability (networking)	12.74
Db	181	Networking	12.60	Fa	246	Speak out	15.59
	182	Driver	12.09		247	Skillful communication	15.18
	183	Professional (technical) skills	11.11		248	Charisma	13.15
	184	People skill	5.88		249	Authoritative	6.24
	185	Accomodative (reach consensus)	10.13		250	Office politics	7.05
	186	Role model	8.82		251	Strategic thinking	8.54

Db	187	Technical (analytical)	8.17	Fa	252	Learning ability (learn & improve competency)	5.42
	188	Networking	11.11		253	Energetic and dynamic	6.64
	189	Speak out	11.11		254	Mature	8.68
Dc	190	Decision making	18.76	Fb	255	Positive attitude	14.01
	191	Drive for result	6.03		256	Social	8.72
	192	Find right people in the right position	8.71		257	High energy	14.33
	193	Motivating people	6.03		258	Ambitious	8.72
	194	Long term strategy (strategic)	16.75		259	People driven	5.60
	195	Clear Communication	4.69		260	Result oriented	8.41
	196	Think out of box	4.69		261	Flexible	12.46
Dd	197	Share thoughts, ask for feedback	12.73	262	Networking	11.21	
	198	Positive	8.43	263	Cross culture	8.41	
	199	Creative	15.02	264	Broad view	14.01	
	200	Analytical	8.97	265	Aggressive	4.98	
	201	Confidence	7.33	266	Quick to set position/relationship	9.65	
	202	Persistent	8.43	267	Impact	6.85	
	203	Influencing	16.66	268	Understanding of Chinese culture/market	6.99	
	204	Intelligent	9.52	269	Professional knowledge & experience	6.99	
Fd	205	Deliver result	4.03	270	Self confidence	3.17	
	278	Ambitious	17.97	271	Take responsibility	11.56	
	279	Able to influence	13.39	272	Good communication	8.90	
	280	Professional experience	7.80	273	Leading team	8.13	
	281	Decisive	11.86	274	Cross culture understanding	9.66	
	282	Willing to take risk	15.25	275	Care about people (people development)	16.55	
	283	Communication	7.29	276	Ambitious on career development	15.75	
	284	Network	6.10	277	Face challenge (positive)	10.30	
	285	Understanding of western culture	9.33	290	International exposure	8.20	
	286	Education background	4.24	291	Desire to win(drive)	8.20	
	287	Energetic	4.74	292	Develop team	7.33	
288	Professional experience/knowledge	10.55	292	Develop team	7.33		
289	Mature	13.18	293	Willing to take challenge	9.96		
				294	Adopt new culture	12.60	
				295	Delegation/trust	13.47	
				296	Take responsibility (accountable)	4.69	

Appendix 28: Normalized variations for each construct – Others

Name	Construct No.	Construct	Normalized Variation	Name	Construct No.	Construct	Normalized Variation	
Ag	1	Drive to achieve the goal	13.04	Bh	71	Goal oriented	11.26	
	2	Passion	10.44		72	Creative	19.36	
	3	Inspiring	8.99		73	Communication	9.91	
	4	Communication	15.07		74	Open minded	4.50	
	5	Networking	8.11		75	Energetic	8.11	
	6	Vision	8.11		76	Motivate others	7.21	
	7	Flexibility	15.07		77	Drive	8.11	
	8	Ambitious	8.11		78	Hands on	4.50	
	9	Execution	4.64		79	Ambitious	13.96	
	10	Leader-like	8.99		80	Balanced	4.50	
	11	Recognition	5.22		81	Sense of humor	4.05	
	12	Decision making	8.11		82	Intelligent	13.96	
Ah	13	Caring and respect	11.79	83	Quick response	13.96		
	14	Cross culture (Balance)	10.31	Bi	84	Professional knowledge	11.26	
	15	Inspiring people	7.37		85	Execution ability	6.26	
	16	Clear strategy	15.39		86	Hardworking	13.75	
	17	Reinforce the strategic process	9.00		87	Positive (attitude)	8.12	
	18	Develop people	9.00		88	Fast reaction (sensitive)	11.26	
	19	Listen and get feedback	6.55		89	Strategic thinking	5.63	
	20	External focused	6.55		90	Innovative/creative	4.38	
Ai	21	Interpersonal skill	10.36		91	Communication	6.26	
	22	Self-confident	11.09	92	Relationship	4.38		
	23	Listen to others	6.03	93	Learning ability	19.38		
	24	Willing to accept others' idea	8.91	94	Pragmatic	13.75		
	25	Care	10.36	Bj	95	Responsible	13.81	
	26	Fairness	15.42		96	Open for new idea	7.82	
	27	Energizing others	7.47		97	Willing to speak out	3.99	
	28	Strategic thinking	8.91		98	Communication skill	4.91	
	29	Broad view	5.30		99	Handle complexity	11.08	
	30	Willing to take risk	11.09		100	Support the team	15.44	
Aj	31	Analytical	4.27		101	Interpersonal skill	9.45	
	32	Inspiring people	14.13		102	Utilize resources	9.45	
	33	Clear/effective message	7.23		Cf	103	Understanding of business/culture	10.41
	34	See big picture	8.22			104	Strategic thinking	10.79
	35	Professional knowledge	12.16	105		Result driven	3.47	
	36	Good listener	9.20	106		Conservative on emotion	10.41	
	37	Supportive/Positive attitude	8.87	107		Communication effectiveness	9.64	
	38	Performance bias	6.25	108		Data driven	13.88	
	39	Team player (leading people)	15.11	109		Project experience	6.94	
Ak	40	Professional knowledge/experience	11.64	110		Cross region(culture) experience	10.41	

Ak	41	Identify root of problem	13.69	Cg	111	Experience of leading people	14.05
	42	Act to solve problem	7.53		112	Opportunity to be developed	10.84
	43	Networking	10.61		113	Influencing people	3.82
	44	Understanding of HQ expectation	8.56		114	Mature/experienced	8.63
	45	Organization impact	8.56		115	Improve organization efficiency	9.24
	46	High Aspiration	6.51		116	Broad view	6.83
	47	Risk taking	13.69		117	Professional knowledge/experience	12.65
	48	Cross culture experience	11.64		118	Execution capability	9.03
	49	Result driven	7.53		119	Visionary	12.65
	50	Leading people	4.45		120	Align team to goal	7.22
Bf	51	Result oriented	7.89	Ch	121	Get things done	18.47
	52	Coaching	7.89		122	Team work	8.04
	53	Motivate/engage	10.18		123	Delegation/empower	9.34
	54	Local language	9.16		124	Team development	10.00
	55	Local culture	9.16		125	Cross culture (Adopt local culture)	8.04
	56	Responsible	8.66		126	Fun work place	4.78
	57	Charisma	7.89		127	Technical expertise	5.87
	58	Decisive	10.18		128	Sense of urgency	13.69
	59	Dealing with pressure	14.76		129	Understanding of business	10.00
	60	Honest feedback	9.16		130	Broad view	6.73
Bg	61	Considerate	10.50	Ci	131	Hardworking	9.21
	62	Strategic thinking	7.63		132	Intelligent	11.28
	63	Motivator	11.92		133	Approachable	16.11
	64	Drive	12.88		134	Analytical/systematic	9.90
	65	Intelligent	8.59		135	Strong minded	9.90
	66	Analytical	10.50		136	Charisma	12.43
	67	Delegation	4.78		137	Persuasive (influencing others)	7.83
	68	Aggressive (demanding)	14.79		138	Listening skill (open minded)	6.21
	69	Commitment (dedication)	8.59		139	Learning capability	9.90
	70	Interpersonal skill	4.78		140	Handle changes	8.28
Cj	143	Global mindset	11.54	Dj	208	Charismatic	4.65
	144	Inspiring others	8.35		209	Intelligent	2.33
	145	Trustworthy	14.73		210	Knowledge & experience background	13.97
	146	Handle stress	12.00		211	Manage complexity & find out solution	10.35
	147	Multitask focus (priority)	15.04		212	Vision	11.64
	148	Result oriented	8.81		213	Inspiring people	10.35
	149	Authentic	6.07		214	Cross culture experience	9.58
	150	Broad view	6.53		215	Open-minded	9.32
151	People oriented	6.07	216	Handle/face confrontation	11.64		

Cj	152	Team development	6.84	Dj	217	Decisive	13.97	
	153	Networking	8.20		218	Influencing others	6.99	
	154	Innovative	9.72		219	Drive for others	11.64	
De	155	Listen to people (patiently)	7.25		220	Passionate	6.99	
	156	Institutional (theoretical knowledge)	7.25	Ee	221	Flexible	8.86	
	157	English language	14.51		222	Listen to others	2.34	
	158	Sharp	9.35		223	Organize (systematic thinking)	11.72	
	159	Put organization interest first	9.35		224	Decisive	4.69	
	160	People like them	7.25		225	Multi language	19.79	
	161	Executive ability	7.90		226	Care people	8.86	
	162	Cross culture mindset	13.06		227	Build relationship	11.98	
Df	163	Cross culture	8.48		228	Focus on quality	5.73	
	164	Speak out	7.11		229	Reporting skill	8.07	
	165	English language	10.31		230	Analytical skill	8.07	
	166	Visionary/broad view	11.92		231	Interpersonal skill	14.33	
	167	Professional experience	11.23		Ef	232	Aggressive (tough)	5.91
	168	Networking	10.55			233	Creative	7.05
	169	To be trusted	8.25			234	Experience	7.05
	170	Passion/aggressive	8.48			235	Problem solving	5.15
	171	Drive for result	10.55			236	Independent view	11.05
	172	Leading people	10.55	237		Sociable	20.20	
	173	Communication with impact	6.19	238		Business development skill	12.20	
	174	Charismatic	10.31	239		Family background	10.48	
Dg	175	People caring	7.97	240		Intelligent	6.86	
	176	Inspiring others	11.32	241		Aim higher	10.29	
	177	Strategic thinking	6.71	242		Platform for developing	8.20	
	178	Innovative/creative	7.55	Eg		243	Be responsible	14.32
	179	Persistent/passing things forward	9.23		244	Professional knowledge/experience	5.04	
	180	Cross culture thinking	9.23		245	Relationship	8.22	
	181	Organization savvy (Political sense)	11.32		246	Cross-culture experience	16.71	
	182	Get things done (execution)	13.00		247	Direct feedback	6.63	
	183	Mature/not influenced by personal emotion	7.55		248	Sociable	16.71	
184	Task/result driven	11.32	249		Caring	4.78		
185	Indepth professional knowledge experience	9.23	250		Execution	7.16		
Dh	186	Developing people	15.37		251	Hardworking	5.84	
	187	Strategic thinking	13.66	252	Independency	9.55		
	188	Building winning team	6.48	Eh	253	English language	13.15	
	189	Execution of strategy	3.08		254	Experience	8.06	
	190	Motivating people	9.22		255	Quick reaction	10.61	
	191	Engaging people	12.29		256	Support to team	7.64	
	192	Build up trust	6.48		257	Decision making	7.64	
	193	Stick to core values (role model of values)	9.22		258	Timely feedback	11.45	
	194	Innovative/creative	8.53		259	Leading team	8.06	
	195	Dealing with ambiguity	10.59		260	Systematic thinking	9.33	

Di	196	Convincing (influencing)	5.19	Ff	261	Inspire others	19.23
	197	Leader-like	16.70		262	Break through (think out of box)	11.29
	198	Driver	7.97		263	Authentic	10.45
	199	Strategic	15.03		264	Pragmatic (practical)	9.20
	200	Ownership	5.01		265	High quality output	10.45
	201	Leading people	7.42		266	Open minded	4.19
	202	Interpersonal skill	8.99		267	Collaborative	7.53
	203	Handle complexity	11.69		268	Aggressive	4.19
	204	Rich experience/skills	11.87		269	Positive attitude (and proactive)	6.69
	205	Handle conflict	11.87		270	Clear/effective communication	11.71
	206	Focus on important things	5.75		Fg	271	Hardworking
207	Open-minded	6.31	272	Organized		7.59	
Fh	281	English language	11.85	273		Intelligent	7.59
	282	Result oriented	6.44	274		Ambitious	11.28
	283	Leading/motivating people	11.85	275		Social skills	10.66
	284	Face challenge	8.70	276		Mature	12.95
	285	Care about people	9.44	277		Leading people	9.23
	286	Disciplinary	10.50	278		Personal drive (career)	10.66
	287	Inspiring people	6.90	279		Professional knowledge/experience	8.20
	288	Building relationship	6.75	280		Communication	7.59
	289	Trustworthy	10.95	Fj		306	Professional knowledge/experience
	290	Cross culture experience	18.90		307	International working experience (cross culture)	10.64
	291	Hands on	6.90		308	Leadership experience	12.02
292	Develop people	6.00	309		Passionate	9.06	
293	Respect differences	8.24	310		Communication skill	8.87	
Fi	294	Strategic view	16.31		311	Inspiring others	8.47
	295	Energetic	13.17		312	Self-starter	6.70
	296	People skill	10.93		313	Team-player	8.87
	297	Intelligent	5.39		314	Broad view	12.42
	298	Quick response	9.43		315	Strategic thinking	14.18
	299	Creative	5.99		316	Constantly deliver good result	7.09
	300	Care people	9.43				
	301	Speak up	9.43				
	302	Charisma	9.58				
	303	Ambition	10.48				
	304	Hands on	6.88				
	305	Decisive	6.88				

Appendix 29: Key obstacles perceived by senior global leaders

Obstacles	Descriptions	Mentioned by Interviewees					
		Company A	Company B	Company C	Company D	Company E	Company F
Communication issues	Sometimes it is hard to understand Chinese managers' communication approach - they are not willing to speak out, their messages are not easy to be understood.	A1, A4, A5, A6	B4, B5, B6, B7	C2	D1, D4, D5	E2, E3	
Not charismatic	They are not creating enough impact in the cross culture environment. Not aggressive to pursue the objective. They do not behave like a leader.	A1	B1, B7	C3, C5	D1, D2		F1, F2, F3
Not creative	Chinese managers are good at following the rules but not creative. They are not "thinking out of the box."	A1, A2	B1, B2, B4, B6	C2, C3, C4	D1, D4, D5		F1, F2, F5
Not capable of leading and developing team	Many Chinese managers are good individual contributors. They see each other as competitors, therefore not willing to share the knowledge and experiences to develop the team.	A1, A2, A3		C4		E1	F1, F5
English language	Some of them are not fluent in English language.	A1, A4, A5, A6	B4, B5, B6, B7	C2	D1, D4, D5	E2, E3	
Mobility	Chinese managers are short term focused. They are reluctant to take risk for overseas assignment to develop their cross culture understanding and global thinking. This impacts their long term career progress.		B2, B4, B6		D1, D2, D4	E1	F2, F4
Time allowed for leadership development is still too short, however the right strategy is not in place	It takes time to develop senior leaders. Compares with the mature market the history of China leadership development in MNCs is very short. At the same time, the companies should confirm their desire of developing Chinese managers to become global leaders (some may not intend to do so), and develop a right strategy to accelerate the leadership development.	A1, A3, A5	B1, B4, B7		D2, D3, D4		F2, F3
Networking	About trust and visibility to senior leaders	A1, A2, A3				E1	

Appendix 30: Key obstacles perceived by Chinese managers

Obstacles	Descriptions	Mentioned by Interviewees					
		Company A	Company B	Company C	Company D	Company E	Company F
Western managers do not understand our behaviours	The senior leaders are biased when judging our behaviours from Western cultural perspectives. Our behaviours and efforts are not understood and appreciated.	Aa, Ac, Af, Ag, Ah, Ak	Bb, Bc, Bd, Be, Bh	Ca, Cc, Ce, Cf, Cg, Ch, Ci, Cj	Db, Dd, Df, Dg, Di, Dj	Ea, Ec, Ed, Ee, Ef, Eh,	Fa, Fb, Fc, Fe, Fg, Fh, Fi, Fj
We are not trusted	The senior leaders only trust people from the same culture background. Local managers do not have chance to build up good relationships with the senior leaders in headquarters therefore they do not have confidence in us.	Aa, Ab, Ac, Ad, Ae, Af, Ai, Aj, Ak	Ba, Bd, Be, Bh, Bi	Ca, Cc, Cd, Cf, Cg, Ch, Ci	Da, Db, Dg	Ea, Ec, Ee, Ef, Eg	Fa, Fc, Fe, Fg, Fi
Language is a challenge	When communicating in English we have to translate the messages in our mind, which makes us 'slower'.	Aa, Ab, Ae, Af, Ag, Aj	Bb, Bc, Bd, Bh	Ca, Cc, Cf, Ch	Da, Df, Di	Ee, Ef, Eh	Fb, Fg, Fh, Fi
The company has no desire to develop Chinese managers to be global leaders	The company does not give enough opportunities to Chinese leaders. Actually they have no intention of developing Chinese leaders to be global leaders - we are just here to deliver their strategy.	Ad, Ah, Ai	Ba, Be, Bh, Bj	Ca, Cc, Cd, Cf, Ci	Df	Ec, Ed, Eg, Ef	Fa, Fb, Fe