

**Gordon Institute
of Business Science**
University of Pretoria

The value of a leader's past

*A life-span view of authentic leadership development in
emerging markets*

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A research project submitted to the Gordon Institute of Business Science, University of Pretoria, in partial fulfilment of the requirements for the degree of Master of Business Administration.

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ABSTRACT

Authentic leadership is currently viewed as an appropriate leadership style for business to regain the societal trust which it has lost over recent years due to scandals, exploitation and unethical practices. Despite the importance of authentic leadership in the current business environment, little is known about its development across the life-span of a leader within the emerging market context. The objective of this study is to understand the nature of authentic leadership development within the emerging markets context.

The study was exploratory and qualitative in nature and employed a life-story approach to data collection. Ten semi-structured interviews were conducted with senior business leaders who have spent at least ten years of their life in an emerging market. All participants were either a CEO, director, executive committee member or board member.

The findings from the research are that the trigger events within emerging markets are comprised of positive and negative events and can be categorized into career, personal relationships and adolescent events. The nature of leadership development was found to emerge from a strong support structure, early exposure to certain activities and overcoming hardships through resilience. The emerging markets were also found to contain specific enablers and barriers to authentic leadership development.

KEYWORDS

Authentic leadership; authentic leadership development; life-span; emerging markets

DECLARATION

I declare that this research project is my own work. It is submitted in partial fulfilment of the requirements for the degree of Master of Business Administration at the Gordon Institute of Business Science, University of Pretoria. It has not been submitted before for any degree or examination in any other University. I further declare that I have obtained the necessary authorisation and consent to carry out this research.

Researcher: Divesh Munoo

Date: 7 November 2016

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1. INTRODUCTION TO THE RESEARCH PROBLEM

1.1. Introduction

Murphy & Johnson (2011) states that there is a pressing need to understand leadership development across a leader's life history due to the continuous nature of leadership development throughout a leader's life. Furthermore, life-span leadership development studies should omit the context as a factor even though it may play a key role in the development of that particular leader (Chaturvedi, Zyphur, Arvey, Avolio, & Larsson, 2012). Despite the need for such research, research into leadership development over the entire life span is severely lacking within the leadership development literature (Day 2011).

Whilst leadership development is well understood in childhood and adulthood as polarized time periods (Murphy & Johnson, 2011), a life-span view will provide a lens of leadership as a culmination of life history up to that point in time (Day, 2011; Xu et al., 2014) which is critical to the understanding of leadership constructs that are deeply rooted in the "self", such as authentic leadership (Shamir & Eilam, 2005).

The development of authentic leadership is vital for business to navigate the current volatile, uncertain, complex and ambiguous environment which business finds itself operating in. The current environment requires a type of leadership which would not have been as necessary in the early 2000's as it is now and authentic leadership is seen as a construct which meets this societal expectation (Fidler, 2013; Shnail, 2016).

Murphy & Johnson (2011) also states that leadership development does not occur in a vacuum and that the context plays a crucial role in the development of leaders. The emerging markets represent a context which is becoming increasingly important to business as the pursuit for global leaders is intensifying (George, 2015). Authentic leadership provides certain fundamental qualities which overlap with global leadership (George, 2015; Peus, Wesche, Streicher, Braun, & Frey, 2012) and therefore it is important to understand whether the environment of emerging markets allows for the antecedents of authentic leadership to form.

1.2. Problem definition

The aim of this study is to therefore understand the development of authentic leadership across the entire life history of a leader who has spent a significant period of their life in an emerging market environment. The overarching question of the research is whether

emerging markets provide an environment which is conducive to authentic leadership development across the life-span of a leader.

The revival of the theoretical base of authentic leadership since the early 2000's demonstrates a renewed relevance of the concept to scholars (Gardner, Cogliser, Davis, & Dickens, 2011), thus demonstrating the applicability of authentic leadership as an appropriate leadership construct which will enable business to face the current challenges of the environment (Avolio & Walumbwa, 2014; Avolio & Gardner, 2005). The current challenges facing corporations include a low level trust from society amidst the myriad of corporate fines due to scandals, environmental damage and different forms of societal exploitation (Peus et al., 2012).

These types of transgressions are a result of inauthentic behaviours and a lack of ethical judgment by those business leaders and there is therefore a call for a leadership stance which is genuine and values-based in nature and places emphasis on leaders acting in an authentic, ethical and responsible manner (Avolio & Walumbwa, 2014; Gardner et al., 2011). Whilst authenticity is not a novel concept, it is now imperative that leaders reengage with their true selves in order to lead business responsibly (Kruse, 2013).

Amidst these unethical practices by business, leading authentically is seen as a constructive mechanism to rebuild the trust which business has lost from society over recent times. Additionally, business benefits greatly from authentic leadership in terms of the effect on followers and business results (Boekhorst, 2015; Diddams & Chang, 2012; Goffee & Jones, 2013; Ladkin & Taylor, 2010; Leroy, Palanski, & Simons, 2012; Walumbwa, Avolio, Gardner, Wernsing, & Peterson, 2008; Weischer, Weibler, & Petersen, 2013).

Furthermore, authentic leadership is a root construct of leadership, meaning that it provides a foundation for other positive forms of leadership to develop such as servant leadership and responsible leadership (Avolio & Gardner, 2005). The fact that authentic leadership informs all positive forms of leadership denotes that the scope of authentic leadership is broader than that of more focused leadership theories such as transformational leadership or ethical leadership. Authentic leadership therefore has a wider impact as it provides a fundamental basis to other more focused leadership theories which influence positive outcomes in business.

Despite the clear importance of authentic leadership in business presently, the construct is still being developed as evidenced by the absence of a concise and widely accepted definition of the construct (Gardner et al., 2011). Rather, authentic leadership is

conceptualized as leading through altruistic leadership behaviours and moral convictions (Dinh et al., 2014) and is underpinned by four pillars, namely relational transparency, self-awareness, internalized moral perspective and balanced processing (Walumbwa et al., 2008).

The fundamentals of authentic leadership demonstrate the underlying principles of how an authentic leader should act, which explains the societal call for authentic leadership in order to rebuild the trust between business and society amidst the corrupt practices and dishonesty which is being uncovered ever more frequently in the current environment.

The antecedents of authentic leadership are deeply personal in nature and involve “knowing thyself” as the construct is formed through a leader’s life history and lived-experiences termed “trigger events” (Gardner, Avolio, Luthans, May, & Walumbwa, 2005; Peus et al., 2012). As these antecedents are experienced in the personal life journey of a leader, it forms the basis of “one true self” as the authentic self cannot be separated from the authentic leader which one develops in to, thereby allowing alignment between who the leader is as a person and how they lead in a business context.

The nature of these personal developmental aspects of authentic leadership calls for a life-span view of the construct’s formation within leaders (Shamir & Eilam, 2005), however studies which delve into the life story approach of authentic leadership omit the context, which is a vital element to understanding its development (Murphy & Johnson, 2011).

Emerging markets represent a very different environment to that of the developed world as evidenced by the Human Development Index (United Nations Development Programme, 2015), the Global Competitiveness Report (World Economic Forum, 2016a), comparative GDP’s of various countries (World Bank, 2016a) and the World Economic Outlook (International Monetary Fund, 2015). All these factors influence an individuals’ access to opportunities and resources within emerging markets which affects the context which they are exposed to during their life by means of living standards, access to education, stability in the home, household income and healthcare, to name a few.

Emerging markets are representing the new frontier for business growth as evidenced by emerging markets currently accounting for more global GDP than developed markets and producing 80% of global wealth growth post the financial crisis in 2008 (Lagarde, 2016). It is therefore important for business to understand how the environment of these markets is influencing the development of authentic leadership, seeing as authentic leadership is being seen as evermore necessary to maintain societal trust in business organisations.

These statistics demonstrate the dynamism, challenges and opportunities in emerging markets which affect individual development. Since the context is important to authentic leadership development (Murphy & Johnson, 2011), it should be understood whether emerging markets are providing the appropriate context for the development of leaders which business is currently seeking.

1.3. Research scope

The research focuses on the leader as an individual within their emerging market context. Although authentic leadership consists of elements of authentic leadership, authentic followers and authentic followership (Gardner et al., 2005), authentic leaders are focused on in this study in order to allow deeper insights into how authentic leaders develop. Authentic followers and authentic followership are out of scope of this research.

The scope of the research is to uncover whether life experiences in emerging markets serve as antecedents for authentic leadership development. The research takes a retrospective view of authentic leadership development by investigating which life experiences current leaders attribute to having instilled authentic leadership characteristics in them, how these events allowed leadership to develop within them and whether these experiences are unique to emerging markets.

2. LITERATURE REVIEW

2.1. Introduction

The review of literature encompasses the three main dimensions of the research objective described in Chapter 1. These dimensions are authentic leadership, authentic leadership development over the life-span and the emerging market environment.

As a coherent definition of authentic leadership does not exist (Gardner et al., 2011), different views of the construct are analyzed in order to conceptualize authentic leadership for this study.

Leadership development across the life-history of a leader is a critical element to understanding the nature of how antecedents of leadership are formed and whilst some researchers embrace this fact, the context which this development happens in is omitted (Day, 2011; Murphy & Johnson, 2011). Leadership does not occur in a vacuum and neither does leadership development, it is therefore critical to understand the factors which influence such development with the emerging markets being used as a lens.

2.2. Authentic leadership definition

Authentic leadership is viewed as a root construct of leadership (Avolio & Gardner, 2005), thereby implying that this form of leadership is a foundational element which allows a basis for other forms of positive leadership to form. As a root construct, a certain level of overlap can be justified with other theories of leadership such as ethical leadership which is defined as having highly ethical standards and acting in accordance with them (Mihelič, Lipičnik, & Tekavčič, 2010).

Authentic leadership, as most academic constructs, has been subject to many definitions over the years spanning from the late 1960's to as recently as the late 2000's (Gardner et al., 2011). The progression of the definitions over this time frame was a shift from an initial stance of authenticity being part of the fabric of organisations (Rome & Rome, 1967) and a focus on follower perception as a measure of leader authenticity and inauthenticity (Henderson & Hoy, 1983) to a point where certain character pillars defining authentic leadership could be identified within the leaders themselves as described by Whitehead (2009).

All the definitions of authentic leadership have certain consistent elements. These critical

elements were summarized well by Dinh, Lord, Gardner, Meuser, Linden, & Hu (2014) where the definition of authentic leadership is based on altruistic leader behaviours and moral convictions which include high self-awareness, high self-regulation, concern for the consequences of behaviour, building trust and leading with values. The central concept of authentic leadership is the view of “self over role”.

Furthermore, Walumbwa, Avolio, Gardner, Wernsing, & Peterson (2008) describe four factors which underpin authentic leadership, namely self-awareness, internalized moral perspective, balanced processing and relational transparency. Despite the definitions containing a great amount of overlap, a clear definition of authentic leadership is still being debated (Gardner et al., 2011).

In the case of this study, authentic leadership will be conceptualized as leadership which is based on altruistic leader behaviours and deep moral convictions (Dinh et al., 2014). These two overarching elements of authentic leadership then manifest into the four pillars which characterize authentic leadership, namely balanced processing, internalized moral perspective, relational transparency and self-awareness (Walumbwa et al., 2008).

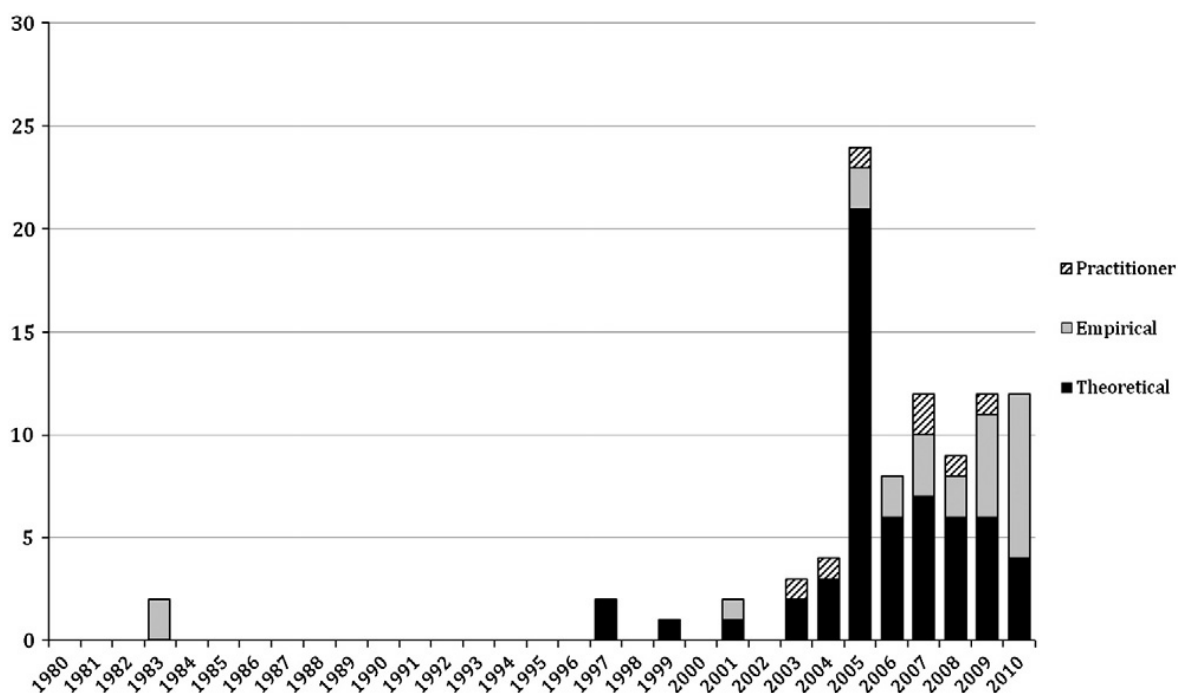
The qualities of authentic leadership are described as being true to oneself, being transparent and self-aware whilst engaging positive psychological capabilities and promoting self-development in an organizational environment which supports such a leadership style (Avolio & Walumbwa, 2014; Luthans & Avolio, 2003). Authentic leadership involves owning one’s mistakes and weaknesses, being true to your character and recognizing that leadership involves learning and development to reach one’s full potential. Based on a constant portrayal of genuineness and values-based leadership, authentic leadership appears to have an innate quality of humility, although the construct of humility as a critical constituent is yet to be empirically tested (Avolio & Walumbwa, 2014).

Authentic leadership has received an increased focus over the past 15 years as depicted in Figure 2.1.

The revival of the theoretical base of authentic leadership from the early 2000’s demonstrates a renewed relevance of the concept to scholars. This is primarily due to authentic leadership being viewed as the new type of leadership required to face the current challenges of business (Avolio & Walumbwa, 2014; Avolio & Gardner, 2005). The current challenges facing corporations include a low level trust from society amidst the myriad of corporate fines due to scandals, environmental damage and different forms of societal exploitation (Peus et al., 2012).

These types of transgressions are a result of inauthentic behaviours and a lack of ethical judgment by those business leaders and there is therefore a call for a leadership stance which is genuine and values-based in nature and places emphasis on leaders acting in an authentic, ethical and responsible manner (Avolio & Walumbwa, 2014; Gardner et al., 2011).

Figure 2.1: Number and type of authentic leadership publications in the Leadership Quarterly over time.



Source: Gardner et al. (2011)

2.3. Authentic leadership effects on followers

Ladkin & Taylor (2010) determined that the embodiment of authentic leadership was an important aspect of perceived leader authenticity. In order to “act authentically”, it was found that leaders should not merely subscribe to the notion of “displaying one’s true self”. Leaders should rather balance emotions internally and enact only the emotions which will appropriately guide the followership through the current period. This practice of selectively displaying emotions may seem disingenuous; however it displays a deep respect and responsibility to a leader’s followers by authentically displaying only those emotions which

will serve followers in a positive and supportive manner.

It was shown by Leroy, Palanski, & Simons (2012) that when a leader acts authentically, it serves as an antecedent of behavioral integrity which is positively related to follower organizational commitment and follower job performance, thus demonstrating empirical proof of the value of authentic leadership in a business context. Walumbwa et al. (2008) also found that authentic leadership was positively correlated to the job performance, and in addition, also positively correlated to job satisfaction of followers. Marques (2012) found that leaders view action-orientated workplace outcomes as achievements, thereby displaying the relational transparency of “one true self” as accomplishments in the workplace resonate as overall accomplishments to the leader, thereby displaying integrity and fostering follower commitment.

A major component of authentic leadership is a non-defensive stance on one’s weaknesses through humility, moral modesty and self-disclosure of weaknesses, all of which have been shown to have a positive relationship with follower development (Diddams & Chang, 2012).

Authentic leadership was also shown to create a culture of inclusion in the workplace through authentic leaders’ deep moral convictions which manifest in cues and behaviours which create an inclusive culture (Boekhorst, 2015). Furthermore, Weischer, Weibler, & Petersen (2013) also found a positive correlation between leader authenticity, as perceived by followers, and follower trust as well as positive follower emotion.

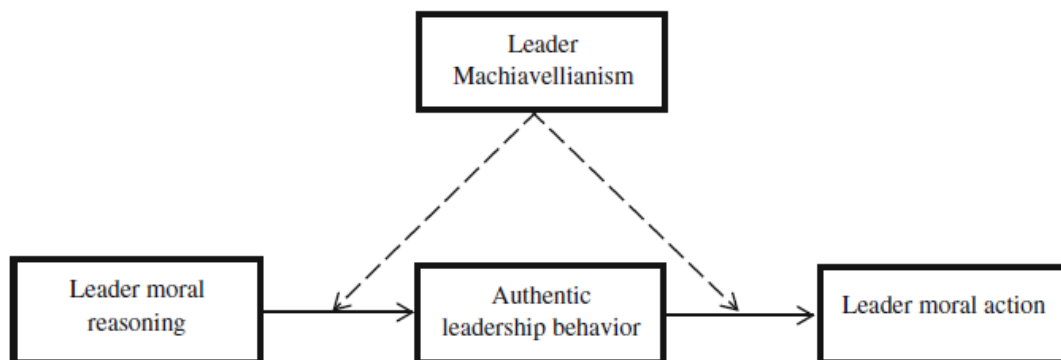
The research conducted regarding the outcomes of authentic leadership demonstrates that at an organizational, group and individual level, authentic leadership is a positive influence on individual performance and organizational culture. The studies conducted demonstrate the effects of authentic leadership are two-fold. Firstly, it contributes to the metrics of job performance and satisfaction (Leroy et al., 2012; Walumbwa et al., 2008). Secondly, it contributes to the more abstract concepts of culture, organizational commitment, trust and inclusion which are catalysts for a healthy working environment (Boekhorst, 2015; Diddams & Chang, 2012; Weischer et al., 2013).

Another application of authentic leadership in the workplace is that of mentor and protégé relationships. At the core of mentorship is a mentor displaying altruistic leadership behaviours towards the protégé (Alderfer, 2014). Furthermore, formal mentoring has been shown to improve the organizational commitment and affective well-being of protégés (Chun, Sosik, & Yun, 2012), thereby displaying a positive outcome from the display of altruistic leadership behaviours which authentic leadership also comprises of.

In spite of all the positive elements which authentic leadership has proven in the working environment, Sendjaya, Pekerti, Härtel, Hirst, & Butarbutar (2014) showed that if a leader is Machiavellian, which entails a view of “the ends justify the means”, it reverses the relationship between moral reasoning informing authentic leadership, which then in turn informs moral actions. The study found that Machiavellianism was actually the moderator between moral reasoning and authentic leadership as well as between authentic leadership and moral actions. The moderating principle is shown in Figure 2.2.

This finding shows that the existence of moral reasoning does not guarantee moral actions despite the presence of authentic leadership. In essence, Machiavellianism is a stronger moderator of moral actions than authentic leadership, which according to Sendjaya et al. (2014) is the reason why certain business leaders possess moral reasoning, yet still commit malfeasance and act in an unethical manner. This casts doubt whether authentic leadership is enough to facilitate ethical actions within leaders.

Figure 2.2: The moderating relationship of Machiavellianism on moral reasoning and authentic leadership, as well as between authentic leadership and moral action



Source: Sendjaya et al. (2014).

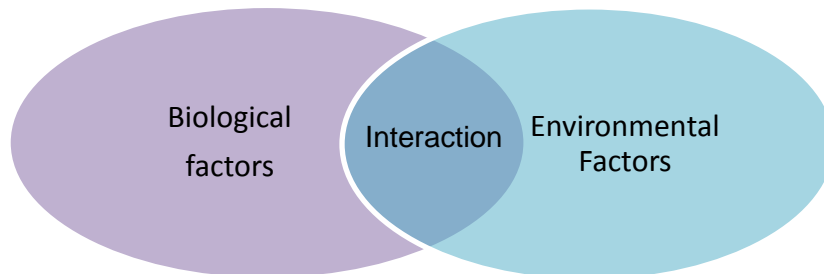
Despite the debate between Machiavellianism and authentic leadership, it has been empirically proven that authentic leadership adds value to organisations, yet the understanding of its development across the life span of a leader is still relatively under-researched (Murphy & Johnson, 2011) and whilst the antecedents of authentic leadership have been described (Avolio & Gardner, 2005; Peus et al., 2012), the nature of the life experiences which lead to these antecedent formations requires researching.

2.4. Development of authentic leadership

2.4.1. Psychological development across the life-history

Murphy & Johnson (2011) posit the need to view leadership development with a lens that extends from a leader's early childhood experiences up to, and including, late adulthood. Baltes, Reese, & Lipsitt (1980) describe a concept of psychological development which is based on the entire course of a person's life and has been applied to some leadership development literature (Day, 2011; Xu et al., 2014). This orientation explains a stance that development is a life-long process which involves continuous learning and begins from infancy until death. The view is that development is a pluralistic process, denoting that development does not occur at an intraorganismic level, but rather is a result of biological and environmental influences (Figure 2.3). Life-span development is therefore a process where the context which a person exists matters and influences development.

Figure 2.3: Basic determinants of development



Source: Baltes et al. (1980)

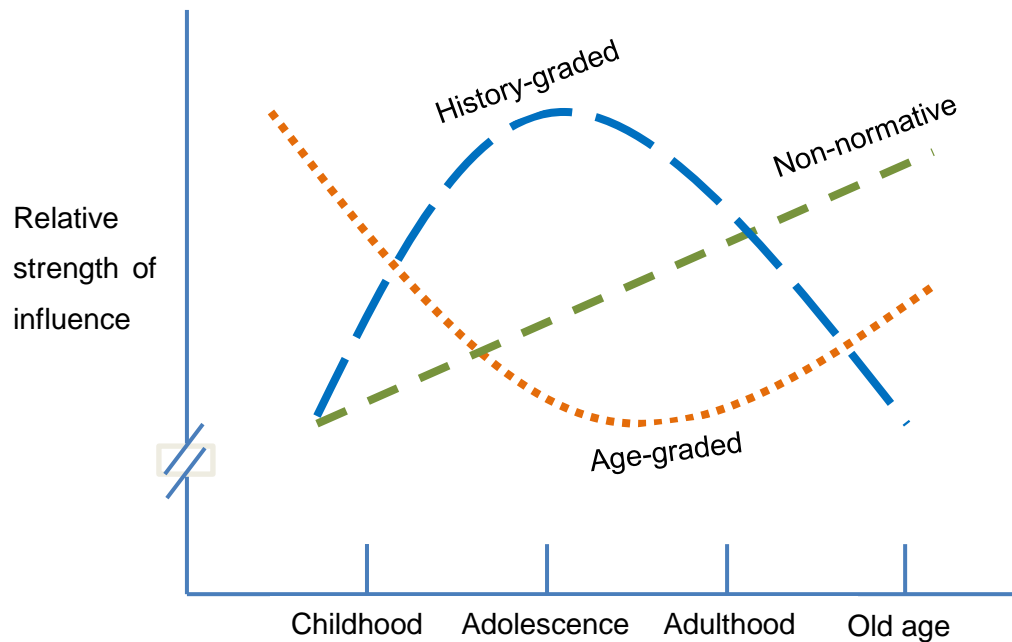
The concept of development is summarized as a process of psychological losses and gains with maximum value created through the process (Baltes et al., 1980) therefore describing a process of continuous learning throughout one's lifetime in order to attain maximum value from the process.

This view is completed by the mapping of three different sets of influences which shape the development of an individual, namely normative age-graded influences, normative history-graded influences and non-normative life events (Baltes et al., 1980).

- *Normative age-graded influences* are biological and environmental influences which occur over a lifetime and correlate with age in a chronological way. Examples include complete secondary school or getting married. These influences are normally societal expectations on individuals and represent the status quo of life events.
- *Normative history-graded influences* are biological and environmental determinants which affect cohorts, or generations, in the same way based on historical time. Examples include economic depressions or social unrest. These influences occur at a group level and affect multiple members of a cohort in a similar manner.
- *Non-normative life events* are biological or environmental determinants which occur at a purely individual level where personal experiences during one's lifetime influence development. Examples include a family trauma or personal hardships. These influences represent significant life events affecting a single individual.

This life-span view of development was later synthesized into a theory by Baltes, Lindenberger, & Staudinger (1998) which describes different levels of analysis of life-span development with the central thesis that development occurs throughout the life of an individual and is not restricted to certain periods of life. A hypothetical example of this is depicted in Figure 2.4.

Figure 2.4: Hypothetical strengths of various sets of influences at different periods of life



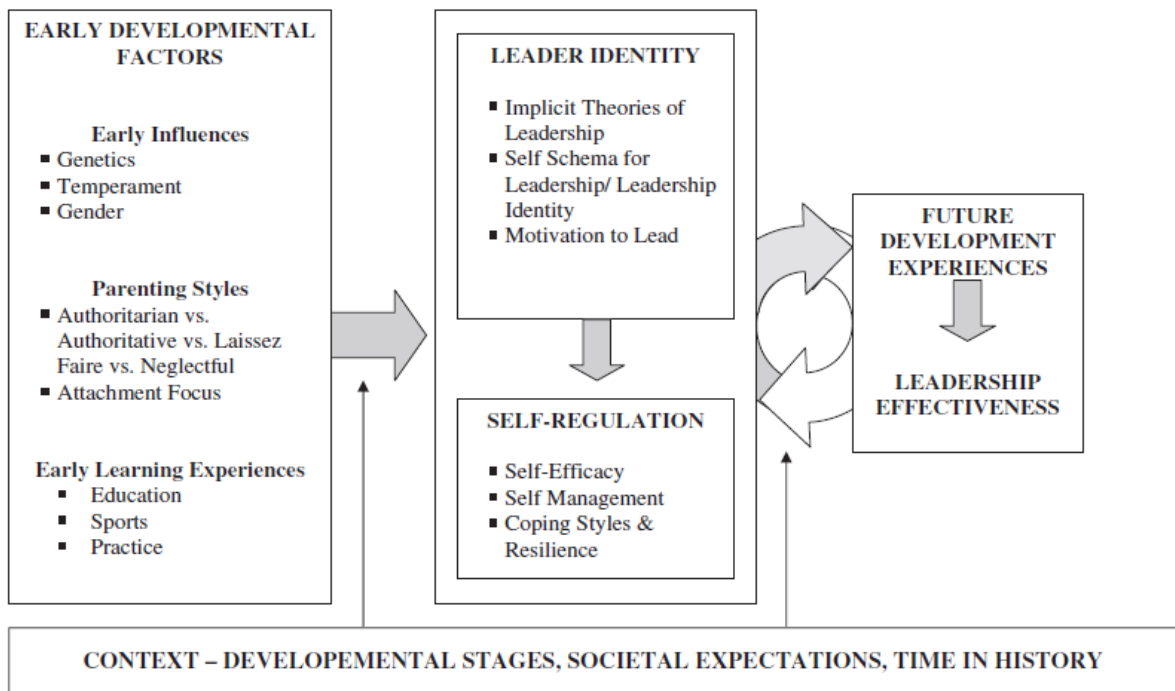
Source: Baltes et al. (1998)

It can be seen that the individual nature of non-normative influences is hypothesized to strengthen this influence as a person gets older. The life-span view described above was used as the theoretical base for the review on longitudinal leadership research conducted by Day (2011), showing the relevance of this theory to leadership development research.

2.4.2. Leadership development across the life-span

Following from the life-span view of psychological development (Baltes et al., 1998), Murphy & Johnson (2011) and Day (2011) describe a view of leadership development which emphasizes the life-long learnings which a leader is exposed to from early childhood until late in life (Figure 2.5). This view of leadership development has a focus on understanding the seeds of leadership development which may occur at various stages of a leader's life and not only early in life.

Figure 2.5: The lifetime view of leadership development



Source: (Murphy & Johnson, 2011).

These same authors, however, diminish the value of the life-history approach by substantiating the importance of the early years of leader development due to the fact that greater development can take place at a younger age compared to adulthood and the self-reinforcing nature of leadership development allows a for a stronger leadership foundation to be built from an earlier age. An “earlier age” often leads researchers to focus on the early childhood years exclusively, however an “earlier age” is any age which has passed, meaning that it need not be an age during childhood or adolescence. The focus should therefore reside on any and all ages during which leadership development occurred rather than focusing on a defined time period of the leader’s life.

Building on the previous point, the nature of many of the studies citing Murphy & Johnson (2011) remain polarized to certain eras of a leader, or potential leader’s, life. A large number of the subsequent studies do not appear to incorporate the life-history view of leadership development, but rather continue to focus on school going children, adolescents or college students as stand-alone time periods where development occurs.

The influence of genetics on leadership development has been shown (Arvey & Chaturvedi, 2011), but overall only accounts for between 30-50% of leadership development (Murphy & Johnson, 2011), thus leading to the proposition that the contextual factors that a leader is exposed to at certain periods in the life-span can act as the key influencers (Chaturvedi et al., 2012). Despite this, most studies on leadership development neglect the influences of early childhood development and overemphasize the adulthood period of a leader's development (Murphy, 2011). However, the focus should not be on one or the other in terms of time periods of development, but rather focus on all time periods as a cumulative view of developmental experiences.

Examples of leadership development studies focused solely on adulthood are those by Day & Sin (2011) and DeRue & Ashford (2010). Day & Sin (2011) found that leaders have different developmental starting points and trajectories, but their point of departure was examining starting points when the leader had already entered adulthood, thereby negating any prior significant life events which may have got them to this "starting point".

In addition, DeRue & Ashford (2010) found that a critical aspect to leadership development is the internalization of a leadership identity due to the fact that assuming a self-perception of being a leader facilitates leadership enactment, which in turns reinforces the initial self-perception. However, by virtue of this argument that self-perception of leadership ability allows enactment it denotes a reinforcing cycle. Reinforcing cycles strengthen a condition over time, therefore if the self-perception forms earlier in life, the reinforcement will lead to stronger leader self-perception by adulthood. This may well be occurring according to the life-span development theory (Baltes et al., 1998), but was not considered in this study.

An example of such an internalization of a leadership identity is exemplified by participation in sports. Sports has been shown to instill leadership skills such as managing change and uncertain situations (Williams, Roberts, & Bosselman, 2011) which is further proven by former athletes displaying leadership behaviours and pro-social behaviours more so than their non-athlete counterparts (Kniffin, Wansink, & Shimizu, 2015). There are certain principles which are present in team sport, such as building a strong culture, ensuring correct recruitment of team members and commitment to perform towards a common goal that lead to success (Jenewein & Morhart, 2008) which all contribute to a repertoire of leadership skills that serve a sportsperson when they enter the work environment.

Whilst these studies represent theoretically sound concepts, they represent a conceptual argument without a focus on the early life of leaders where these antecedents of leadership behaviour may well be formed, reinforcing the concerns made by Murphy & Johnson (2011)

about the lack of the life-span view from leadership developmental studies. The suggestion is not being made that the development during adulthood is less important than during childhood, but rather that all development across all periods of life of the leader is equally important.

The studies described above, demonstrate the stance of the majority of literature on leadership development, which focus on polarized periods of a leader's life-span as opposed to a life-span view where development is a continuous process across the lifespan.

An exception to the conventionally biased focus on adult stage of development of leaders was the study conducted by Shamir, Dayan-Horesh, & Adler (2005) which focused on the formative years of leadership by positing the importance of a leader's life-story in developing leadership traits and behaviours earlier in life than adulthood. One of their propositions was that a leader's life experiences not only develop the self-concept of a leader, but also allow the tracing back of the source of influences that shaped a leader during early life.

Whilst Shamir et al. (2005) posit the findings below regarding the life-history view of authentic leadership development, their study did contain certain limitations. The first is that their interviewing sample was homogenous, all participants were male, between 30 - 39 years of age and all worked in high-tech organisations. The interviews were carried out during a leadership development course which creates a response bias due to the context in which the study is being done. The completion of the interview was also deemed to be part of enhancing their leadership development, thereby creating a metric, and perhaps undue pressure, to answer in a certain manner due to the competitive nature of leadership development courses.

The findings of the study were four themes of leadership development. Firstly, leadership development is seen by some leaders as something that they were naturally endowed with, relating to the fact that no effort was required in order for them to assume a leadership role and they view themselves as natural born leaders. However, it has been shown that natural born leaders are a misnomer as the context plays as an important role, if not more important, than genetics (Arvey & Chaturvedi, 2011; Chaturvedi et al., 2012).

Secondly, certain leaders view their development from an internal locus of control and the motivation of self-improvement and learning was what drove their leadership development. This is in line with the theory of life-span development (Baltes et al., 1998) and stems from positive motivations. The third theme was one where the leader was driven by a higher purpose and the creation of an ideological vision. This point relates primarily to political

leaders. The final theme was one of leadership being borne out of struggle and hardships. This reinforces the concept of the environmental factors, or context, of one's life-history leading to leadership development (Murphy & Johnson, 2011).

Expanding on the concept of hardships, the mere presence of hardships and adversity does not automatically constitute leadership development, if this were the case every person that experienced hardships would be endowed with leadership ability. Firstly, a person must have the emotional maturity to recognize an event as a critical event in their life and only once this has happened, then can reflection occur as reflection is not an automatic process (Lindh & Thorgren, 2016). A study by Frizzell, (2015) showed that mindfulness is an effective technique to understand how lived experiences have provided learnings and is an enabler to leadership development as it develops self-awareness and self-regulation which are both antecedents to authentic leadership (Gardner et al., 2005; Peus et al., 2012). The practice of mindfulness is described as being present in the moment and being aware of the present situation (Brown & Ryan, 2003) and can be effectively leveraged to aid leadership development as it allows for shifting of senses and attentiveness to the situation (Yeganeh & Good, 2016).

Despite mindfulness being cited as an important element of leadership development through hardships, the current definitions of the construct are not well aligned and detract from the original Buddhist nature of the construct which states that mindfulness is a means of attaining psychological well-being and reducing suffering (Chiesa, 2013). Mindfulness is also argued to not be completely understood by Western thought on a conceptual level (Hanley, Abell, Osborn, Roehrig, & Canto, 2016).

Another counterpoint to the validity of mindfulness as a mechanism of leadership development is the practice of reflective thinking. Whilst mindfulness focuses on being aware in the moment (Brown & Ryan, 2003), reflection allows for the extraction of learning from past experiences (Boud, Keogh, & Walker, 2013). The lived experiences do not have to have occurred in the distant past as DeRue, Nahrgan, Hollenbeck, & Workman (2012) demonstrated the value of reflecting after events have just recently occurred as a type of reflection which aids leadership development.

The past experiences which trigger the reflective learning process are positively or negatively emotionally charged events and these events induce either emotional, critical or personal reflection and in some cases a mixture of these (Bosangit & Demangeot, 2016; McGaugh, 2013). Bosangit & Demangeot (2016) also found that regardless of the positive or negative emotion associated with the lived-experience, a positive reconstruction was of the

events was created in order to enhance the self-awareness drawn from the experience. This displays that positive and negative experiences, when reflected on, are crafted in a positive light in order to extract the learnings through a reflective process. However, this positive crafting of negative events may not be an active thought process as Speer, Bhanji, & Delgado (2014) states that the recollection of positive events is more desirable to human beings than the converse. Therefore, negative experiences may be recalled as positive experiences because it is more cognitively rewarding, however if the negative experiences were highly emotionally charged, they are more likely to be reflected on from adolescence onwards (Thorne, Mclean, & Lawrence, 2004).

A constraint of the reflective thinking process is that it is not present throughout the life-span, it only arises in adolescence as it is at this point that a person has been alive for a significant amount of time to have a past to actually reflect on (McAdams, 1988).

Since hardships and adversity represent negative experiences, reflecting on these events allows for resilience to be attained within the individual who has experienced the unfavorable conditions. Resiliency theory states that in order to overcome adversity and hardships, promotive factors in a person's environment are leveraged to overcome the risk factors and the promotive factors allow the individual to attain psychological well-being and attain success (Zimmerman, 2013). Williams & Bryan (2013) and Toor & Ofori (2008) found that a strong support structure consisting of family, teachers and community members is a significant promotive factor which allows adolescents to overcome hardships within their environment. The positive effect of the support structure is explained by attachment theory as initially described by John Bowlby in the 1990's which states that caregivers have a natural inclination to protect their children or children that they care for (Goldberg, Muir, & Kerr, 2013).

Additionally, experiencing hardships during childhood, such as poverty and discrimination, appears to instill an ability to deal more effectively with change and uncertainty due to the unfavorable childhood environment of the leaders being uncertain (Mittal, Griskevicius, Simpson, Sung, & Young, 2015), thereby displaying a direct benefit of leadership skills attained through experiencing hardships. This, in part, leads to findings such as that of Seery, Leo, Lupien, Kondrak, & Almonte (2013) which states that a moderate amount of hardships and adversity in life leads to increased resilience in victims of such circumstances.

Therefore, the overcoming of hardships as a path to leadership development as mentioned by Shamir et al. (2005) is multifaceted. Firstly, a person must be emotionally mature enough to recognize which events they experience are critical to their life-history (Lindh & Thorgren,

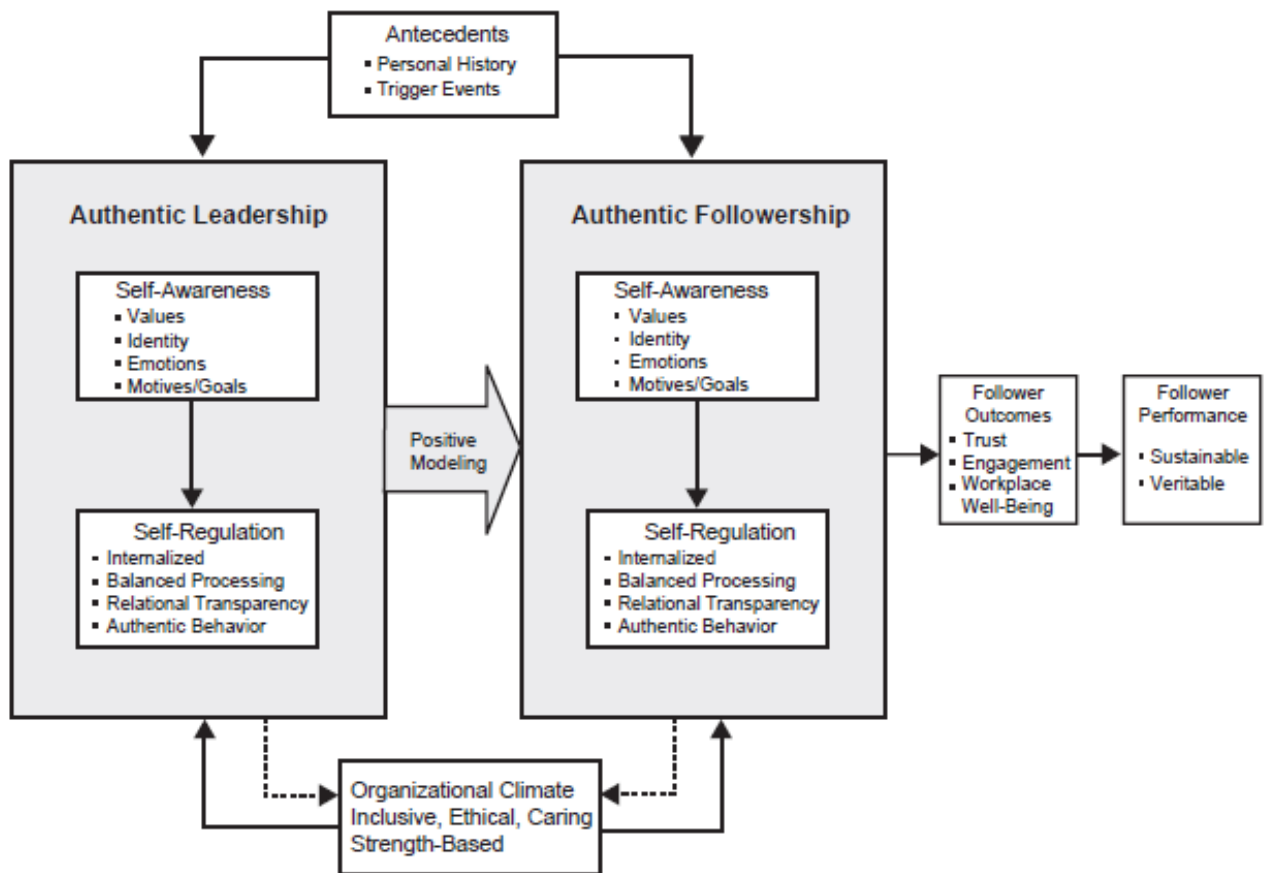
2016), in order to extract the learnings from the event, mindfulness needed to have been practiced during the event (Brown & Treviño, 2013; Frizzell, 2015) or reflection after the event (Boud et al., 2013). The learnings which are extracted are absorbed by the leader within the context of strong promotive factors (Williams & Bryan, 2013) and lead to the attainment of resilience (Zimmerman, 2013) which is what allows the individual to overcome their adverse circumstances and become successful.

2.4.3. Authentic leadership development

Antecedents of authentic leadership are viewed as critical elements to the development of this type of leadership, despite very little empirical evidence to confirm this (Weischer et al., 2013). The ambiguity in understanding the development of authentic leadership stems from the concept of antecedents as one study will state that there are certain antecedents to authentic leadership, thereafter another study will posit other antecedents to those suggested by the first study. Therefore, in order to understand the nature of authentic leadership development, it is important to understand the level of analysis at which antecedents are being suggested.

At the highest level of analysis, Gardner et al. (2005) states that the personal history of the leader and certain significant life events (termed “trigger events”), both of which form the life-story of the leader and allow an understanding of the “true self” to be attained (Figure 2.6). Therefore, trigger events are deemed to be the primary development factor to the attainment of the antecedents of authentic leadership as the leader has no control over these events. Trigger events are emotionally charged events which the leader places significant meaning on and thereby causes the leader to reflect on the event and extract the learning if the leader has the requisite self-awareness to do so (Bosangit & Demangeot, 2016; Lindh & Thorgren, 2016; Turner & Mavin, 2008).

Figure 2.6: A conceptual framework of authentic leadership and followership development



Source: (Gardner et al., 2005)

Contrary to the model in Figure 2.6 by Gardner et al. (2005) where self-awareness is the second stage of authentic leadership development, Peus, Wesche, Streicher, Braun, & Frey (2012) state that the next level of analysis at an individual level, is self-knowledge and self-consistency.

Despite self-knowledge and self-consistency not being present in the developmental components described by Gardner et al. (2005) in Figure 2.6, a link is present between the two publications as follows. Peus et al. (2012) posit that self-knowledge is an antecedent to self-awareness. This is due to the fact that self-knowledge is based on a deep understanding of one's own values, beliefs and strengths, self-awareness is a process of continuous reflection and learning based on the knowledge of self. Self-knowledge is therefore an antecedent to all four of the factors underpinning authentic leadership, namely internalized

moral perspective, self-awareness, relational transparency and balanced processing as described by Walumbwa et al. (2008) and Peus et al. (2012).

Self-consistency is described as an alignment between ones values, beliefs and actions. This is viewed as an antecedent for authentic leadership as if an alignment is present at this level, a leader will act in an authentic way. Self-regulation is therefore a mechanism to generate this alignment between what a leaders stands for and how they behave (Peus et al., 2012).

It becomes evident that Peus et al. (2012) created two overarching antecedents of authentic leadership, namely self-knowledge and self-consistency. The four factors of authentic leadership (balanced processing, self-awareness, internalized moral perspective and relational transparency) were amalgamated into the construct of self-knowledge and the enactment of authentic leadership was assigned to the presence of self-consistency.

Self-awareness and self-regulation, as described by Gardner et al. (2005), become the third level of authentic leadership development.

The antecedents are therefore trigger events (Gardner et al., 2005), followed by self-knowledge and self-consistency (Peus et al., 2012) and finally self-awareness and self-regulation (Gardner et al., 2005). The order in which these antecedents are listed represent the order in which they are experienced by leaders.

At the level of the leader as an individual, Avolio & Gardner (2005) describe the components necessary to develop authentic leadership as positive psychological capital, positive moral perspective, leader self-awareness and leader self-regulation. Whilst these components are cited as necessary for the development of authentic leadership, no empirical evidence exists as to when in the life-span they are developed.

2.4.4. Authentic leadership development through the life-history

Building on the premise of a leader's self-concept as being pivotal to the development of authentic leadership, Shamir & Eilam (2005) extended the study by Shamir et al. (2005) which showed that the life story approach was relevant to overall leadership development, and then narrowed it down to the authentic leadership domain as authentic leadership development is thought to have a influences from self-relevant life experiences (Shamir & Eilam, 2005).

However, by merely extending this study, it shows that it was not designed as a stand-alone

study, it was an offshoot from a study which was conducted in the same year regarding overall leadership through a life-story approach and was not tailored to measuring authentic leadership through the life-history of the leader, but was rather extended from a scope of overall leadership to one of authentic leadership. Therefore, the limitations mentioned before (homogenous sample, same industry, etc.) all still hold true as the same sample and data collection method was used. This substantiates the need for a more comprehensive study on authentic leadership which is designed to measure authentic leadership specifically.

In addition to the four themes of overall leadership development described by Shamir et al. (2005) mentioned previously, Shamir & Eilam (2005) posit three additional themes specifically to the life-story approach to authentic leadership development. The first of these themes is that non-leaders' life-stories are markedly different from leaders in the description of self-doubt, feeling overwhelmed by leadership roles or general unhappiness when leading. It must be clarified here that the term "leader" is not meant to denote a formal organizational position, but rather a deep-seated, innate leadership stance. Secondly, the basis of a leadership life-story was due the identification of certain life events which the leader places specific meaning on and views as a developmental opportunity. Finally, the theme of life-stories as a basis for follower validation denoting that a leader's life-story allows followers a series of data points about the leader and if these align with the actions and behaviours of the leader that the followers see, the followers will gain trust in the leader's authenticity.

Contrary to the final point on follower trust, Weischer, Weibler, & Petersen (2013) confirmed the importance of the enactment in authentic leadership rather than a storytelling narrative by concluding that it is a leader's actions which create the strong perception of authenticity amongst followers. This demonstrates that follower judgment of leader authenticity based primarily on actions which are seen as opposed to words which are merely spoken. The importance of understanding a leader's life story is for the development of the leader's own self-concept and should be understood in order to lead authentically rather than the practice of merely verbalizing a life-story to audiences in order to gain follower trust.

The life-story view of leadership development, whilst conceptually valid, was focused on the early life span of leaders in the previous studies conducted. Therefore, it does not examine life experiences across the entire life-span, which is the type of research which is required to understand leadership development from a holistic point of view (Day, 2011; Day & Sin, 2011; Murphy & Johnson, 2011).

The developmental influences of leadership across the lifespan are of particular interest for

authentic leadership development as the basis of authentic leadership is to be true to oneself in terms of beliefs, values, words and actions (Gardner et al., 2005) and have a deep understanding of one's own self-concept, self-consistency and self-knowledge (Peus et al., 2012; Shamir & Eilam, 2005).

The influences which allow authentic leadership to form across the life span as require investigating as it has been found that transformational leadership is developed in adolescents based on the transformational leadership they observe from their parents (Bass, 1999; Zacharatos, Barling, & Kelloway, 2000). Oliver et al. (2011) however states that it is not parents alone that influence transformational leadership development in adolescents, but rather their entire support structure. Ethical principles which form the basis for ethical leadership development has also been shown to be instilled by parents (Brown & Treviño, 2013; Yusof, Amin, Haneef, & Noon, 2002) and senior leaders through social learning theory (Mayer, Kuenzi, Greenbaum, Bardes, & Salvador, 2009). The manner in which these leadership constructs are formed is relevant to authentic leadership as authentic leadership informs these ethical and transformational leadership constructs (Avolio & Gardner, 2005). Children have been shown to learn by example from their parents as opposed to through formal teachings (Lopez, 2001) and this mechanism of learning by example allows lessons to be internalized in a sustainable manner.

The question remains as to what experiences across a leader's lifespan allows for this authenticity to develop as leadership development is extends beyond genetics and the context plays a key role in leadership development (Chaturvedi et al., 2012). The factors relating to environmental stimuli such as parenting styles and early learning experiences (Figure 2.5) are of particular interest when discussing lifespan leadership development as the process embodies a process of continuous learning which continues into adulthood (Day, 2011; Murphy & Johnson, 2011).

2.5. Emerging markets

As leadership development is a construct which is influenced by the context in which it takes place (Chaturvedi et al., 2012; Murphy & Johnson, 2011), it is imperative to understand how different contexts affect authentic leadership development. A particular context of interest is that of the emerging markets. In terms of global growth, emerging markets accounted for 70% in 2015, the rate of growth projected until 2017 is double that of advanced economies and the pace of an emerging economy like China's growth is dictating the wealth of many economies around the globe (International Monetary Fund, 2016). These factors make the

emerging markets an increasingly important arena for businesses to operate in and as a result, it is important for business to understand how this environment affects leadership development as this relates to the human capital component of business.

2.5.1. Definition of emerging markets

According to the International Monetary Fund (2015) the classification of emerging economies is based on their exclusion from the advanced economy classification. Advanced economies are the 37 economies in the Group of Seven (G7), the euro area and some countries in the European Union (See Appendix A for a listing of all advanced economies). Emerging economies are the 152 economies which are not included in the advanced economy grouping (See Appendix B for a full listing of emerging economies). The definition of an emerging economy is therefore not a stand-alone definition, but rather merely the exclusion from the advanced economies list.

2.5.2. Life experiences in emerging markets

The life experiences which comprise a life-story do not occur in a vacuum, the environment is a key determinant in the development of human beings (Baltes et al., 1980; Chaturvedi et al., 2012; Murphy & Johnson, 2011). Emerging markets provide a unique environment which contain different levels of opportunity to lead a healthy life (life expectancy), acquire knowledge (education) and achieve a decent standard of living (income per capita), as evidenced by the Human Development Index (HDI), compared to developed economies (United Nations Development Programme, 2015).

The metrics which the HDI measures, encompasses certain elements of the context that a developing leader in an emerging market would be exposed to. Since authentic leadership is developed through experiencing trigger events and through the life-history of a leader (Gardner et al., 2005), and leadership development is a process which interacts with the environment that a developing leader finds themselves in (Chaturvedi et al., 2012; Murphy & Johnson, 2011), the authentic leadership development which occurs in the context of an emerging market requires investigating.

Although the emerging markets serve as an environment for authentic leadership development (due to the personal nature of the construct), they are not without their challenges. An example is diversity and inclusion. As business becomes more collaborative, the ability to recognize and respect diversity in the workplace is becoming increasingly important (Trompenaars & Hampden-Turner, 2012). Daya (2014) found that interventions

need to take place at individual, interpersonal and organizational levels of business in emerging markets in order to foster diversity and inclusion in the workplace. The importance of diversity in emerging markets was shown by Ararat, Aksu, & Cetin (2015) which showed that diverse corporate boards are correlated to improved performance, thus creating a business argument for the importance of diversity in the workplace. This finding may be due to the fact that diversity within a team has been shown to enhance the ability to think creatively as a group (Østergaard, Timmermans, & Kristinsson, 2011) and a corporate board does represent a group.

A counterpoint to the importance of diversity was the study by Al-Mamun, Yasser, Entebang, & Nathan (2013) showed that diversity of a corporate board does not amount to improved firm performance. Whilst corporate boards are being used as an example, the premise of the importance of diversity is the underlying concept which is being debated in this point. The evidence for and against the focus on diversity demonstrates the individuality of emerging markets. Although many economies have been amalgamated into the construct of “emerging markets”, within this category there are differences between countries due to culture, norms and beliefs held by each individual country.

Diversity can also manifest in discrimination in certain contexts. However, according to resiliency theory (Zimmerman, 2013), assets and resources such as appreciation of identity and group belonging appear to buffer or compensate for the negativity of risk factors such as discrimination (Liu & Zhao, 2016; Wang, Zhang, & Zimmerman, 2015).

Most emerging economies rank lower than developed economies in terms of global competitiveness (World Economic Forum, 2016b), higher on income inequality and poverty (World Bank, 2016b) and are ranked as more corrupt (Transparency International, 2015). All these factors may manifest as adversities and hardships within these economies and developing leaders therefore encounter the effects of these factors along their leadership development journey. Factors such as these relate to the theme of leadership development through hardships and struggle which was described by Shamir et al. (2005) and Shamir & Eilam (2005). These factors may serve as enablers to authentic leadership development through the attainment of resilience by reflecting on negative experiences (Zimmerman, 2013) or may hinder authentic leadership development as the effects of the adversity may be insurmountable for the victims of these events (Graeber, Helitzer, Noue, & Fawcett, 2013).

As a leader’s life-story is comprised of the various life experiences up to the present, therefore the different environments of emerging markets versus developed markets would provide different levels of opportunities and struggle which would, in turn, affect the leader’s

development in different ways. Emerging markets are keen to learn from developed markets and there is a current trend of employing practices such as formation of strategic alliances in order to enhance the knowledge within emerging markets (Lo, Stepicheva, & Peng, 2016).

2.5.3. *Developing global leaders*

As companies expand and move into emerging markets, there is a greater need for local leaders to emerge from that native business environment as local knowledge is critical to business success in an emerging market (Li & Scullion, 2010) and leaders from different contexts provide diversity in the workplace which leads to creative thinking (Østergaard et al., 2011). This argument supports the current focus of developing global managers and leaders in order for businesses to operate effectively in different contexts (George, 2015; Ghemawat, 2012). These are leaders which are able to manage employees from diverse backgrounds based on culture and national values or norms. This is an important skill because as the world becomes increasingly connected, the need to appreciate and effectively manage diversity in the workplace is becoming increasingly important (Trompenaars & Hampden-Turner, 2012). This view denotes that as companies expand across the globe, there will be leadership talent which is sourced from different parts of the world, including emerging markets. As the construct of global leadership shares certain similarities with authentic leadership, such as self-awareness (George, 2015), developing authentic leaders from emerging markets will serve the need from corporations for managers who are able to lead globally.

Caligiuri & Tarique, (2009) conducted a study of global leaders in order to understand how to predict the effectiveness of global leaders. The finding was that individuals who are extroverted and have been exposed to a high level of cross-cultural life experiences are the most effective global leaders. This, once again, shows the value of the life experiences of leaders in terms of developing leadership traits and skills across the life-span in terms of cultural richness which is extracted from live-experiences.

2.6. Conclusion

Authentic leadership is a foundational element of all positive forms of leadership (Avolio & Gardner, 2005) and therefore informs many different leadership styles. Authentic leadership does not have a comprehensive, widely accepted definition (Gardner et al., 2011) but is described as comprising of four main pillars of moral convictions, namely self-awareness, internalized moral perspective, balanced processing and relational transparency (Walumbwa

et al., 2008). Furthermore, authentic leadership research has been revived in recent years (Gardner et al., 2011) as it is being seen as a potential solution to the unethical business practices which are prevalent in the current times (Peus et al., 2012).

The development of authentic leadership occurs through the life-history of a leader and trigger events (Gardner et al., 2005), however these antecedents to authentic leadership do not occur in a vacuum, they are elements which are influenced by the context of a developing leader (Chaturvedi et al., 2012; Murphy & Johnson, 2011). Therefore the appreciation and understanding of how the context impacts the nature of trigger events and the nature of authentic leadership development is warranted.

Although there has been a call to understand leadership development across the life-span of a leader due to the relatively low number of studies which investigated leadership through a longitudinal lens (Day, 2011; Murphy & Johnson, 2011). Baltes et al. (1998) describes a theory of psychological development which states that development takes place throughout the life-span of a person. This theory was applied to general leadership development studies (Day, 2011; Day & Sin, 2011; Xu et al., 2014) but has not been investigated as a mechanism of authentic leadership development directly, despite one of the antecedents being the life-story of a leader, which implies a life-span view. Therefore, an understanding of how development of authentic leadership occurs across the life-span is warranted which takes account of the contextual factors of the leader's environment, in this case the emerging markets.

The emerging market context possesses factors which affect the opportunities, resources and hardships which potential leaders are exposed to during their development. Examples of these factors are corruption (Transparency International, 2015), poverty and wealth (World Bank, 2016b). As business becomes global, the need for managers which can operate in a global environment becomes more important (George, 2015) and many of these managers will arise from the emerging markets as these economies grow (Li & Scullion, 2010). It is therefore imperative to understand how the context of the emerging markets influences authentic leadership development as this has a direct result on the human leadership capital of organisations.

The context of this study is therefore the emerging markets as it presents a dynamic environment with many variables that have not been studied directly in terms of authentic leadership development. Furthermore, the nature of the trigger events and authentic leadership development within these markets is warranted as well as the barriers and enablers to authentic leadership development within emerging markets as analyzed across

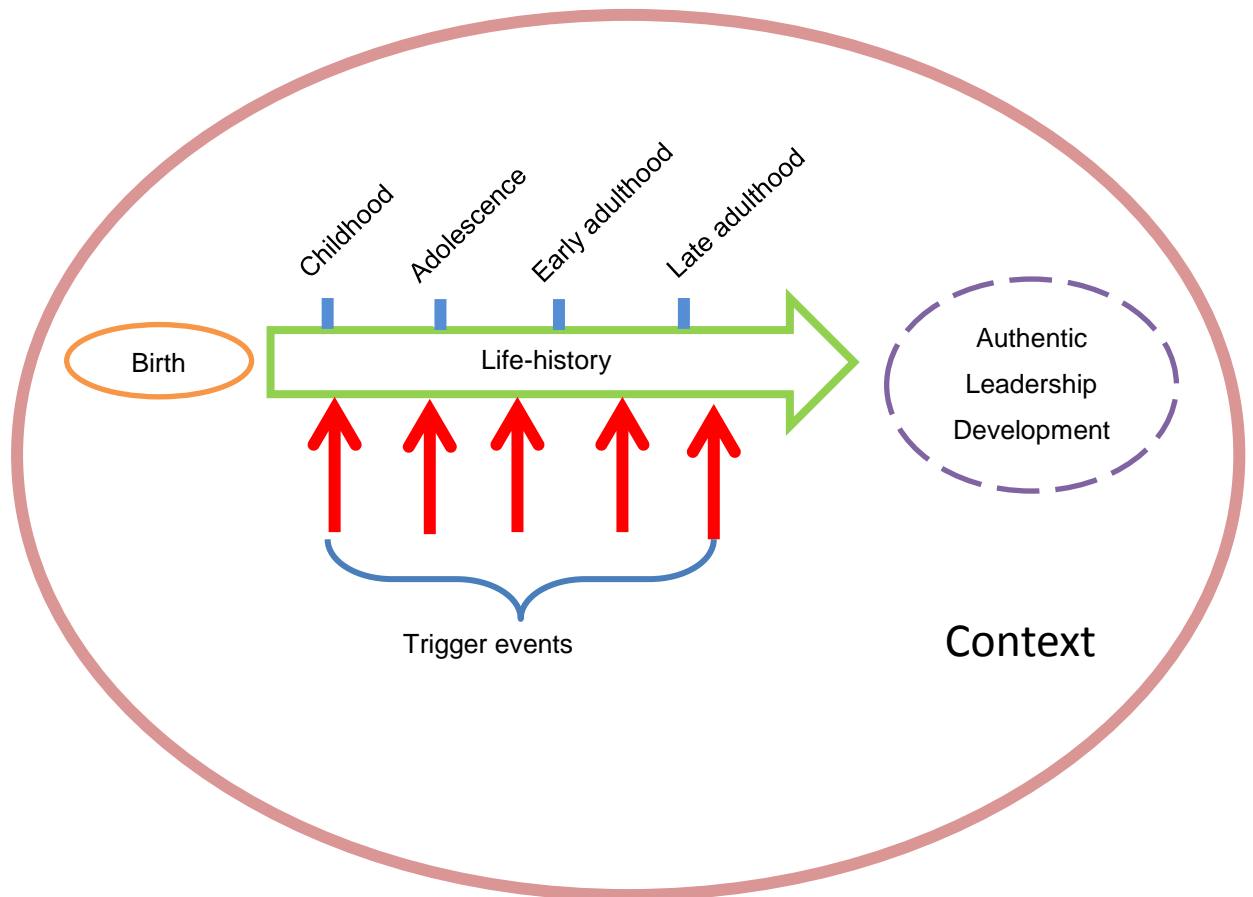
the entire life-span.

3. RESEARCH QUESTIONS

The research questions focus on the main dimensions of the research objective which is to understand how authentic leadership is developed in an emerging market and what barriers and enablers are present within the emerging markets regarding authentic leadership development across the life-span of a leader. The conceptual framework of the study and research questions are mentioned below.

3.1. Conceptual framework of the study

Figure 3.1: Conceptual framework of the theory informing the research.



Independent variable: Significant life events during the life-history of the leader.

Dependent variable: Authentic leadership development.

3.2. The nature of trigger events that enabled authentic leadership development

The first research question seeks to understand what the nature of the significant life events (trigger events) which occurred during the leader's life history were as these are the events that they feel were significant to their authentic leadership development.

Gardner et al. (2005) state that personal histories and significant life events are antecedents to authentic leadership. It is not mentioned, however, what the nature of these events are as only certain examples are given which have not been empirically tested. Positive and negative non-normative life events individualize development over the life-span as they are different between different people as described by Baltes et al. (1998) initially, and applied to leadership development by Day (2011). There is therefore a requirement to understand the nature of the trigger events in a leader's personal environment over their life history as these are the influences that the leader views as critical to their development within emerging markets.

3.3. The nature of authentic leadership development which occurred

The second research question seeks to understand the nature of the authentic leadership development that occurred during the leader's life-history. The two studies by Shamir et al. (2005) and Shamir & Eilam (2005) describe different paths of leadership development such as a natural process, leadership development through hardships, and others. It is therefore important to understand the nature of leadership development experienced in emerging markets and if common paths exist between the leaders interviewed.

3.4. Authentic leadership development within emerging markets

The final question seeks to uncover what unique enablers and challenges are present in authentic developing leadership during one's lifetime in an emerging market from the perspective of the leader.

If the practice of selecting leaders from the local talent pool is advantageous, and authentic leadership has a positive impact on business (Li & Scullion, 2010), then it is important to understand whether the emerging market context allows for authentic leadership development.

4. RESEARCH METHODOLOGY

The research entails a process of uncovering the life-events and environmental factors which have caused leaders to develop authentic leadership within emerging markets. Shamir & Eilam (2005) have shown that the life story of a leader leads to authentic leadership development, however the context was not granted consideration in the study, the sample was homogenous in terms of age, gender as well as industry and the study was conducted in a biased setting. For this reason, a study on authentic leadership development through the leader's life history within the context of emerging markets is warranted in order to understand whether the environment of an emerging market creates a difference in the development of authentic leadership compared to the study already conducted by Shamir & Eilam (2005).

4.1. Research design

As an existing study on authentic leadership development in specific to emerging markets does not exist, this study will be a qualitative and exploratory study.

An exploratory study seeks to provide tentative answers to research questions which require a fuller understanding of uncertain issues (Saunders & Lewis, 2012). The reason that this study is uncertain is due to the fact that research on authentic leadership development from a life-story perspective has neglected to take the context of leadership into account. This is exemplified by the fact that Shamir et al. (2005) states that their study "our purpose was not to study specific individuals in their particular context, but to discover broad leadership development themes that transcend particular contexts" p. 18.

This is contrary to the view of leadership development through the life-history of the leader where the context plays a significant role in the manner in which a leader develops (Chaturvedi et al., 2012; Murphy & Johnson, 2011). Therefore, the exact nature of the development of authentic leadership over a life-history experienced in emerging markets (context) is an unknown. The uncertainty of the impact of an emerging market environment on leadership development creates the need for an exploratory study to better understand the insights of this context and generate a fuller understanding of the concept overall, which is what exploratory research seeks to achieve (Zikmund, 2003).

This study employed a qualitative research design. The reason that qualitative research was chosen is that Myers, (2009) states that "if you want to understand people's motivations, their reasons, their actions, and the context of their beliefs in an in-depth way, qualitative

research is best” (p. 6). The research topic required depth of responses and therefore the rationale of the qualitative research design was appropriate, based on the view by Myers, (2009).

Furthermore, Vygotsky (1987) proposed that an aspect of an individual's consciousness is revealed through the words of their story. A life-history is a very personal story and in order to understand the depth of this life story, a qualitative design consisting of in-depth interviews is the most appropriate research approach. Leedy & Ormrod (2001) confirms the need for a qualitative design by stating that if responses of depth are required, a qualitative approach is warranted. The research questions required the participant to get to the core of their experiences throughout their life thereby requiring the researcher to delve deeper than the surface level of information, which is a hallmark of the qualitative approach (Daft, 1983).

4.2. Population

The population of a study is “any group of entities that share some common set of characteristics” (Zikmund, 2003, p. 656)

The population for this specific study was business leaders who were currently leading a business organisation or a business division. The organisation had to currently be employing at least 70 people. If the leader was not the CEO of the organisation, or the local affiliate CEO of the organisation, the leader could not have been more than three levels below the global or local CEO.

The leader must have experienced at least ten years of their life in an emerging market. Ten years provides experience over two different age stages of development as well as a significant enough time to absorb learnings.

Former leaders who have left a leadership role not more than five years from the year of interview (2016) will also be eligible for the study, provided that their exit was not due to poor performance, disciplinary action or a dismissal.

4.3. Sample

Saunders & Lewis (2012) state that for semi-structured interview methods, the number of participants needed is difficult to establish before data collection begins as the process should continue until data saturation is reached, however the recommendation for a heterogeneous population is that the sample size should be between 15 and 25 participants.

In the case of this study, the sample consisted of ten business leaders, from various industries, who meet the criteria stipulated in Section 4.2 as data saturation was reached by this point. The sourcing of the sample was based on the professional network of the researcher as well as that of the researcher's supervisor. The sample was selected by non-probability convenience sampling. Snowball sampling was also used to reach additional leaders.

4.4. Unit of analysis

The unit of analysis is the leader as an individual, within their context. The reason that the construct of authentic leadership development is being analyzed through the lens of the individual leader is that the study seeks to uncover the antecedents of authentic leadership as perceived by the leader themselves, thus requiring a very personal perspective.

It is recognized that authentic leadership does not consist solely of authentic leaders and that the construct includes authentic followers and authentic followership (Gardner et al., 2005). The leader is focused on in this study based on the rationale put forth by Shamir & Eilam (2005) which states that firstly, authentic leaders are critical elements of authentic leadership and are therefore a justified focal point. Secondly, a focus on authentic leaders as opposed to the entire construct of authentic leadership provides a less complex topic of study, thereby allowing deep, specific insights. Lastly, the development of authentic leaders increases the probability of authentic followership coming to the fore, with the inverse relationship of authentic followership creating authentic leaders not being valid.

A life-story perspective was employed in this study to understand the formation of the antecedents of authentic leadership, thus requiring a view of the personal life history of the leader.

4.5. Measurements

4.5.1. Data collection

The collection of data was through the qualitative in-depth interviews which were conducted. The interviews were conducted using a semi-structured interview guide (Appendix F). Saunders & Lewis (2012) state that semi-structured interviews should be used when either the researcher is unsure of the answers that a respondent will give, the questions tend to be complicated or the order in which the questions are asked may need to be varied. All these

eventualities were present in this study due to the very personal nature of the answers which were given and the individual responses from each leader differing greatly as each person's life-history is distinct from another's.

Seidman (2006) further substantiates the need for an in-depth interviewing method for this study by stating that "the root of in-depth interviewing is an interest in understanding the lived experience of other people and the meaning they make of that experience" (p. 9). Thus demonstrating a clear alignment with the goal of in-depth interviewing and the goal of this study, which are both to gather deep insights of a leader's journey through their own personal life history and the leadership development that happened in tandem during that journey.

The interviews were scheduled for 90 minutes to allow for the depth of the life history to be properly understood by the researcher. Seidman (2006) states that 60 minutes for an in-depth interview is too short and sufficient insights will not be gathered in that time frame. It is further stated that two hours is much too long. The ideal time frame proposed is 90 minutes as it is a non-standard unit of time (compared to one hour) and allows sufficient time to generate insights and reflection from the participant.

The interviews were conducted according to the interview guide which was designed to facilitate discussion and improvisation as opposed to imposing a rigid structure onto the interview (Myers, 2009).

The initial stage of the interaction with the leader involved them completing an adaptation of the Authentic Leadership Questionnaire (ALQ) as originally designed by Walumbwa et al. (2008) and adapted by Northouse (2010). The adapted ALQ by Northouse (2010) was used due to the original version being copyrighted. The adapted version consists of similar questions divided into the four pillars of authentic leadership (self-awareness, relational transparency, internalized moral perspective and balanced processing) as the original ALQ.

The ALQ was used as there was no empirical evidence of the leader's authentic leadership prior to the interview being conducted. The development of authentic leadership over the leader's life history, which may be articulated well during the interview, may not be valid as the leader may not actually be an authentic leader. This could arise because the sample is based on seniority in a company with the absence of any existing empirical evidence of authentic leadership by these leaders as the data does not exist. The ALQ served as a point of validation that allowed the researcher to analyze the narrative of the leader's life story once it has been shown by the ALQ that the leader does, in fact, possess authentic

leadership.

The remainder of the interview followed the interview guide (Appendix F) which consisted of discussion points in the form of open-ended questions which sought to answer the research questions. The questions were centered around understanding the leader's life history overall in order to get a sense of their circumstances during their life and their personal viewpoint of their circumstances (for instance whether they resent their negative experiences or are thankful for the growth which came from them). The history was discussed chronologically with the leader according to the life stages as described in Table 4.1 below.

Table 4.1: Age ranges as described by developmental and research studies

Age stage	Age range
Childhood	2 – 11 years
Adolescence	12 – 18 years
Early adulthood	19 – 34 years
Middle adulthood	35 – 54 years
Late adulthood	> 55 years

Source: Baltes et al. (1998); Murphy (2011)

Following a chronological description of the life story of the leader allowed specific nuances and circumstances which were relevant to each period of the leader's life to be identified.

The subsequent part of the interview guide focused on discussing the significant life events which the leader feels contributed to their leadership development. These events represent the non-normative life events as explained by Baltes et al. (1980) and which have shown to be critical to understanding leadership development by Day (2011). This allowed the placement of the trigger events of authentic leadership development (Gardner et al., 2005) to be understood across different periods of a leader's life.

The final aspect of the interview dealt with the perspective of emerging markets in terms of authentic leadership development. It sought to determine the leader's perspective on the

challenges or enablers that an emerging market environment provides during a leader's development across the life history.

4.5.1.1. *Interviews and interview process*

Ten semi-structured, in depth interviews were conducted in order to discover the relevant themes to answer the research questions and reach data saturation. The interviews were conducted with leaders who all hold a senior position in their respective companies (a senior position being denoted by a place on the executive team or not being more than three levels below the local or global CEO).

Data saturation is defined by the presence of very few new themes arising from subsequent interviews (Saunders & Lewis, 2012). Data saturation was reached by the tenth interview.

Prior to the interviews being conducted, the interview technique had to be refined. This was done through two pilot tests of the entire interview process. The first test was conducted with a MBA classmate of the researcher. The second pilot test was conducted with a leader who was unknown to the researcher, but referred by the researcher's supervisor. Both pilot test participants met the criteria of the population and would have been eligible candidates. The feedback from these pilot tests were incorporated into the interviews for the research study.

The first recommendation from the pilot tests was that due to the personal nature of the interview, face to face interactions would be the most appropriate for this study. This was taken into account as nine of the ten interviews were conducted in person. The only interview conducted over Microsoft Skype was due to the participant being based outside of the South Africa (where the researcher is based) and a face to face interview was not possible.

A second piece of feedback was that the interviews should be conducted in an environment that the participant is familiar with and comfortable in. Taking this feedback into account, all interviews were conducted at the work offices of the participants at a time that was deemed convenient for them. No restaurants or coffee shops were deemed appropriate for the nature of the personal sharing of life events and a quiet setting that the participant was familiar with was suggested by the researcher during the request for an interview.

Feedback was also given to reserve any comments or questions until after the participant had completed their answering of the question. Any interruption or request for clarification during the telling of their story may feel disrespectful to the participant and may have caused the rapport to be broken and compromise the level of openness and honesty that was

required from the participant for the remainder of the interview.

An interesting observation from the pilot tests was that although “trigger events” are a focus of authentic leadership development (Gardner et al., 2005), there are significant periods of time, which are not a moment in time but rather a series of moments in time, which were significant in their life. This realization caused a slight alteration of the wording of Question 4.2 and 4.3 in the interview guide to allow for the description of significant life events or “significant periods” of a leader’s life that has contributed to the leader that they are today.

The feedback was also received from a participant to rather complete the administrative tasks. Consent form signing (Appendix C), ALQ completion (Northouse, 2010) (Appendix D) and demographic information capture sheet completion (Appendix E) were all concluded prior to introducing the topic. This was due to the fact that after the topic was described, participants are eager to tell their story and the completion of administrative tasks stunted the momentum of the interview which had been created by the description of the topic.

Through soliciting feedback after each interview, the asking of questions became more succinct as more interviews were conducted.

The interview discussions were facilitated by the interview guide (Appendix F). All participants were members of the executive committee (Exco), a director, the CEO or a member of the board. The participants were sourced from a variety of industries with the commonality between them being their leadership position within their respective company.

Each interview was scheduled for 90 minutes with some interviews exceeding the time and others being concluded well within the time limit (Table 5.1). A total of over 13 hours of interviews were conducted over the period of one month with the average interview lasting for almost 80 minutes. The shortest interview was also the only interview conducted electronically which lasted 41 minutes and the longest interview was the final interview which lasted 150 minutes.

Despite the interview guide stating certain recommended time limits per discussion question, participants were not interrupted or asked to conclude a question due to the time limits. The next question was addressed only once the participant had concluded their discussion of the current question of their own accord. Due to this technique being used, the variation in the lengths of the interviews is a result of the extent to which the participant spoke. It should also be noted that a shorter interview did not denote a lack of depth in conversation as even though certain interviews were shorter, there was no interview that was conducted that

lacked openness or depth in terms of the leaders sharing their personal life history.

It was also observed that if a participant went over the time allocation for the first question, it provided great depth and insights which allowed the subsequent questions to be moved through rather swiftly as the foundation of the answers of the subsequent questions were laid during the in-depth answer of the previous question. This allowed the researcher to respect the time of the participant as even though the participant was not interrupted during the answer of Question 4.1 despite going over the time recommendation, the succinct answering of Questions 4.2 to 4.5 allowed the participant to still keep within the 90 minute time limit. In instances where the interview lasted longer than 90 minutes, it was due to the leader enjoying the reflective process of the interview rather than a mismanagement of time by the researcher. The only instance where the researcher should have managed the timing of questions in a better manner was in the final interview as it went grossly over the time allocation and caused the response to Question 4.4 of the interview guide to be rather rushed as the leader had another obligation by the time this question was reached.

The interviews all took place at the offices of the participants and were all conducted during work hours, although start times before 08h00 and ending after 17h00 were happily accommodated by the researcher, there was no request for weekends or after hours interviews by the participants. Most interviews were conducted in a private meeting room at the participant's offices with only one interview being conducted in the personal office of the participant. All interviews were conducted in a quiet, private setting to ensure confidentiality of the information shared and to allow an environment conducive for personal sharing.

All interviews were recorded using a recording device and were saved and named before leaving the venue of the interview. The interviews were subsequently saved to two cloud based storage platforms (Google Drive and Dropbox) once a wireless internet connection was available. All interview recordings have been submitted with this research project as evidence of the interviews having been conducted.

The interview process was a learning experience for the researcher with the researcher becoming comfortable with the process and finding ways to make participants feel safe enough to share their personal stories as more interviews were conducted.

During the first interview, the participant struggled to verbalize the three significant life events. The participant then asked to move on to the next question and subsequently requested a break to reflect on the question when it was time to return to it. In order to make the participant feel comfortable enough to share, the researcher shared his three significant

life events in order for the participant to be put at ease. This personal sharing allowed the participant to understand what was required for the answering of the question and she was subsequently able to verbalize a response. The demonstration of vulnerability by the researcher also possibly cemented trust by the fact that the researcher is not expecting a level of openness from the participant that he himself is not willing to display during the interview.

From the second interview onwards, during the introduction of the topic, the interview guide was handed to the participant with special mention regarding that question such that the life story of the leader which is shared in Question 4.1 of the interview guide, the leader is aware that the following question will require the mention of three significant life events. This allowed the participant to subconsciously process the question during the telling of the life history in the first discussion question. Question 4.2 was also introduced in a more descriptive manner to provide enough guidance to the participant regarding what was required for the depth of response required for this question.

Consideration was given to sending the interview guide to the participants before the interview to allow the leader time to reflect on their life, however this was decided against as it was decided that in order to receive the story of the leader and their view of significant life events, an unprepared answer would be more suited to the telling of an authentic life story and would contain richness that a rehearsed answer may have lacked.

The analysis of the first interview by listening to the audio recording allowed the researcher to understand how certain questions may have been phrased differently and how to introduce questions in a descriptive yet succinct manner. The analysis by of the interview by noting down themes and key thoughts of the participant in Microsoft Excel also allowed the researcher to understand how the questions were being perceived by analyzing how they were being answered.

The first interview also required many probes by the researcher to get the participant to share the required depth of responses that the study requires. Careful care was taken to probe the participant based on information that was already shared during the answering of questions so as not to introduce new information and create a bias as a result of the probe. Subsequent interviews did not require that level of probing and the depth of response was present without the need for further enquiry by the researcher.

In order to accommodate the participants' availability, interviews two to seven were conducted over a two day period. The first interview and interviews eight to ten were aptly

spaced, usually at least two days apart. Despite the variance in the spacing of the interviews, the researcher was careful to provide the same level of engagement and attention to all participants as a sign of respect and appreciation.

4.5.2. Data analysis

The data collected was analyzed using the narrative method as Shamir et al. (2005) employed in their study on analyzing leadership life stories. According to these authors, this is “a method to the study of lives views individual descriptions, explanations, and interpretations of actions and events as lenses through which to access the meaning which human beings attribute to their experience” p. 19. The narrative approach is further substantiated by Myers (2009) who states that is advantageous when a linear structure is present with a beginning, middle and ending. This method views the leader’s telling of their life story as a narrative of events and the importance of events in that story are deemed to be significant as portrayed by the narrator.

In addition to the narrative approach, the content analysis and the critical incident approaches was also used. This is due to the content analysis approach which calls for the identification of key patterns and structures in the data (Myers, 2009). However, the content analysis method removes the context from responses, which is crucial to this study, hence it is supplemented with the critical incidents approach which will contextualize responses once again. The critical incidents approach seeks deeper information on certain significant events as deemed by the researcher and the commonalities and differences between them are analyzed (Myers, 2009).

The general approaches to the data analysis was therefore a narrative approach to pay homage to the fact that a life story was being told, the content analysis approach which allowed for a structured manner of analyzing the qualitative data collected and a critical incidents approach which allowed the context not be lost and delve deeper into the trigger events of the leader’s life. These approaches will happen in tandem during the data analysis phase, which began directly after the first interview as suggested by Merriam (2002).

The process of analyzing the data followed the recommendations by Marshall & Rossman (2006) which involves identifying prominent and overarching themes, identifying recurrent terms or phrases and identifying links between a participant’s beliefs and settings. Furthermore, a researcher created distinct categories in which parts of the responses could be allocated.

The audio recordings of the interviews were listened to post the interviews. Whilst listening to the recordings, notes were taken of every mention that a leader made during their answers in Microsoft Excel®. This was done for each interview. Although the interviews were not transcribed in the traditional manner, this process allowed all details mentioned by the participant to be captured and then later formulated into themes during the thematic analysis.

The Microsoft Excel® sheet which was used to note down the mentions has been submitted with this research as proof of the analysis.

Despite not conducting the traditional transcription process, the researcher is confident that no insights were missed due to the thoroughness of the note taking during the interviews, the listening and re-listening of interviews and using quotes to substantiate the themes identified.

The thematic analysis was conducted in a inductive manner as described by Saunders & Lewis (2012). Due to the exploratory nature of the study, the inductive approach to identify themes was most appropriate as preconceived ideas of the themes in response to the research questions were not formulated by the researcher prior to the thematic analysis be conducted.

4.6. Research limitations

As the researcher was framing questions around leadership development and the leader's life history during the interview, it may have caused the leader to automatically frame responses in manner that contextualizes leadership development with their life history as a lens. This represents response bias as it is an instance that a respondent answers in a manner that favors answering a manner that agrees with the frame of the question (Zikmund, 2003).

Interview bias may also have been present as the researcher was positioning the topic of leadership development through the lens of the leader's life history. Interview bias is present when the presence of the interviewer influences the nature of the responses from the leader being interviewed (Saunders & Lewis, 2012).

A limitation of the study is the amount of time that is spent with the leaders. As each interview was scheduled for 90 minutes and only one interaction was had with each leader, it created a time constraint which could have possibly restricted the depth of the responses attained. Seidman (2006) states that in order to gain the depth of responses from a study

pertaining to the meaning of certain life experiences, three separate interviews should be conducted in order to contextualize the responses. Furthermore, the study required in-depth personal information which participants may not have fully offered upon a first meeting with a researcher who is essentially a stranger at that point in time, this limitation is further substantiated by the assertion of Seidman (2006) regarding the three interview system to generate in-depth findings.

As participants in the study will be selected through convenience sampling, the findings of the study are not representative of all leaders as described in the population. A further limitation is that 90% of the sample is South African and referenced South Africa as the emerging market which they described. Whilst the study aims to conceptualize emerging markets as the context, the bias towards describing South Africa as a context may have narrowed the focus of emerging markets to a predominantly South African description.

Only one of the participants had experienced all five developmental stages (Table 4.1). The rest of the sample was not old enough to have experienced all five stages of development. This may have influenced the insights of adulthood development as 90% of the sample had not experienced the stage of late adulthood development.

5. RESULTS

The interviews which were conducted provided valuable insights into the development of authentic leadership within the emerging markets context. The reflective nature of the interview allowed leaders to make certain connections between trigger events and leadership development during the interview in order for them to better understand how their entire life journey has moulded them into the authentic leader that they are today.

This chapter begins by summarizing the pertinent demographics of the participants and general commentary on certain noteworthy points observed during certain interviews. The remainder of the chapter reports the themes which were identified during the interviews and during the subsequent thematic analysis. These themes are reported in the order of the three research questions stated in Chapter 3, namely the nature of trigger events, the nature of authentic leadership development and the emerging market context.

The themes identified in the results of the research questions are substantiated by quotations from the interviews. A maximum of two quotes have been stated in this chapter for each theme or subtheme identified. Additional quotations which provide further evidence of the themes identified are listed in Appendix G.

5.1. Interviews and interview process

The demographics of the leaders are important to note when understanding the life histories of these leaders as certain commonalities are observed in leaders of similar age groups. The demographic information of the sample is displayed in Table 5.1.

Table 5.1: Demographic information of participants – ordered by interview sequence

Participant	Gender	Race	Nationality	Age	Position	Length of interview (hh:mm:ss)	
P1	Female	Indian	South African	32	Head of People	00:55:51	
P2	Male	Indian	South African	43	Executive Head	01:24:17	
P3	Male	White	British	58	Non-executive director (Skype interview)	00:41:36	
P4	Female	Indian	South African	42	Director	00:56:27	
P5	Male	African	South African	39	Vice President	01:27:29	
P6	Male	Coloured	South African	43	IT Manager	01:32:10	
P7	Female	Indian	South African	38	Director	01:11:45	
P8	Male	White	South African	46	Director	01:23:56	
P9	Male	African	South African	40	CEO	01:15:16	
P10	Male	Coloured	South African	51	Group GM	02:30:06	
				Average	43.2	Total	13:18:53
						Average	01:19:53

The sample was predominantly male, with 70% of the sample represented by male leaders. All four major race groups were represented in the study, albeit unequally. The average age of the sample was 43.2 years with the oldest participant being 58 (having experienced all five development stages according to Table 4.1) and the youngest being 32 (and therefore currently experiencing the developmental phase of early adulthood. The sample was therefore somewhat diverse in terms of age and race, and to a lesser extent gender. The sample was not diverse in terms of nationality with 90% of the sample representing South Africa and the one non-South African referencing South Africa as the emerging market which he experienced during his career.

The participants interviewed ranged from a variety of industries, however as the nature of the study focuses on the individual leader and their personal leadership journey, the industry which they represent is not relevant to the results of the study.

5.2. ALQ

The ALQ was completed by each participant as a verification of authentic leadership being present in the leader before the insights that were given by the leader about authentic

leadership development were taken into account by the researcher. The ALQ was not analyzed immediately after it was completed in the interview venue, bearing in mind that the ALQ is completed before the discussion questions of the interview are begun. It was rather examined after the interview had concluded as even if the scores did not meet the criteria for authentic leadership, it would not be appropriate nor respectful to end the interview purely on that basis.

The results of the ALQ display that the leaders are stronger on certain dimensions of authentic leadership than others. The threshold value of 15 separates a “high” score from a “low” score across the dimensions of self-awareness, internalized moral perspective, balanced processing and relational transparency (Northouse, 2010). The results of the individual ALQ’s are displayed in Table 5.2.

Table 5.2: ALQ results across the four authentic leadership dimensions measured – ordered by interview sequence

Participant	Self-awareness (20)	Internalized moral perspective (20)	Balanced processing (20)	Relational transparency (20)	Overall (80)
P1	16	12	15	15	58
P2	18	19	14	11	62
P3	20	20	13	20	73
P4	18	20	16	19	73
P5	18	19	18	15	70
P6	13	16	14	14	57
P7	20	20	18	19	77
P8	16	18	14	14	62
P9	18	18	16	17	69
P10	16	19	16	14	65
Min	13	12	13	11	57
Max	20	20	18	20	77
Average	17.3	18.1	15.4	15.8	66.6

It can be seen from the data in Table 5.2 that even though certain leaders scored lower than

15 on certain dimensions, there is no leader that scored lower than 15 on all four dimensions. This demonstrates that there are certain dimensions of authentic leadership which are better developed than others within the leaders, but authentic leadership was present in every leader in the sample, albeit to a greater extent in some compared to others.

The completion of the ALQ was not the focus of the study, simply a point of validation which was analyzed retrospectively after the interview to verify that the participant possessed some form of authentic leadership. Following the results in Table 5.2 which demonstrates that a score above 15 was present for at least one dimension of authentic leadership in all participants, the researcher was satisfied that all interview data received from the sample is credible to draw insights on the development of authentic leadership as authentic leadership is present in all the leaders interviewed.

5.3. The nature of the significant life events

The first research question seeks to understand the nature of the significant life events which leaders have experienced which may have led to their authentic leadership development.

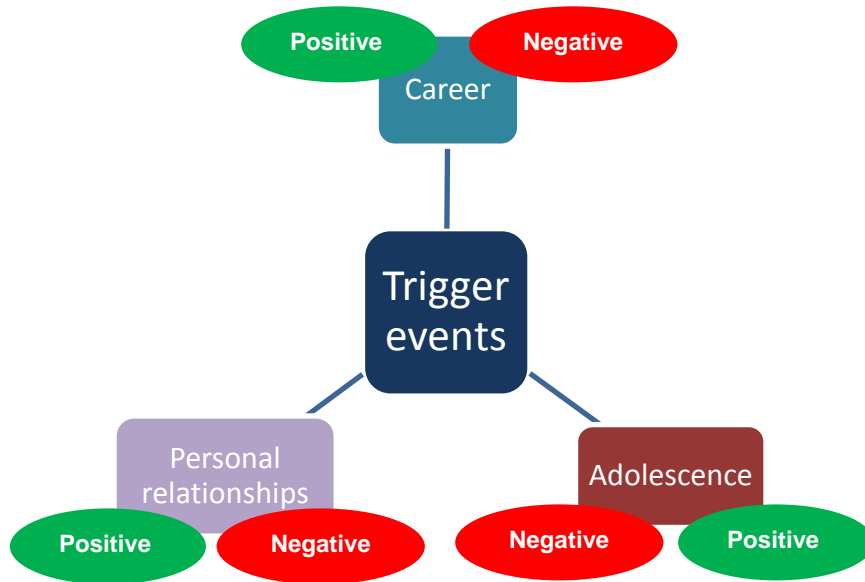
As the research is focusing on authentic leadership development throughout the life history of the leader, a thematic analysis was conducted across the life history shared by the leader. An approach of identifying major themes and concepts was followed when analyzing the research questions.

The analysis on the nature of significant life events was conducted based on the responses which participants provided during the answering of Question 4.2 of the interview guide (Appendix F). Events were categorized on two bases:

- Which aspect of the participant's life the event arose from.
- Whether the event had positive or negative undertone.

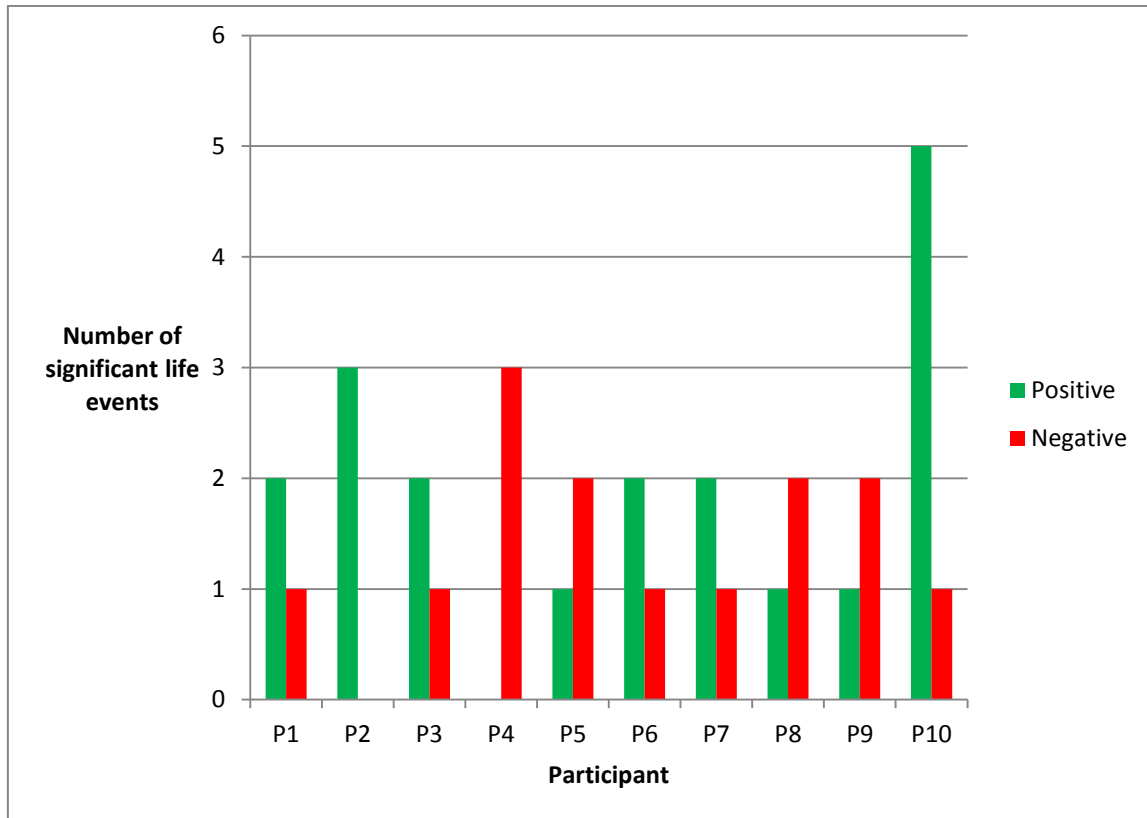
The overall finding from this research question was that there is a mixture of positive and negative formative events. These events occurred either during a participant's career, as a result of personal relationships or during their adolescent years of education. Figure 5.1 displays the different categorizations of the trigger events which participants described, including the subcategorization of the positive or negative nature of the event.

Figure 5.1: Themes which emerged regarding the nature of significant life events amongst participants



It was found that both positive and negative life events were considered formative by the sample. It is important to note that in the sample, there were only two participants who mentioned that all their trigger events were either all positive (P2) or all negative (P4). The other eight had a mixture of negative and positive events which they described as significant in their lives. This is displayed in Figure 5.2 below.

Figure 5.2: Number of positive and negative significant life events mentioned by participants.



The second categorization of the significant life events was understanding which aspect of the participant's life the event had stemmed from. From this analysis, three main themes emerged, namely

- professional working career,
- personal relationships, and
- education during adolescence and early adulthood.

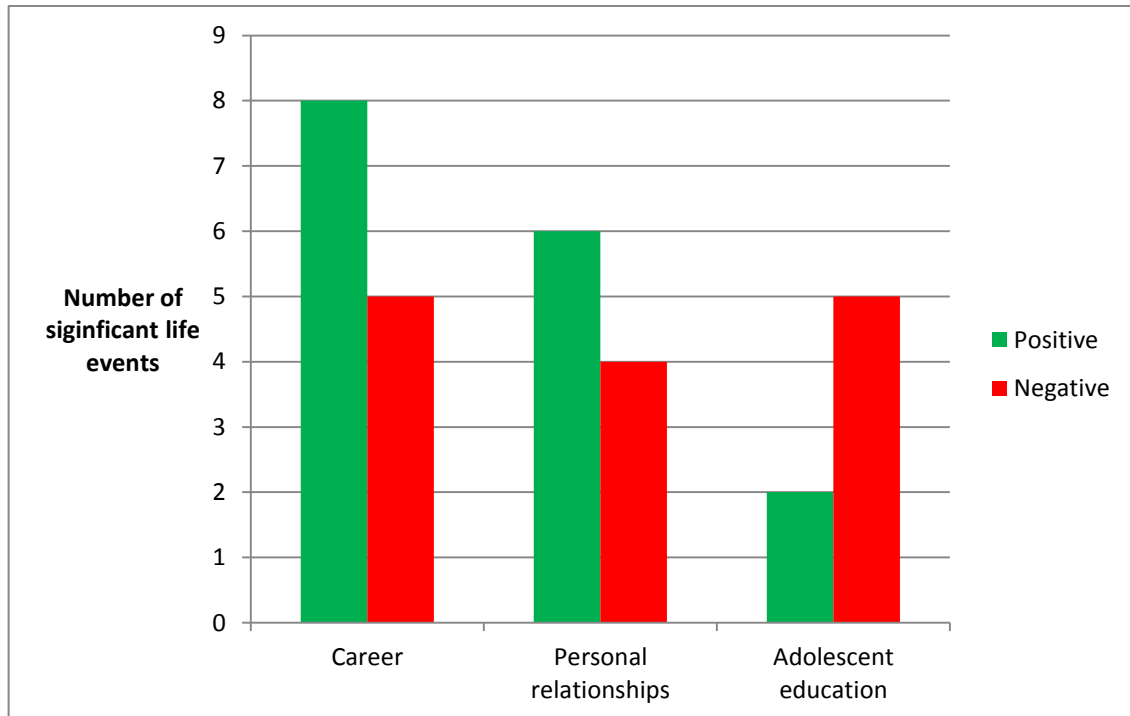
These frequency of these themes are displayed in Table 5.3 below.

Table 5.3: Frequency of themes identified for the nature of trigger events

Theme	Number of trigger events where the theme was mentioned Total = 33	Number of participants who mentioned the theme Total = 10
Career	13 (39%)	8 (80%)
Personal relationships	10 (30%)	7 (70%)
Adolescent education	7 (21%)	6 (60%)

The majority of the significant life events pertained to the leader's career (39% of events), followed by events which related to personal relationships (30% of events), and finally those which pertained to the leader's secondary and tertiary education (21% of events). It can also be seen that the mentions of the themes were well spread across the sample with no less than 60% of leaders mentioning the three major themes identified. These findings were incorporated with the positive and negative nature of the events in order to understand the true nature of the significant life events across two dimensions (Figure 5.3).

Figure 5.3: Aspect of participants' lives which gave rise to the positive and negative significant life events.



5.3.1. Career trigger events

The significant positive and negative experiences regarding the participants' professional careers ranged over a variety of examples and were not standardized in terms of promotions or resignations, for example. This is a testament to the diversity of leaders' life histories, whilst still being able to draw commonalities between different leaders' life experiences.

5.3.1.1. Positive career events

Within the sample, 50% of sample mentioned positive career events when discussing their trigger events. This resulted in 24% of the total trigger events being identified as positive career events. The manifestation of the positive career events varied between leaders. Some examples are quoted below.

P2 felt that the entry into the corporate world, in itself, was a significant event because it instilled a hunger for success in him. P2 describes his experience when entering the working

world.

*“...a **significant period** that shaped my life is when I just **started working**, coming into a corporate for the first time, mixing with those people [...] at that point a proper sense of **purpose**, of wanting to **achieve**, to be the very **best** that I know and to prove a point, basically, I wanted to **prove a point...**”*

P2 (emphasis added).

The fact that P2 mentioned the entry into the working world as a formative event shows that it shaped him from that point onwards. It allowed the creation of a sense of purpose and hunger to achieve.

Others felt that achieving their career goals was a significant event in their life as it is something that they had been working towards for a period of time. P7 deems the promotion to director was formative due to the achievement that it represented.

*“...my role as a **director** today that has been for me a personal **accomplishment** that I would have to say is something that I am very humbled by and very appreciative of and because I have the **ambition**, I am just really happy that it has manifested and that I am able to do justice to it...”*

P7 (emphasis added)

P7 displays the importance that the participant's feel when they accomplish a goal which they have dedicated themselves to. A sense of fulfilment is felt when a leader worked hard towards a goal and it was achieved. Both P2 and P7 felt that these events were significant due to the concept of achievement. The difference was merely that P2 felt the ambition to achieve was significant, whilst P7 deemed it significant when the achievement was already attained.

Other participants felt that significant periods were defined by the mentors that they encountered during specific periods in their career and being surrounded by good co-workers and a good culture. P8 describes such a situation.

*“...the trigger event is that I had quite a number of **people** [at company XXX] that were **interested in my development** [...] I have worked with really **good people** in every capacity that I have worked **throughout**, guys were professional and guys were just wanting to do what was right...”*

P8 (emphasis added)

The impact that people in the workplace have had on some participants was significant enough for these events to be considered as life-shaping and not just career-shaping. The mere fact that people cared enough to make them feel worthy and that they could achieve something was considered a trigger event for the leaders.

The fact that positive career events were the majority (24%) of the total trigger events mentioned further substantiates the importance of the career aspect of a leader's life and the fact that the view of what has shaped a leader in life, depends to a great extent on their perception of their success in their professional careers.

5.3.1.2. *Negative career events*

The negative trigger events were grouped around instances where unfairness was experienced or that unethical behaviour was being promoted during a participant's career. This theme was mentioned by 50% of respondents and encompassed 15% of the total trigger events mentioned. In most cases it caused the leader to resign from work, in some cases without another job and a willingness to face the tough financial period of unemployment just to be rid of the situation.

An example of a negative career event was when P4 described unethical practices which she was being forced to play a part in.

*“...there was some really **unsavory** things going on at [company XXX] and I thought for a while that **I need the job**, let me just carry on **but I am not going to do anything that doesn't sit well with me** [...] they said ‘No, if you don't put it in writing **no one will know**’, and I said ‘well, **I will know** and I am not willing to **look myself in the mirror** everyday knowing that I am doing that’, so*

*I left [company XXX] **without a job** and two kids...*

P4 (emphasis added)

The resulting action for P4 was to resign from the company, without another job. P6 described a situation where he had already resigned, but the manager felt the need to attack his ability and attempt to diminish his confidence during his exit interview.

*“...but just if he (previous boss) can offer me some advice: he **doesn’t think** that I am **made for corporate** or to get into a **position of leadership** in a corporate environment [...] it was a **defining statement** for me because part of my **success** going forward was ‘I’m going to **show this guy** that I am going to do this’...”*

P6 (emphasis added)

This is an instance where the negative statements received from the manager spurred P6 on to accomplish his goals in the corporate world and he wanted to prove a point to this manager. This is similar to the positive trigger event mentioned by P2 regarding “proving a point” in the positive career events section (Section 5.3.1.1.). This drive for success is described in the same way by two different participants, yet the sources of the drive were different. P2’s drive resulted from merely entering the working world, whilst P6’s hunger for success arose from a negative interaction with his manager.

Just as the positive career events had an effect on the participants’ lives, the same is seen from negative career events. The result from each of these negative situations is that it caused action on the part of the leader. In some instances that action was as severe as leaving a job without another (as was the case with P4). Others simply absorbed the negativity of the situation and channeled it into a drive for success (P6).

As was the case with positive career events, the negative events made a significant impact on the participants in order for them to be mentioned as life-shaping events. The participants seemed comfortable with the results of these situations as they reflected back on them.

5.3.2. *Personal relationship trigger events*

The power of personal relationships is made evident by the emotion displayed by the leaders when they speak about the people who have shaped them. The discussions focused primarily on family, either the family that they grew up in, or their own families.

5.3.2.1. *Positive events*

The positive events relate to how personal relationships in a leader's life has caused them to change for the better through

- understanding the world better,
- being shaped by these individuals or
- by people merely believing in them.

The influence of personal relationships was considered to have a significant impact from very early on in life for certain participants. P10 describes how the responsibility bestowed upon him as a child is considered formative for him.

*“...the one period will be our formative years [...] I was the **only boy**, so you need to **look after your sisters** you need to take the **responsibility** and the **value** was that as a family we had to **work together** and I guess that that was important...”*

P10 (emphasis added)

The above excerpt from P10 displays that it was not only about the responsibility that he was charged with at the time, but also the value of working together as a family. P10 goes further, citing an additional significant life event based on personal relationships – meeting his wife due to the exposure which she provided him to different contexts than what he was used to.

*“...I guess a trigger event was **meeting my wife**, because I met someone **completely different** that hasn't been from that community where I have been, that worked in a completely **different environment** and engaging with*

very **different people** than what I am used to. Completely different...”

P10 (emphasis added)

P9 describes a situation where marriage also changed his world view. He describes himself as being a harsh manager during his single years with very little compassion for those with familial commitments. He then describes the change he has seen since being married.

“...I know I used to be **strong**, very strong, and **brutal**, and **merciless** [...] but interestingly over time I have seen myself **mellowing** down and people have seen me mellowing down and they have said that, and I can only trace this to **marriage**...”

P9 (emphasis added)

P9 demonstrates how a positive personal relationship has ramifications in the career of the leader. This is similar to the impact that positive career events are seen to impact the leaders' personal lives overall. The impact of an event seems to impact all spheres of a participant's life, not just the sphere that it arose from.

It becomes clear that it is not merely the positive relationships that make the leaders cite these as significant, but rather the positive results thereof. P10 was taught responsibility and the importance of family from a young age whilst meeting his wife exposed him to a context which he had not been exposed to before and P9 became more humane towards others in the workplace.

The learnings from these events are what make them significant experiences for the leaders. Something positive has been instilled in leaders from these personal relationships in order for them to be cited as one of the life-shaping events.

5.3.2.2. *Negative events*

The negative trigger events came in the form of divorces or abusive relationships that 30% of participants mentioned as significant in their lives.

P4 describes a failed marriage which she considers as a defining moment in her life.

*“...so that for me was a **defining moment** in my life because that’s when I decided that this **marriage was over**, and I told him as much. And I think when I left that marriage I had **no self-confidence**. And then I thought ‘who is this person to break you down like this? Because lots of people had said ‘what happened to the **bubbly teenager** that we used to know?’ and I said ‘don’t worry **she will come back**’...”*

P4 explained how the marriage took her self-confidence away and had changed her personality to the extent that outsiders noticed. P4 then came to the realization that she should not be reliant on another person in order for her to reach her potential.

P1 describes a similar situation of an abusive relationship which she considers as a significant life event.

*“...I dated someone that was quite **abusive** [...] abusive in many ways, **physically, emotionally** and I think that very quickly made me realize what I **don’t want** so I managed to get out of that relationship [...] he took away my **self-confidence**, I took a complete knock, I thought **I wasn’t worth it**, I thought I was **stupid**, I thought I’m **not worthy** of anything...”*

P1 (emphasis added)

Both P1 and P4 describe the breakdown of their confidence due to these relationships and that they had to rebuild thereafter.

5.3.3. Adolescent trigger events

Of the participants interviewed, 60% cited certain trigger events which took place during their secondary and tertiary education. These adolescent trigger events accounted for 21% of the total trigger events. These events happened within the context of school or university, however they did not always relate to the academic aspect of the school university, but

rather to other activities which took place during this time such as SRC involvement, expulsions, realization of potential or sacrifice. Participants mentioned these as life shaping experiences or periods.

5.3.3.1. *Positive events*

The positive trigger events amounted to 29% of the adolescent events mentioned and 6% of the total trigger events across the sample. These events center around the life skills learnt through the certain formative experiences that leaders were exposed to during their adolescent years.

50% of the sample described political activities during their high school or university careers. The interest in politics caused participants to learn skills such as balancing priorities in order to partake in the various activities. P10 and P9 provide justification below.

P10 describes that the ability of balancing multiple priorities was learnt during his university career. This is a life skill which resulted from not only focusing on his studies, but rather getting involved in various activities during that period of his life.

*“...it shaped me from life skills in terms of how you **balance** everything from **political** [activities], to your **sports**, to your **social life**, to your **studies** so [that] it’s quite in balance and that was quite formative...”*

P10 (emphasis added)

P10 is describing the attainment of skills such as time management and prioritization in order to partake in multiple activities.

P9 echoes the political inclination that P10 mentions in the above quote. P9 was involved in the SRC during his varsity years. At this time, the SRC was seen as a movement of people who want to instigate chaos rather than a cohort of students who took their studies seriously.

*“...this was at a time where **SRC’s** are seen as institutions of people who **don’t want to study**. All those who don’t want to study, who want to cause **chaos**, who want to do all of these things are always in the student leadership*

*things, **instigating** students for all the wrong reasons. We were there, but all of us **graduated**, so we **changed the narrative** to say that student leadership is about **responsibility**, it's about showing **true leadership** in all aspects of society..."*

P9 (emphasis added)

P9 describes this as a significant life event due to the fact that the perception of the SRC was changed by them showing "true leadership" in terms of commitment to their studies.

It is evident that during the adolescence of the non-white male leaders that political activity was a prominent part of their experience. Incidents with police were common with some of the siblings of the leaders being arrested by the government of the day. The white participants in the sample, as well as the female participants, did not mention any involvement in political activities during the interview.

For P3, the significance of the life event described was due to a different reason than politics. P3 explains that the exposure to talented people caused him to realize his own potential.

*"...I was with all these **clever** [people] who had done lots of things in their lives that I hadn't actually done at that stage and that was pretty amazing..."*

P3 (emphasis added)

The positive formative experiences that leaders experienced during their education stemmed from the personal growth during that time of their life.

The positive educational events encompassed leaders following their passions and realizing their potential. The passions are most evident through the involvement in politics. Potential appears to be realized through exposure to talented individuals or SRC members graduating when this was not the norm, as an example.

5.3.3.2. *Negative events*

The negative adolescent trigger events accounted for 71% of the adolescent trigger events and 15% of the total trigger events across the sample. The aspect of adolescent trigger events is the only category where more negative events are present than positive events. The negative trigger events which happened within the context of the leaders' adolescent education sometimes overlapped with financial difficulties and disappointments. 80% of the sample described their upbringings as financially difficult. The negative nature of the events described was due to the squandering of opportunities or sacrifices regarding the participant's education due to financial constraints.

P5 explains a situation where an opportunity was squandered and he felt disappointed that he had allowed that to happen.

*“...in high school I got a **scholarship** to study at a **private school**. So, that was **big** in itself in my life, but it was not as big as when I got **expelled**. I got expelled in my **final year** and it was really a big **disappointment**, personally for myself, and I took full ownership that it was my fault...”*

P5 (emphasis added)

P5 admits that it was due to his own doing that he was expelled. As he states, it was a great opportunity for him to develop and better himself, but it was lost due to his unacceptable school behaviour.

This was not the case for P7 who describes a situation of financial constraint which restricted her from completing her studies at the time. She felt that this was formative due to the sacrifice that she had to make in order to support the family through the difficult financial situation, at the expense of completing her studies on time.

*“...in my third year of university my dad **couldn't afford** to pay for the fees and at the same time things were really, really **tough** at home so I had to take a **gap year**, which was fine to do, and did some **sales assistant jobs** [...] and whatever earnings I had was used to purchase **food** for us or used to pay our **electricity** bill or used to help [my dad] supplement whichever earnings he*

*had managed to earn in the absence of a formal career or job because he had been **retrenched**...*"

P7 (emphasis added)

Although the learnings are understood by the leaders in hindsight, all exclaimed that they had no regrets over the sacrifices that they made for their families. The outcomes from reflecting on the events have had a positive influence on the leaders going forward, but at the time it was a difficult experience.

The financial difficulties that most leaders experienced during their upbringing is brought to light by the fact that scholarships were required in order for the leaders to better themselves and that even once leaders had made it, there was still a need to provide back to their homes in order to support those who had not managed to escape poverty.

5.3.4. Summary

The significant life events themed around career, personal relationships and adolescent educational periods appear to occur across different timeframes of a leader's life. This seems to demonstrate that development is continuous and leaders experience trigger events throughout their life history and are not exclusive to only specific polarized periods of a leader's life.

An additional insight is that the nature of significant life events was both negative and positive. This displays that the identification of significant life events is based on the magnitude of the impact of the event on the leader's life as opposed to specifically whether they were positive or negative in nature.

Both types of events (positive and negative) were relatively well represented across the interviews and, by the leaders' own admission, both contributed to their life history in a significant way.

5.4. The nature of leadership development

The second research question sought to understand the nature of the authentic leadership development which occurred. There are a variety of leadership development theories, but as personal life histories and trigger events are antecedents to authentic leadership

development, it is important to analyze a leader’s life history to better understand the path of leadership development based on the leader’s life experiences.

In order to understand the nature of the leadership development that occurred, the life story of the leader which was shared in the answering of Question 4.1, the trigger events shared in the answer of Question 4.2 as well as the leaderships lessons learnt from the trigger events shared in Question 4.3 of the interview guide (Appendix F) were analyzed to understand the shaping of leadership throughout the leader’s life.

The major concepts which arise are those of a strong support structure, early exposure to certain activities in life and hardships (Figure 5.4). The frequency counts for these themes are shown in Table 5.4 below.

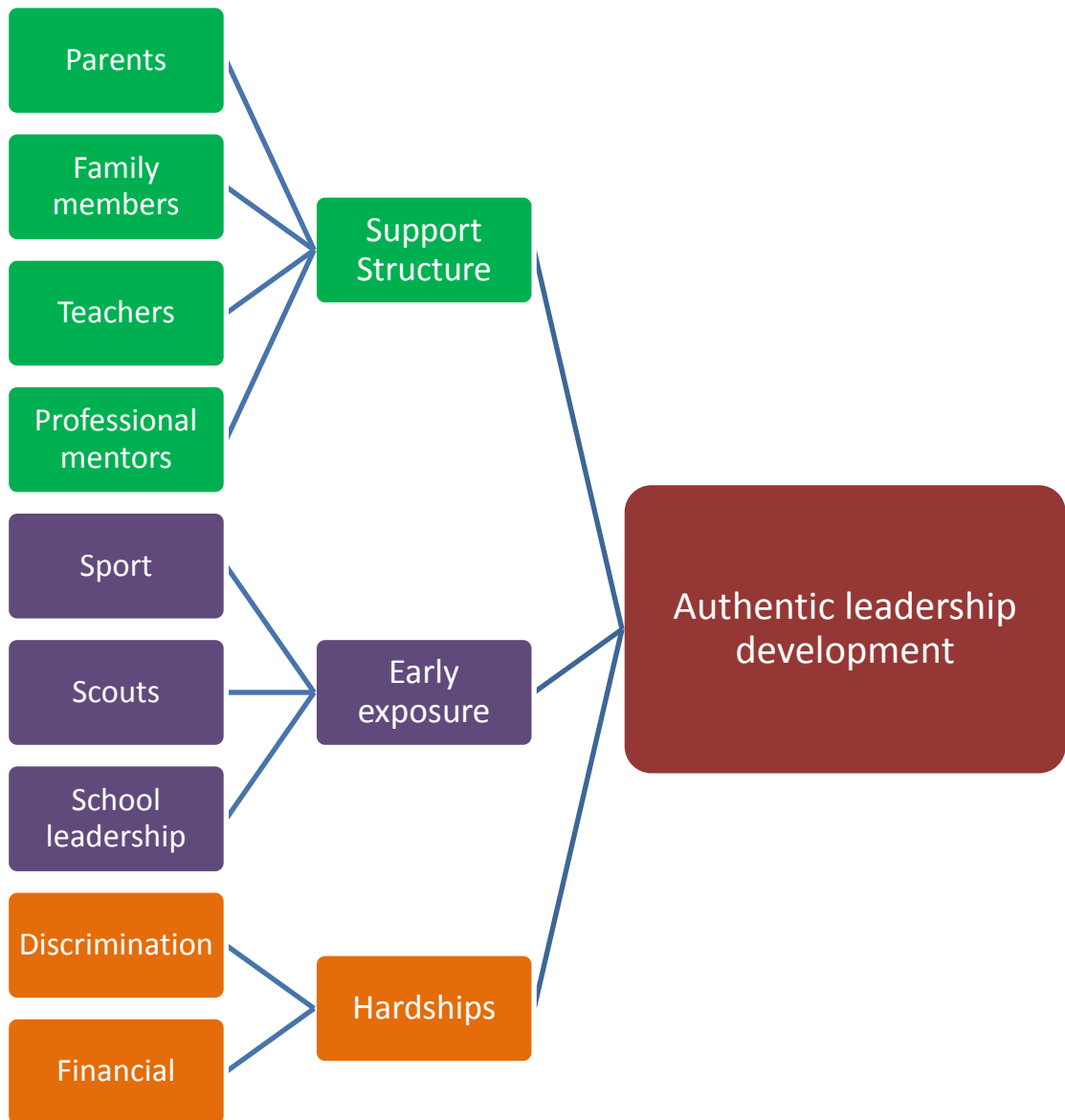
Table 5.4: Frequency of themes identified for the nature of authentic leadership development

Theme	Number of participants who mentioned the theme Total = 10
Support structure	10 (100%)
Early exposure	8 (80%)
Hardships	7 (70%)

5.4.1. Support structure

During the interviews, all participants (100% of the sample) mentioned various people who provided them with self-belief, confidence and guidance. The three main themes that were identified within the participant’s support structure were their family and teachers (personal relationships) as well as professional mentors in the workplace (professional relationships). This is a consistent theme amongst all the leaders interviewed. It becomes evident that these positive influencers in a leader’s life provided them with the belief in themselves which played a part in the success that they achieved.

Figure 5.4: Themes which emerged from the analysis of the participants' life histories and their contribution to leadership development



5.4.1.1. *Family support*

A theme that emerges early on in the leader's life story is the influence of their parents. 80% of the participants specifically mentioned the influence of their parents during their lives. A supportive environment in the home appears to be a key aspect in the development of authentic leadership as certain morals, values and principles are instilled during this formative time according to the participants.

*“...from as long as I can remember, **right was right, wrong was wrong** and there was very seldom a grey, and I think this was a lot mirrored by the way my **dad** lived his life...”*

P4 (emphasis added)

P4 cites her father as an influencer pertaining to ethical judgments. This shows the impact of her parents on her ethical framework.

P7 describes a similar situation of how the principles of her childhood were grounded in specific values.

*“...my **childhood** had been one [which was] grounded in **significant values** [...] I refer to respect [...] my parents were really very strong on **respect for people**...”*

P7 (emphasis added)

The mention of parental influences is strong in 80% of the interviews. The fact that a supportive, safe environment was created when these leaders were children is something that seems to have shaped them in a positive way.

50% of the participants mentioned that they had a “stay at home mum” who did not work during a significant part of their childhood. For 30% of these participants the fact that they had a “stay at home mum” was recognized as a critical part of their development. They cite it as a person who was dedicated to their development and making them feel supported.

Female leaders who experienced a household where only their father worked did not feel that it defined the gender roles to the extent that they felt that they had to follow a similar path to their mother.

P7 explains the dynamic between her mother and father and how both parental roles were seen as important in the household.

*“...my mum had always been a **stay at home mum** [...] she was exceptionally **supportive** [...] [my parents] had a very, very good **supportive** way of **understanding** that concept [...] because you find that sometimes a woman believes that that maybe a little bit inhibiting for them [...] [my dad] said that her biggest role is to **support** us and rear us up in a way that we are **strong individuals**...”*

P7 (emphasis added)

P7 described the healthy dynamic between her parents such that no parent was made to seem inferior to the other based on their different roles within the household. The fact that the mother stayed at home was not seen as the standard which the daughters were expected to conform to.

Apart from the exposure to specific values and principles at a young age, another theme that arises is the focus on hard work and discipline. In most instances the leaders mention that this was instilled by their parents was hard work in the form of chores and responsibilities. P10 refers to the emphasis placed on responsibility and hard work from a young age by his parents.

*“...the one [significant] period will be [my] formative years, [...] because **values** were instilled during that period. The value of work, **hard work**, the value of **responsibility**, the value of looking after your sisters because I was the only boy [...] that was important because it was about **work**, you need to do something...”*

P10 (emphasis added)

Parents have imparted certain influences during the participants' lives according to their telling of their life stories.

Besides parents, 60% of leaders also cited other mentors in their life who guided them and helped them to realize their potential.

P10 described his parents as being a major influence on him during his formative years as mentioned above (Section 5.3.1.1.). However, P10 also describes the strong positive influence of his uncle whilst he was growing up.

*“...my **uncle** played quite a significant role in my life [...] he was the local **priest** and he was also a **teacher** [at our school] so he took quite an interest in us [...] I must say, he was quite **supportive**...”*

P10 (emphasis added)

P10's uncle was very involved in different aspects of his life because he was not just a family member, but also his teacher and his priest.

Extended family members mentioned in the interview are those who made an active effort to impart certain lessons upon the leaders during the childhood and adolescent years. They were not spoken of in a way that superseded the leader's parents, but rather acted as an additional source of motivation, inspiration and guidance over and above what was being received from the leader's parents.

5.4.1.2. Teachers

Teachers who took an active interest in the participants were mentioned during the interviews as strong influencers on the leaders' lives. 50% of the sample mentioned the importance of teachers or lecturers during their development.

P5 describes a situation where he was mentored by his mathematics teacher (and deputy principal) who saw potential in him and instilled a level of ambition and motivation in him.

*“...the **deputy principal**, Mr XXX [...] was actually my maths teacher but also my **mentor** [...] he really saw **potential** in me [...] what he said to me which was very profound was that ‘a **brain is a terrible thing to waste**’ and that **stuck with me**, even today it’s still stuck with me...”*

P5 (emphasis added)

P5 did not discuss parental influences during the interview, yet he spent time sharing his experiences with his mentor. This shows that even a non-related person who merely takes an interest in a person, can make a significant positive impact on that person’s life.

The positive influencers such as teachers were specifically mentioned as mentors when it appeared that the influence of a strong parental unit was absent from the participant’s home whilst growing up. Examples of these situations were single parent households or households where the father was geographically separated from the family to gain employment. In these instances it appears that the impact of mentors from outside the family unit, such as teachers, lecturers or community members was especially strong.

5.4.1.3. *Professional mentors*

Another strong influencer that emerged in 60% of the interviews is the presence of strong mentors, leaders or role models in the work place. Most leaders mention these mentors being present early on in their careers, usually when they were still relatively low in the hierarchy of the organisation but already showing strong signs of progression.

These individuals, similar to the teachers, were not family members to the participants, yet they took a keen interest in their development and provided them self-belief, as P9 states.

*“...the **Head of Department**, who was my teacher when I was there [...] he is one of the people who, honestly, showed **faith in me** and is one of the people who **made me believe in myself**...”*

P9 (emphasis added)

The support structure which all the participants were exposed to left a lasting positive impact

on them and instilled values, principles, belief and teachings upon the leaders. The support structure was stronger in some cases compared to others, but it was never absent from any of the leaders interviewed. It is important to note that some of the principles and teachings imparted in the leader's formative years remain with them presently. This demonstrates the lasting impact that members of the support structure had on the leaders.

Important to note is that it took just a few individuals to believe in the leaders, which in turn, allowed them to believe in themselves. Many of the leaders attribute their success in life to these mentors, at least in part, as they provided a critical confidence boost when the leaders were at an age where that type of faith in them made a significant impact on them.

The support structures which were described by the leaders extended beyond just the parents (important to note that not all leaders came from a two parent household), but rather extended to teachers, religious leaders, lecturers, extended family and managers. The commonality between all these parties is that they showed a genuine interest in the leader's development and potential and made active efforts to show commitment to them, either through mentorship, advice, life skills or by merely setting an example.

5.4.2. Early exposure

A second key concept which the interview data substantiates is activities or roles which a leader was exposed to and involved in relatively early in their lives which contributed to leadership development. 80% of the sample made specific mention of certain early exposures to extramural activities or school leadership roles.

The fact that leaders mention certain aspects of their life as part of their telling of their life story shows that they placed some emphasis on these events.

5.4.2.1. Extramural activities

The most prominent activity which leaders mentioned was sport with 80% of interview participants citing participation in sport during their development. Sport was described by most participants as a significant part of their lives from a very young age. This is exemplified by P2 below.

*“...I played **sports** all the time, **throughout my life**. There was a good **balance** between working and sports...”*

P2 (emphasis added)

P10 emphasized that sport was a passion of his during his adolescent years. He participated in multiple sporting activities and excelled some.

“...In high school, I loved my sports, I did running, swimming, [...] rugby, soccer. I tried everything, but the [sports] that I excelled [at] was running and rugby...”

P10 (emphasis added)

Sport appears to play a significant role in a leader’s life, and in most cases throughout their life until early to late adulthood. 60% of respondents spoke about sports as something that was as important as other aspects such as academics or family time. Many leaders explain that it taught them how to manage many priorities and allocate their time effectively from a young age.

In addition to sport, a theme that emerges, albeit less prominent is the participation in the boy scout movement with 20% of participants mentioning participation in the boy scout movement. This is something that leaders mentioned in their life story as something that they look back fondly on.

P3 and P10 were two leaders which were involved in the boy scout movement during their younger years.

“...I wanted to join the scouts, I made a choice, the best choice ever...”

P10 (emphasis added)

P10 found the experience of being scout very fulfilling. He stated that he met some amazing people and progressed through the boy scout structure to a position of leadership within the movement.

*“...I met some **fantastic people** there [...] that was a **fantastic time** at the scouts [...] I ended up actually becoming [...] a **patrol leader**...”*

P10 (emphasis added)

The presence of extramural activities is present in 80% of the life stories that were shared during the interview process. The interesting point is that almost all the leaders were involved in a team activity during childhood and adolescence. Participating in these activities was voluntary and leaders elected to be part of these social structures.

5.4.2.2. School leadership

Another theme which comes through from the leaders' life histories is that of more formal leadership roles, particularly in school. 50% of the sample described involvement in school leadership structures. These roles include being a prefect, head boy or head girl.

*“...I always had **leadership roles** at school, junior council, prefect...”*

P8 (emphasis added)

*“...I was the **head boy** when I was in matric and normally they chose the head boy based on **balance** [...] you had to be rounded...”*

P2 (emphasis added)

The exposure to leadership roles during school represents something that is bestowed upon a candidate by the authorities of the learning institution, thus demonstrating recognition of leadership potential of the participant.

Apart from the formal leadership roles allocated in school, some of the leaders took an active stance to show leadership through certain situations in which they felt that they needed to take action.

An example of this is when P4 describes a situation where a teacher would embarrass and

belittle students who were failing mathematics. P4 decided that a stand needed to be taken against the wrongful behaviour of the teacher.

*“...when I was in [...] grade 8, we had a **new maths teacher** and she would only concentrate on the **intelligent kids**, and I was one of the A students at the time, but she would actually **belittle** and **embarrass** the ones who were failing or not doing well and to me that was **fundamentally wrong**. So, I **stopped talking to her** and I refused to answer any of her questions, such that I finished my matric with a **C in maths** from an A...”*

P4 (emphasis added)

There is a selflessness that P4 demonstrated during the handling of the situation. She took a stance despite it having a negative impact on her grade for mathematics in that year. The need to action the derogatory behaviour of the teacher was greater than the self-interest of attaining a higher grade.

Another example of leadership behaviour was the responsibility that P6 decided to accept. He agreed to take on the project of building a student centre for his school. It was projects like this during his schooling years that showed him that he had leadership ability.

*“...the **school moulded me** [...] that’s the first place that I picked up that I had **leadership ability** [...] we started a project at the school to **build a student center** [...] we built the [student centre] from the ground up...”*

P6 (emphasis added)

In both of the above quotes, leaders displayed the willingness to sacrifice for what they stood for. P4 sacrificed an A average to stand by her principles of respect for people (which the teacher was violating) and P6 sacrificed time and leisure in order to complete the project assigned to him. This being said, the action that the participant chose to take may also not have been the best option, as is the case with P4, but an action was taken.

Formal leadership roles at school and disciplined, goal based extramural activities such as

sport and scouting are key themes that arose from the interviews with leaders and collectively contribute to the construct of early exposure to certain platforms which allowed authentic leadership development to occur in leaders from an adolescent age.

5.4.3. Hardships

The third construct which emerged from the research was that hardships which leaders experienced during their lives made a significant impact on them as mentioned by 70% of the sample. These hardships were categorized into racial discrimination (40% of the sample) and financial hardships (60% of the sample).

5.4.3.1. Discrimination

90% of the male, non-white, South African participants shared certain incidents which they experienced during apartheid South Africa. Although these negative events in a leader's life were not cited as part of the most significant events (research question one), these participants (40% of the total sample) had experienced multiple occurrences of racism and discrimination in their life. In some instances the participants were the recipient of the racism (40% of participants) and at other times they observed it happening to a family member (20% of participants).

P6 described a number of racist events which he was exposed to. One, which is described below, happened when he was quite young. It was caused by the fact that his coloured father was fair in complexion, resembling a white person's complexion, and his mother being of coloured complexion. He describes a particularly unsavory incident at a roadblock after dropping a friend off in an area close to Soweto.

*"...in this **roadblock**, a **white cop** shines his light into the car and flashes that my **dad** can move on, but as my dad starts moving on and his window is still wide open, this **black cop** comes and he literally almost **pulls my dad** out of the car [...] some of the things that I overheard was [...] he thinks he's great because he's a **white man** riding around with a **coloured woman**..."*

P6 (emphasis added)

The accuracy of the recollection by P6 all these years later, demonstrates the impact that this incident had on him.

In these instances the pain was visible when the participants were describing the incidents that took place all those years ago, particularly if it was observed happening to a family member.

The above two examples speak to discrimination in a personal setting. P2, however, explains how discrimination was experienced by him during his early working career. He explains that standards were different for white people and non-white people in the workplace.

*“...if a **white person** came in, same as you - he would be **fantastic!** He would be the **greatest thing** since sliced bread. You came in – let’s see what these guys can actually do first...”*

P2 (emphasis added)

P2 is the same participant who “wanted to prove a point” as mentioned in Section 5.3.1.1. (positive career trigger events). In this instance it appears that the discrimination spurred him on to prove a point and do better. He would not let the discrimination stunt his ambitions.

It becomes clear that the impact of racist incidents on leaders during their younger years had a significant impact on them. The outcome of the injustice that the leaders experienced was to make an active effort to better their situation in some way. The actions that the leaders described taking was more of an activist stance during their university years.

P10 recalled his political activities during his university career where he would be involved in rallies through reading poetry.

*“...you got your **political education** [...] part of my job at rallies was to read poems...”*

P10 (emphasis added)

In another example, P9 describes how he was part of the resuscitation of the South African Students Congress (SASCO) at his university. This demonstrates that urge to evoke a political change was strong enough for the resurrection of the platform to allow for this.

*“...we **resuscitated SASCO**. We ended up being **SRC members**...”*

P9 (emphasis added)

P9 also cited the fact that they changed the narrative around SRC's as a significant life event (Section 5.3.3.1.) as they all graduated, despite the perception that SRC members were not interested in their academic commitments. It appears for P9 that his involvement with the SRC was particularly important in his life.

The commonality of the racial injustices which participants experienced at the time they were entering adulthood triggered a call to action. Participation in student bodies, or in some instances leading student bodies, that tackled the injustice of the time was a favored mechanism to impart a positive difference upon the environment that the leader could influence. Some leaders describe fighting the regime of the time through knowledge and upskilling themselves in order to better understand what was happening and how it could be changed.

5.4.3.2. *Financial*

The other form of hardship that most leaders described was financial hardship. This hardship was experienced by 80% of the sample and appears to correlate to the non-white South African participants, except for the youngest participant.

The family unit was broken up in some instances due to seeking employment, as P9 explained.

*“...I grew up [...] in the **rural parts** of the Eastern Cape [...] honestly, from a fairly **poor background**. My **father** worked in here in **Gauteng**, my **mother** was at home and has **never worked** anywhere, of course very **entrepreneurial** woman who was trying to sell this or that to take care of us...”*

P9 (emphasis added)

P9 cites his mother as a necessity entrepreneur.

Sudden events such as the retrenchment of the only breadwinner in the house also caused financial struggle as P7 recalls.

*“...there were very **challenging times** that us as a family faced, particularly **financially**. My **dad** was the **only breadwinner** and employed in the family, my **mum** had always been a **stay at home mum**...”*

P7 (emphasis added)

Despite the clear struggle that leaders went through financially, it becomes clear that as with the racial injustice, it sparked a call to action. In order to overcome financial hardships, this call to action manifested as a focus on education.

The focus on education was imparted early in life. Education was cited by 60% of participants as something that was a non-negotiable during their upbringing and actively driven by themselves (10% of participants) or their support structure (50% of participants). They were driven to study in order to escape their financial reality.

Education was not only focused on in terms of tertiary education, but rather education was made a priority in the minds of the leaders from a very young age.

P7 describes how education was prioritized by her parents and the sacrifice that they were willing to experience to provide education for P7 and her siblings.

*“...as I progressed into my schooling career, my parents really drove the **value of education** and from the time I could understand anything, my dad would always say ‘I might not have all the money in the world, I might not have all the possessions in the world to give my girls, but **I can give you education** and **I’ll sacrifice anything** that I need to sacrifice in order to make sure that your education is seen to’...”*

P7 (emphasis added)

Another participant who experienced a healthy pressure on education from his parents was P10. From a young age, the value of education was instilled in him and he was held to account for his school work.

*“...we had to take **responsibility** from a very young age, responsibility for your **school work** and **no nonsense [was] taken...**”*

P10 (emphasis added)

Regardless of the source of the motivation to perform academically, either self or from the participant's support structure, the motivation was mentioned by 60% of the sample.

5.4.4. Summary

The overall theme of this research question is that the nature of authentic leadership development, according to the life history analysis, demonstrates that three main concepts drove authentic leadership development. These concepts were a strong support structure, early exposure to certain activities and leadership roles and overcoming hardships.

The strong support structure was the strongest theme, with 100% of the participants mentioning its presence during their life. The early exposure to school leadership and extramural activities such as sport and scouting was the second strongest theme to emerge with 80% of the sample being involved in these activities. The final concept of overcoming hardships was cited by 70% of the sample participants and pertained specifically to discrimination and financial difficulty.

5.5. The emerging markets context

The third, and final, research question sought to understand whether experiencing life in an emerging market helped or hindered the development of authentic leadership according to the leaders. In order to understand how the emerging markets context has provided a different set of circumstances for authentic leadership development compared to developed

economies, the answers to Question 4.1 and Question 4.4 of the interview guide were analyzed.

The major themes that emerged from the analysis are that the enablers to authentic leadership development in emerging markets were identified as

- Exposure to diversity,
- Opportunity for authentic leaders to emerge, and
- A willingness to learn.

The barriers were identified as

- Discrimination due to an unjust system, and
- A feeling of inadequacy in emerging markets when compared to developed markets.

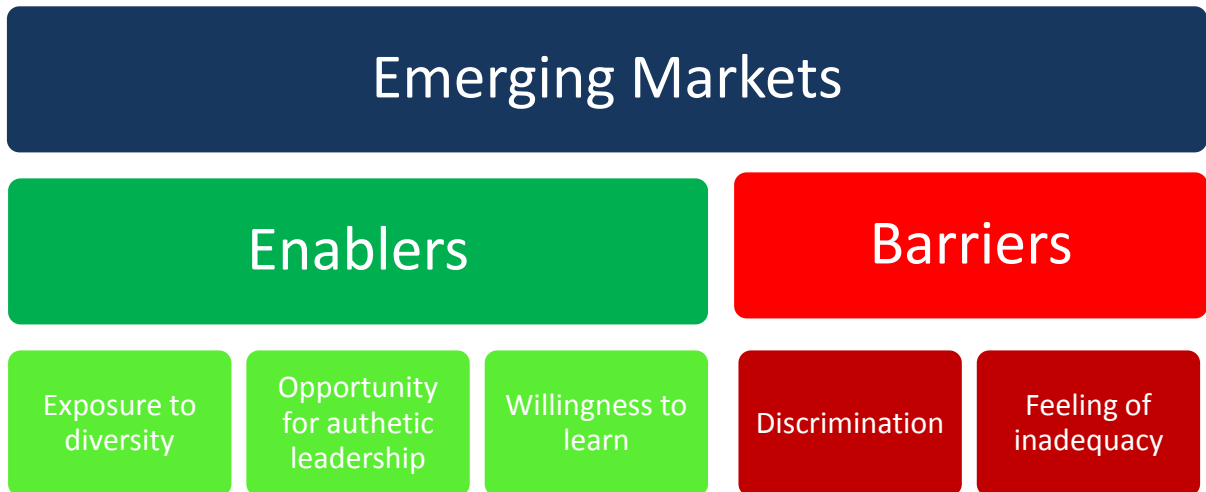
The frequency counts for the different themes which arose from this research question are shown in Table 5.5 below.

Table 5.5: Frequency of themes identified for the emerging markets context

Concept	Theme	Number of participants who mentioned the theme Total = 10
Enablers	Exposure to diversity	5 (50%)
	Willingness to learn	2 (20%)
	Leadership opportunities	2 (20%)
Barriers	Discrimination	4 (40%)
	Feeling of inadequacy	2 (20%)

These enablers and barriers are also displayed graphically in Figure 5.5.

Figure 5.5: Themes which emerged relating to enablers and barriers to authentic leadership development in emerging markets



5.5.1. Enablers

As most of the leaders are South African, and all the leaders cited South Africa in their answering of Question 4.4, diversity emerged as the prominent construct described during their answers, followed by the opportunity for real leadership to emerge and a willingness to learn in the emerging markets.

5.5.1.1. Diversity

Diversity was described as both an enabler and a barrier to authentic leadership development by the participants with 80% of the sample mentioning diversity in answering this question. 50% of participants view diversity as an enabler to authentic leadership development in emerging markets, whilst 40% of the sample view it as a barrier (one participant cited it as both).

It was seen as an enabler by 50% of the sample due to the fact that the exposure to different races, cultures and ethnicities allows for the formation of respect for differences between people of different demographics as well as the strengthening of cultural intelligence.

In P1's case, there is diversity in her immediate family and she had been exposed to diversity in many different settings. She describes the appreciation of diversity as an enabler to authentic leadership development.

*“...it’s completely **diverse**. It makes you **appreciate** other people’s **cultures** and it makes you understand that people come from **different backgrounds** so people experience things very differently...”*

P1 (emphasis added)

The above quotes demonstrate that the exposure to diversity is a factor that allows authentic leadership to develop through learning, recognition and appreciation of the diversity. Although leaders feel that diversity is something that is valued within the context of emerging markets, it also presents challenges. Many leaders spoke of the need to develop strong cultural intelligence in order to lead effectively in an emerging market context.

P7 describes the respect for different cultures that is necessary in order to operate effectively within an emerging market context. An interesting insight is that “respect for people” is something that P7 mentioned was instilled in her by her parents from a young age (Section 5.4.1.1.). This principle which was instilled early in life is seen to still influence P7’s approach to leadership.

*“...you would have to be very **mindful** of the **different cultures** in which you operating in, you’d have to be very **respectful** of people and you’d have to be very aware of the **circumstances** of the country that you are operating in...”*

P7 (emphasis added)

There are two major elements of diversity which allow it to be an enabler to authentic leadership development according to the participants. The first is the appreciation and recognition of the diversity that the emerging markets provides. The second is the respect and understanding of those differences such that the diversity is truly valued by the leader.

5.5.1.2. Leadership emergence

A second enabler which was described by 20% of the sample is the fact that the leadership vacuum is evident in emerging markets. Participants felt that it is easy to see the void in the

current leadership and that the opportunity for leaders to emerge to fulfill the societal need exists.

P9 explains that the emerging markets' leadership displays what leadership should not stand for. People are then able to develop their leadership profile in order to serve a just cause that society is calling for in emerging markets. They are able to emerge as the leadership that society truly needs.

*“...the opportunity is there for the **real leaders** to stand up [...] it is adopting anti-corruption, anti- all the **wrong things** that we see in our society...”*

P9 (emphasis added)

P10 echoes the statement of P9, but also explains that it will require effort in order for leaders to emerge to challenge the status quo. He also states that this should not be a deterrent, but rather a reason for leaders to be more committed to making a positive change in society.

*“...the **biggest challenge** in emerging markets is usually the issue [of] **corruption** [...] it shouldn't deter what it is that you need to do [...] then it is the **ability of the leaders to step up** to those conditions [...] it just requires a different level of **effort**, a different level of **commitment**...”*

P10 (emphasis added)

The insight is that although the situation in emerging markets is not ideal, it is not hopeless either. There is scope for leaders to rise and correct the injustices which they have experienced or observed. Similarly to the overcoming of hardships, leaders described a situation that will allow leaders to develop authentically due to wanting to make an active difference in their environment.

5.5.1.3. Willingness to learn

The third enabler which was described by 20% of the sample regarding emerging markets was that of an inherent openness and willingness to learn. Emerging markets understand that in order to develop, knowledge and skills need to be shared. In order to facilitate this exchange, leaders described an enabler of authentic leadership development as being in a context that has openness towards learning.

An inherent humility was described by P5 regarding the openness of emerging markets to be coached compared to developed markets. He explained that emerging markets will accept teachings and learnings, whilst the culture of developed markets allows the individual to claim the glory for themselves.

*“...we are **open to [coaching and mentoring]** as people from emerging markets [...] [in] western [markets], everyone says ‘Success is purely me. I made it. I’m the guy!’...”*

P5 (emphasis added)

P3 was not from an emerging market, but worked in emerging markets extensively throughout his life. He explains how the willingness to learn should manifest in seizing opportunities to learn from others. Due to the fact that he had a different knowledge set, he explained that if people wanted to extract that knowledge from him and use it to better themselves, it would act as an enabler to authentic leadership development.

*“...if you **want to listen** to what I have got to say, then it could be quite interesting for you and you’ll learn from it [...] if you want to actually use and abuse me and **extract everything** out of my head, and it’s given with a **good spirit**, then that’s going to be an **enabler**...”*

P3 (emphasis added)

These excerpts from the interviews show that the exposure to diversity and willingness to learn are crucial for authentic leadership development in emerging markets. Furthermore,

the development of authentic leadership is enhanced by a willingness to learn from all sources of knowledge. It is not specified that the learning must take place from developed markets only, but rather the enabler is that there is a willingness to learn from different sources, provided that it adds value.

5.5.2. Barriers

Leaders described diversity as both an enabler and a barrier to authentic leadership development. Whilst the enabling nature of diversity is described as the exposure to diversity enhancing a leader's ability to interact and appreciate people from different backgrounds, the barrier resides in people of different backgrounds being denied certain opportunities due to an unjust system based on racial oppression as described by 40% of the sample.

5.5.2.1. Discrimination

The leaders (40% of the sample) which cited diversity as a barrier were speaking primarily about the implication of being non-white during apartheid South Africa. During this time, equal opportunities were not afforded to everyone and this lack of equality caused some leaders to describe the inequalities, which are still present today in emerging markets in the forms of racial, cultural or economic inequalities, as barriers to authentic leadership formation.

P2 spoke about the equality of opportunities in developed markets compared to emerging markets. The lack of opportunity also leads to protectionism of roles and perpetuates the unjust system.

*“...in **developed markets** you [are] as good as what you can deliver and it is **free and open** to all. In emerging markets there is a lot of **protectionism** just from [a] job perspective, from **leadership** roles...”*

P2 (emphasis added)

The perspective of a non-South African was described by P3 who stated that the deprivation of certain fundamental opportunities is something that was unique to South Africa.

*“...people who had been **deprived**, because of **history**, of **education** or the **experience**, basically was the thing that was different [in South Africa]...”*

P3 (emphasis added)

It becomes clear that leaders feel that both the historical and current lack of opportunities are barriers to authentic leadership development in emerging markets. In most instances leaders described the inequality in the granting of opportunities due to the limited opportunities available and the fact that the environment in emerging markets is not as equitable as in developed markets.

5.5.2.2. *Belief of inadequacy*

A second barrier to authentic leadership development which emerged from the interviews was that of a lack of recognition of the inherent abilities within emerging markets as described by 20% of the sample.

P6 explains how the view of emerging markets about itself is a hindrance to achieving its true potential.

*“...we are our **own worst enemies**. We don't have enough **confidence** in our own abilities. We look up to Europe, to America as **'the guys'**...”*

P6 (emphasis added)

P4 confirms the statement made by P6 by describing emerging markets as often having a submissive approach when relating to developed markets.

*“...emerging markets have a very **submissive approach** [...] why should it be different whether I am in South Africa or the US? It doesn't make me any **different**...”*

P4 (emphasis added)

These quotes demonstrate that some leaders believe that emerging markets are responsible for hindering its own development. Leaders within emerging markets need to look within themselves in order to discover their own stories and recognize that it is not necessary to feel inferior to developed markets. Furthermore, the discrimination due to diversity is seen as a barrier to authentic leadership development because of the deprivation of opportunities due to certain races.

5.5.3. Summary

Overall, it appears that the enablers and barriers to authentic leadership development in emerging markets are the same concepts in some instances. Regarding the diversity present within emerging markets, the exposure to diversity is seen as an enabler to authentic leadership, whilst the discrimination in terms of exposure and access to opportunities due to being a specific race, culture or ethnicity is seen as a barrier.

The willingness to learn and be better as emerging markets is seen as an enabler to authentic leadership development, whilst the view that emerging markets need to learn from developed markets because they do not have enough to offer is seen as a barrier. There is a vague barrier between choosing to learn from a place of humility and strength versus learning due to feeling weak and inadequate.

There was one more enabler mentioned than barrier, thus displaying that the participants did feel that the emerging markets environment provided a slightly more enabling environment than hindering in terms of authentic leadership development.

6. DISCUSSION

The discussion aims to interpret the results from Chapter 5 through the lens of literature discussed in Chapter 2. The findings from the ten in-depth, semi-structured interviews are critically analyzed in order for insights to be generated. In certain instances the insights appear to add to literature, whilst in other cases they confirm the literature. The three research questions, namely the nature of trigger events, the nature of authentic leadership development and the emerging market context are discussed in turn.

The major findings from Chapter 5 were that trigger events were both positive and negative in nature and occurred throughout the life-span of a leader; authentic leadership development was formed through a support structure, early exposure to certain activities and hardships; and lastly that the emerging markets environment provides both barriers and enablers to authentic leadership development.

6.1. The nature of the significant life events

The first research question sought to understand the nature of the trigger events which leaders experienced during their authentic leadership development within the emerging markets.

Trigger events are seen as antecedents to authentic leadership and can be positive or negative in nature, provided they had an impact on the leader and led to authentic leadership development (Gardner et al., 2005). The major findings from this first research question were that

- In emerging markets, both positive and negative trigger events are experienced
- Trigger events can be categorized as arising from personal relationships, adolescent phase of education and/or career.

6.1.1. *Nature of trigger events*

The finding from this study relating to the nature of the significant life events which participants described appears to confirm the theory mentioned by Gardner et al. (2005) which states that both positive and negative trigger events are formative experiences which lead to the development of authentic leadership. The finding from this study is that trigger events within the sample were a mixture of positive and negative events, thus confirming the literature.

The results display that even within individual participants' recollection of their personal three significant life events, there was a mixture of positive and negative trigger events. Only 20% of the sample mentioned that all three of their trigger events were positive or that all were negative. McGaugh (2013) states that the memory of an event is linked to the intensity of emotional arousal during the event, as opposed to the positive or negative nature of the event itself. This emphasizes that the combination of positive and negative experiences being recalled as trigger events is due to the emotional arousal that leader's experienced from these events, regardless of whether they were positive or negative. Due to the emotional charge of the events, reflection could have been practiced in order to extract the learnings from the events (Bosangit & Demangeot, 2016).

The positive events appear to have occurred across the life history of the sample, meaning that the positive experiences were not polarized to only the childhood of the leader, for instance. Rather, the positive experiences were experienced from early childhood (an example which was given is the supportive home environment) up until as recent as the leader's last promotion (a positive career trigger event). The fact that positive trigger events appear to happen throughout the life history explains, in part, why more positive events were cited in by the sample in this study.

Despite the data displaying that more positive events were mentioned than negative events in the sample overall, this data is not sufficient to infer that positive experiences are more prominent trigger events during authentic leadership development in emerging markets. This is due to two factors; firstly the sample size of this study (being an exploratory study) is not large enough to make such an inference. Secondly, the sample was selected by non-probability sampling and therefore is not representative of every authentic leader within the emerging market context. It does however provide insight that senior business leaders in emerging markets may place more emphasis on positive events than negative events during their leadership development.

A potential reason why more positive memories were recalled is that recalling positive memories leads to evoking pleasant feelings pertaining to the original event (Speer et al., 2014). To this end, there is a physiological neural bias of recalling positive memories as it leads to a reward response. This may explain why more positive trigger events were recalled than negative events within the study.

The negative trigger events which were considered formative centered around events such as divorces, resignations and sacrifice which were emotionally charged events, thus allowing these memories to be recalled as trigger events (McGaugh, 2013) despite the neural bias

which favors positive memories (Speer et al., 2014).

There was no mention of negative trigger events during the childhoods of the leaders. The negative trigger events occur later on in a leader's life, specifically from adolescence onwards. The possible reason for this is that the act of self-reflection is not performed before adolescence as before this point there is not "enough" of a past to be reflected upon (McAdams, 1988). Reflection allows for learning from negative events and extracting the lessons from the experiences (Boud et al., 2013) and since reflection does not occur before adolescence, the learnings from negative events are not extracted. Therefore, negative trigger events during adolescence and later in life are remembered due to people finding meaning in tense events during adolescence rather than in childhood (Thorne et al., 2004).

The only category of trigger events which had more negative than positive events was the category of adolescent education. The nature of the negative trigger events were predominantly due to sacrifice (due to financial circumstances) and disappointments (getting expelled or not getting in to a desired field of study). The fact that these subthemes were considered to be formative by the sample demonstrates the act of reflection on these tense adolescent events.

The citing of these negative events demonstrates balanced processing on the part of the leader, which is a pillar of authentic leadership (Walumbwa et al., 2008), as the leaders were able to reflect on negative events objectively and understand that the situation required sacrifice on their part or that they had made a mistake and were willing to own up to it. This level of objectivity displays a significant pillar of authentic leadership development that arose from these negative trigger events. They may have also created positive constructions of negative events in order to extract the learnings (Bosangit & Demangeot, 2016).

The theory of life-span development describes development as a continuous process throughout a person's life (Baltes et al., 1998). The fact that trigger events appear from early on in life and continue throughout substantiates that authentic leadership development is a continuous process and is not polarized to specific periods of a person's life. The theory of life-span development is therefore valid in describing the development of authentic leadership development.

The impact of the various trigger events were felt by their effect on the leader's life and the learning and development which could be extracted from the positive and negative situations through reflection. For instance, the fact that certain leaders were made to feel inferior in the workplace drove a hunger for success within them. Leaders who experienced abusive

relationships now know what they will not tolerate such treatment from a partner. For others, meeting a partner allowed exposure to different people and a different approach to how they treat their followers. This possibly represents self-consistency on the part of the leaders as the actions which they took in response to these negative events were aligned with their values and beliefs. Self-consistency is an antecedent to authentic leadership (Peus et al., 2012) and was therefore being practiced by the leaders, either knowingly or unknowingly, through the way they coped with negative trigger events. Additionally, the negative events were framed in a positive manner when describing the positive lessons which were learnt from these unfortunate events, this is similar to what Bosangit & Demangeot (2016) describe in their study on reflection.

These examples demonstrate that learnings were extracted from both positive and negative trigger events. However, the fact that negative events are only processed through reflection from adolescence onwards displays that the extraction of specific lessons from situations occurs from then onwards (Thorne et al., 2004). Prior to adolescence, only positive memories are recalled due to the absence of reflection (McAdams, 1988).

The implication of this is that positive and negative trigger events could occur throughout a leader's life, however the nature of authentic leadership development requires the extraction of learnings from trigger events (Peus et al., 2012). As this sense-making of negative events can only happen from adolescence onwards, it may lead to false belief that the childhood contained more positive trigger events simply due to the absence of reflection of negative events which may have been present during childhood and went unnoticed.

6.1.2. *Categories of trigger events*

Trigger events could be categorized into three aspects of a leader's life, namely career, personal relationships and adolescent education thus displaying that there are common periods of a person's life or specific contexts which are considered formative in terms of authentic leadership development.

This is a further confirmation of literature as the three categories of trigger events demonstrate that authentic leadership development is a continuous process, as described by (Baltes et al., 1998). Personal relationship trigger events seem to occur throughout the life span, from early childhood through adolescence and into adulthood. Adolescent education trigger events and career trigger events were then experienced in that order. The overall sequence of trigger events is therefore personal relationships (which appear early in life), followed by the category of adolescent education and lastly by career trigger events. Despite

authentic leadership development occurring throughout the life-span, it is interesting to note that certain types of trigger events are experienced during different periods of life, for instance adolescence or adulthood and learnings pertaining to leadership development are extracted from each stage.

Similar to the mixture of positive and negative events which each individual leader experienced, there was also a mixture of categories of trigger events, meaning that most (90%) of individual leaders did not identify all three of their trigger events within a single category. Rather leaders mentioned that one trigger event was career related with the other two arising from personal relationships, for instance. This shows that leaders potentially extracted learnings and development from different spheres of their experiences and the trigger events were not only centered around a single aspect of their life. The sample was thus able to learn and develop their authentic leadership by encompassing various learnings in a holistic manner into the way they lead, thus displaying that mindfulness (Brown & Ryan, 2003) or reflection (Boud et al., 2013) in different spheres of their life in order to encompass the different learnings and integrate them into their leadership development.

The aspect of personal relationships appears to be experienced as a trigger event at different time periods of different leader's lives with some citing early influences such as family and parents and others mentioning marriage and divorce. This shows that the personal relationships which were cited as a trigger event were not polarized to a specific time frame, but rather could be experienced at any time in a person's life and emphasizes the continuous development process of authentic leadership.

The positive personal relationship trigger events can be attributable to attachment theory. Attachment theory states that as children, humans are seek out caregivers as they serve as a source of strength, protection and guidance as described by John Bowlby in the 1990's (Goldberg et al., 2013). As adults, the theory states that there is a need from the caregiver to protect and care for a child. This theory potentially explains why positive trigger events in the sample resonated around family, both when the leaders were children and as caregivers to their own children.

Personal relationships were possibly considered formative because these trigger events, and the learnings therefrom, had ramifications throughout a leader's life, including their career. For instance, leaders who cited marriage as a trigger event explained that the getting married changed the manner in which they interacted with their followers and the level of empathy which they displayed in the workplace. This, once again, displays the practice of reflection as leaders reflected on different aspects of their lives and applied the learnings to

other aspects (Bosangit & Demangeot, 2016) as well as self-consistency, an antecedent of authentic leadership (Peus et al., 2012), by not being hypocritical and treating followers differently compared to their family.

The abusive relationships that the leaders experienced were cited as examples of negative personal relationships. This finding of authentic leadership development out of negative experiences was also found in another study by Turner & Mavin (2008) where leaders specifically described the negative experiences that they believed triggered their authentic leadership development as they reflect and are then able to extract the learnings from these events. Thus, although the experiences themselves were terrible, they seem to have shown the leaders what a relationship should not be like, as well as make them rediscover their self-worth in the aftermath of the abuse through reflection which enhanced self-knowledge, an antecedent to authentic leadership (Peus et al., 2012).

The category of adolescent education represents a period of a leader's life which happened after childhood influences. This was the only category with more negative trigger events than positive. The negative experiences may have been due to the awareness of responsibility and taking ownership of one's actions, even at that young age. For instance, due to the financial hardships that most of the sample experienced during their lives, during their adolescence, there were sacrifices which were required from them for the well-being of the family. Adolescence is also the period when reflection begins which may explain the greater awareness from leaders at that age to the negative experiences in their lives (McAdams, 1988).

Additionally, these sacrifices demonstrate taking responsibility to assist their families despite their own goals and ambitions. Selflessness appears to have been demonstrated on the part of the young participants to make choices which were for the greater good of their family such as postponing their education.

These adolescent trigger events were then followed by trigger events which related to a leader's career. The fact that career trigger events were the most prominent trigger event seems to demonstrate the importance that leaders place on their careers as a significant aspect of their lives. This may also have been due to the fact that leadership within this study was defined as leadership within business and therefore respondents placed specific emphasis on mentioning career events as trigger events.

Another explanation of why career events are the most prominent category of events mentioned may be that critical events to leadership development are experienced during

adulthood of leaders as the practice of reflection may have been cemented by this point. Since a person's career is a significant part of their adulthood experiences, it resonates that career events would comprise a prominent theme regarding formative experiences. This may explain why the theme of career trigger events was the most prominent theme for trigger events.

The positive career events seems to demonstrate the importance of a leader being in an environment which allows them to achieve and fulfil their ambitions as it has ramifications outside of the workplace. These ramifications are a hunger for success which is instilled in the leader and a sense of achievement when a career goal is reached as such events were cited as life-shaping. If the positive effects of a leader's career remains contained within the workplace, it would not be mentioned as a trigger event for their entire life history. This demonstrates the pivotal role that the workplace has in shaping leaders in all aspects of their lives. The fact that career trigger events were mentioned as life trigger events demonstrates relational transparency, a pillar of authentic leadership (Walumbwa et al., 2008), as leaders are portraying "one self" in their life and there is not a distinction between a "work self" and a "personal self". If this were the case, there would be a clearer distinction between career shaping events and life events as opposed to career events being seen as life-shaping, which is what was found in the current study.

A study by Marques (2012) found that leaders cited the theme of action-orientated workplace outcomes as one of their greatest achievements. This shows that leaders tend to inject a tremendous amount of effort and dedication into their careers, to the point that accomplishments in the workplace resonate as achievements in their overall lives. Leaders in this study also consider their significant career success as life-shaping as most grew up through hardships and have succeeded in their careers despite their lack of opportunities and resources when growing up. Therefore, it may be understandable that there is a significant weighting placed on career successes and development as they have succeeded despite their unfavorable circumstances.

The negative career events encompassed unethical behaviour by the employers of the participants. These situations potentially created a mismatch between the leader's value system and what was being experienced and spurred the leader to take action, thus displaying self-consistency on the part of the leaders (Peus et al., 2012) as well as internalized moral perspective (Walumbwa et al., 2008). This theme appears to demonstrates ethical leadership on the part of the leaders as ethical leadership is defined as having highly ethical standards and acting in accordance with them (Mihelič et al., 2010). In most instances the decision to resign was taken at a known trade-off as the leader would

face a difficult period following the decision, however the non-compromise of values and ethics seems to have been more important than remaining in the unethical environment. Authentic leadership is a foundational concept to other forms of positive leadership, such as ethical leadership (Avolio & Gardner, 2005). It can therefore be seen that the authentic leaders in this study (as proven by the ALQ results in Table 5.2), display other positive forms of leadership such as ethical leadership as shown by their actions when unethical practices are experienced in the workplace.

Self-awareness appears to play a role in the manner that the negative career situations were handled. Self-consistency of the leaders' own morals and values appears to have been present and an unwillingness to compromise them as well as understanding that the decision that the leader takes will bear unfavorable consequences (Peus et al., 2012). There is also self-awareness in the manner that a leader chose to believe in their ability to find another opportunity for employment which was not present at the time.

The contentment with the result demonstrates that the leaders were able to extract the learnings from the situation and move forward without festering on the negativity of the situation for many years into the future.

6.1.3. Conclusion

In conclusion to research question one, it is found that leaders appear to have extracted learnings from both positive and negative trigger events through reflection or mindfulness. Learnings from negative events occurred from adolescence onwards as reflection appears to be practiced from this point forward due to "enough" of a life history having been experienced by this point in life despite the possibility of their presence earlier in life.

The trigger events were categorized into personal relationships, adolescent education and career. These categories represent a certain chronology as personal relationship trigger events arise early and appear throughout the life-history and adolescent trigger events are subsequently followed by career trigger events. This displays that trigger events, which are antecedents of authentic leadership, seem to appear across the life history of a leader. This displays that authentic leadership development does seem to occur across the life-span of a leader, therefore confirming the theory of life-span development (Baltes et al., 1998) as it pertains to authentic leadership development.

The categorization of trigger events into personal relationships, adolescent education and career appears to add to theory as this study has shown that these aspects of a leader's life

is where formative events seem to occur in the emerging markets.

The trigger events which were experienced seem to have provided learnings that pertained to the antecedents, enablers and pillars of authentic leadership. The trigger events fostered all four pillars of authentic leadership, namely self-awareness, internalized moral perspective, balanced processing and relational transparency. Additionally, self-consistency and reflection were also fostered as a result of the trigger events. Therefore, it appears that trigger events are antecedents to authentic leadership development within emerging markets as all four pillars of authentic leadership are fostered through the trigger events. Additionally, there were no categories of trigger events which were unique to the emerging markets thereby demonstrating the personal nature of trigger events as a leader in an emerging market or a developed market may experience positive and/or negative trigger events. The key to trigger events aiding in authentic leadership development appears to be extracting the learnings from the events through reflection or mindfulness.

6.2. The nature of authentic leadership development

The second research question sought to understand the nature of authentic leadership development which occurs within the emerging markets context.

Shamir et al. (2005) describe four of these relate to general leadership development in the initial life-story study on leadership development which they conducted (Section 2.4.2). Shamir & Eilam (2005) then posit seven different paths of authentic leadership development, four from the study by Shamir et al. (2005) and the three previously unmentioned paths (Section 2.4.4).

The findings from the current study were three major themes of authentic leadership development, namely having a strong support structure, early exposure to certain activities and overcoming hardships. These themes will be posited against the paths mentioned above in order to understand the link between the findings and the literature.

6.2.1. Support structure

The theme of a support structure was the strongest theme identified. The theme appears to be multifaceted in terms of the people who were supporting the participant. In some cases it was the leader's parents (from a young age), other family members, teachers or professional mentors. This demonstrates that the source of the support does not seem to be a determinant, but rather whether the support was present or not appears to be the more

important factor.

This finding appears to resonate with the study by Toor & Ofori (2008) which found that parents, teachers and mentors had a significant influence in the leadership development of graduate students in Singapore. There are three main differences between the Toor & Ofori (2008) study and the current study. Firstly, Singapore is a developed market and therefore provides a different context, and secondly the sample was not made up of successful business leaders, but rather graduate students who have shown leadership potential but had not attained a leadership position within business as yet. Thirdly, leadership as an overarching construct was studied as opposed to authentic leadership. Despite these differences, it is interesting to note that the support structure described as a positive influencer to leadership development is similar between the current study and the Singaporean study. This demonstrates that the need for positive social support transcends the context of the person, but is rather an innate human need and if received and deemed formative, will facilitate the development of authentic leadership.

Parents were mentioned as a significant formative influence by the participants. This finding seems consistent with those of Zacharatos et al. (2000) and Bass (1999) which showed that adolescents display transformational leadership behaviours which they observed from their parents and parents are critical influencers in the development of transformational leaders. Although these studies related to transformational leadership, authentic leadership is a foundational element of transformational leadership (Avolio & Gardner, 2005) and the findings of parents being influential in the development of authentic leadership would also be valid. The findings from the current study seem to indicate that parents were pivotal to the development of the leaders interviewed.

Firstly, the parents of the participants' appear to have provided a supportive environment in the home. Participants explained that the importance of a healthy home environment was a factor which they placed emphasis on as a supporting factor to their success. A 29 year study by Oliver et al. (2011) proved that a supportive family and home environment facilitates the development of transformational leadership, of which authentic leadership is a root construct (Avolio & Gardner, 2005). The fact that the leaders interviewed in the current study cited the home environment as a critical developmental element appears to be aligned with the finding by Oliver et al. (2011) as this type of environment provides a positive self-concept to the potential leader from which they can develop their leadership.

Whilst Oliver et al. (2011) controlled for socioeconomic differences in their study, in the emerging markets, socioeconomic status can have a direct impact on the family environment

as some leaders in the current study mentioned that their fathers had to relocate to find work, or that they were forcibly moved to another area without warning due to racial segregation. Thus, in the emerging markets, the socioeconomic status of the family unit, could have a direct impact on its healthy functioning or lack thereof, which in turn impacts the leader's self-concept and subsequently their authentic leadership development (Shamir & Eilam, 2005).

Apart from the provision of a secure environment, parents also seem to have instilled certain morals, principles and values within the participants which provided them with the ethical framework that they took forward. The formation of this ethical framework appears to have provided the leader with the standards they apply to situations. Parents have been proven to instill values in children (Brown & Treviño, 2013; Yusof et al., 2002) through their actions, this seems to have also been found in the current study. The leaders in the current study described their parents as instilling values in them from a young age. However, as these children grew older, their learned morals appear to have become incorporated into their self-knowledge as they displayed self-consistency in the manner which they handled the unethical situations from adolescence onwards (an antecedent to authentic leadership (Peus et al., 2012)). Parents therefore appear to be critical influencers which informed the ethical framework that leaders apply to their internalized moral perspective, a pillar of authentic leadership (Walumbwa et al., 2008).

The concept of hard work seems to also have been taught early in life and has stayed with the leaders until today with many citing it as something that has allowed them to be successful. The parents also appear to have imparted certain lessons such as hard work and perseverance through their own actions which the young leaders observed, as opposed to merely preaching about the concepts. There is therefore an element of the parents teaching by example and imparting certain positive lessons through doing as opposed to formal teachings (Lopez, 2001). The fact that a value, such as hard work, was taught to the leaders and it remains a value that they enact once again appears to demonstrate the self-consistency that these leaders practice in order for their actions, choices and values to align (Peus et al., 2012).

The influence of parents appeared early in the life of the leaders as parents are present from birth and therefore are cited as imparting the first major influences on shaping the leader. In certain instances where a strong home environment was not mentioned, other people close to the participant provided support and guidance. Other people who formed part of the leader's support structure were therefore extended family members, teachers or community members. This demonstrates that despite the absence of a secure home environment in

some cases, the leaders still seem to have experienced a level of support from non-parental personal mentors within their environment. The support structure seems to have served as a promotive factor to build resilience within the participants in order to overcome adversity and hardships within their environment and instilled self-belief in their abilities (Williams & Bryan, 2013; Zimmerman, 2013).

The above support structure explains personal relationships which a leader was exposed to and considered formative. The other aspect of the support structure is the influence of professional relationships in the workplace.

Participants mentioned that colleagues, managers, formal mentors or leaders provided guidance and a positive influence which they considered formative to their authentic leadership development. The professional relationships which made a lasting impact on the participants were defined by people taking an active interest in their development and assisting them to reach their potential. Whilst formal mentoring has been shown to improve the organizational commitment and affective well-being of protégés (Chun et al., 2012) formal and informal mentorship relationships were described by sample. Both types of relationships have possibly facilitated the belief in their own potential and provided the support for the person to be confident that they could develop.

The leaders in the current study described altruistic behaviours from mentors which were genuine in terms of intentions for the protégé's development, this is a key defining concept of a mentor (Alderfer, 2014). The fact that established leaders were showing faith and confidence in their abilities seems to have bolstered the participant's belief in themselves and their own abilities. The altruistic behaviours displayed by the professional mentors of the leaders possibly shows that these mentors displayed elements of authentic leadership through their genuine care for the development of the leaders (Dinh et al., 2014). Since Lopez (2001) displayed the ability for adolescents to learn from parents, the ability to learn by observation may also be present in the workplace during the development of the leaders. This therefore demonstrates that during the leader's development, there may have been learning of authentic leadership by merely being exposure to certain authentic leadership behaviours by the professional mentors present within the leader's support structure.

The main impact of the support structure to authentic leadership development is that the people involved provided the participants with a belief in themselves, made them understand their potential and became involved in their development. In order to be impactful, it appears to have taken just a single person who showed genuine interest in the participant for them to realize their potential and provided them with the belief that they could aspire to be

successful.

The identification of the importance of the support structure in the development of authentic leadership potentially represents a new theme which is not encompassed in the current seven by Shamir et al. (2005) and Shamir & Eilam (2005). It represents a possible addition to theory as the influence of the support structure is an element which was consistent amongst all the participants.

It becomes clear that the support structure moulded the leaders in a material way from an early time in their lives and continued to be an influence throughout their life history. Since the root of authentic leadership is about a deep sense of self-knowledge and self-awareness (Peus et al., 2012; Walumbwa et al., 2008), it appears that the reflective process of understanding how these supportive individuals shaped the leaders allowed the leader to gain a better understanding of who they actually are and thereby develop their self-knowledge.

The support structure was present throughout the lives of leaders, albeit different people appearing at different developmental periods, thus appearing to confirm the literature of life-span development (Baltes et al., 1998) and displays that the contribution of positive influence drawn from the support structure as a phenomenon which occurs across the life-span when analyzing authentic leadership development.

6.2.2. Early exposure

The exposure which the sample had to extramural activities and school leadership roles was a second prominent theme which emerged. The extramural activities encompassed participation in sport and the boy scout movement, whilst school leadership roles entailed being a prefect, head boy, head girl or SRC member.

The attachment to sports and scouting appears to serve as an option to provide balance to a leader's life as well as an additional aspect of their life that they can perform in and excel at. These are activities with voluntary participation and the choice to be involved in them represented potential trade-offs with other activities which participants could have spent their time on.

Participating in these activities seems to have influenced the manner in which participants managed time and priorities from a young age. This seems to demonstrate the learned ability of the participants to dedicate their time adequately to the various activities and manage competing priorities. The involvement in these activities seems to represent the development of the pillar of balanced processing within authentic leadership (Walumbwa et

al., 2008).

Balanced processing seems to have manifested through the management of competing priorities whilst still meeting expectations in the different priorities such as sports, academics, leadership roles, social obligations and family time. This appears to demonstrate an attainment of skills through these activities which aid in leadership such as ability to prioritize and managing various demands simultaneously.

Furthermore, former athletes have been shown to display higher levels of leadership ability than non-athletes as well as more pro-social behaviours such as community involvement (Kniffin et al., 2015), this holds true throughout life, even if participation in sport was ended decades before. Sport has also been shown to impart leadership lessons directly, such as managing changing and unknown situations effectively (Williams et al., 2011). Therefore sport not only potentially provided the participants with the attainment of life skills, but also leadership skills. Thus, the lasting positive effects on leadership from sport participation appear to remain with the participant throughout their life and aid their career success. This also possibly represents self-consistency in terms of alignment between the values attained from sports and the enactment of these values throughout a leader's life (Peus et al., 2012).

The fact that leaders were dedicated to their participation in these activities also seems to demonstrate their perseverance as they chose not to quit the activities due to possibly feeling overwhelmed at times or because quitting the activity would have been an easier option. This shows dedication to the task at hand, another skill which is required in leadership – not quitting when it may be easier to do so. This represents a choice that a leader made, that is not to quit despite participation in these activities adding responsibilities to their lives, and thus seems to display leadership through behaviour which Weischer et al. (2013) states as being a critical factor in authentic leadership as one should lead through enactment and not just a narrative.

Sport and scouting are both team based activities which require collaboration between different participants. Their involvement in sport and scout activities during their formative years potentially impacted their ability to work and interact with people later in life, which is critical to leadership, especially with leadership becoming more of a collaborative exercise as opposed to an authoritative one. There are certain principles which are present in team sport, such as building a strong culture, ensuring correct recruitment of team members and commitment to perform towards a common goal that lead to success (Jenewein & Morhart, 2008). These principles are learnt through observation, such as was the case as learning a work ethic from parents (Lopez, 2001), and may well resonate with the participants and

manifest in their leadership in a business context. This shows the potential presence of mindfulness and reflection pertaining to the learnings which were present in these activities in order to apply them to other aspects of a leader's life, such as a corporate setting.

The other theme which arose from early exposure was that of school leadership roles. The role of a prefect or head boy or girl is one that is bestowed on a learner by the leadership of the school, or peers if it is a voting based system. Regardless of the mechanism of election, it is an indication of leadership already being displayed by the participant at that young age.

The attainment of such a position also serves a similar function to that of the support structure discussed in Section 6.2.1 as it possibly provided the participant with the belief in their ability and served as an indication that their leadership is being recognized. The election or appointment into a school leadership position potentially displays a pillar of authentic leadership, namely relational transparency (Walumbwa et al., 2008). A scholar is elected into a position of leadership by displaying leadership behaviours to superiors and peers whilst not having a formal leadership role. This shows that the scholar displays leadership with or without a title, thus displaying "one true self" when displaying leadership behaviours despite the presence or absence of formal authority.

Although the school leadership roles were experienced early in life, there is still a level of responsibility that is required from learners in such positions and represents a formal leadership role as opposed to what may have been experienced through sport or scouts.

Additional to the formal leadership roles at school, there were also specific mentions of informal leadership behaviours at school which participants seem to have chosen to display in certain situations. Examples where the rights and dignity of other learners being protected at a personal cost to the leader, thus displaying a sense of righteousness which leaders were bestowed with from their early formative experiences, an example being defending a fellow pupil against a demeaning teacher. This example seems to display the authentic leadership pillar of internalized moral perspective which is described as displaying behaviours consistent with their internalized values and moral standards as opposed to the rest of the group (Walumbwa et al., 2008).

Other examples also seem to demonstrate the principles which were instilled from an early age such as the principle of hard work and dedication, exemplified by participants taking on school projects during their own time for the betterment of others (such as building a student centre). These behaviours appear to demonstrate from an early age a high self-awareness and self-consistency from the leaders as their behaviours were in alignment with the morals

and values which had already been bestowed upon them at an early age. Both self-awareness and self-consistency are antecedents to authentic leadership (Peus et al., 2012; Walumbwa et al., 2008) and emphasize the attainment of these leadership antecedents from participation in such activities.

The choices which were made in these situations were not the easiest; in some instances it would have been easier to be apathetic to the situation. However, it appears that the participants felt that they could influence a situation and make it better, and they chose to do so, even though it may have been the more difficult choice versus opting to not get involved at all. Ladkin & Taylor (2010) state that a leader's choices display the leader's authenticity and informs follower perceptions as a result of these choices. Furthermore, since Machiavellianism is a stronger moderator of behaviour than authentic leadership (Sendjaya et al., 2014), the fact that moral action was taken in an unjust situation potentially displays that internal moral perspective (a pillar of authentic leadership) was present. Leaders made these choices displaying seemingly altruistic leadership behaviours which could have informed their perception of authentic leadership by followers (Avolio & Gardner, 2005). These choices therefore represent a possible developmental aspect of their authentic leadership journey.

The fact that the leaders interviewed were willing to make a positive difference to their environment from a young age appears to demonstrate leadership behaviours. Leaders seem to have displayed behaviour grounded in the principles which were instilled from a younger age. These principles are concepts such as hard work and respect (for self and others).

The construct of early exposure seems to demonstrate that leaders were willing to accept responsibility from a young age and were able to prioritize activities in order to maintain the balance in their life which they felt was important by managing priorities through balanced processing. The participation in goal based team activities also appears to demonstrate the willingness of the leaders to work in teams from early on in life and interact collaboratively with peers. The exposure to these activities potentially allowed for the attainment of life skills which have served the leaders during their career progression, thus displaying self-consistency, self-awareness, mindfulness and reflection in order to absorb the learnings.

This represents a potential second path of authentic leadership development which is leadership development through early exposure to activities which allow for the attainment of life skills. Although Shamir & Eilam (2005) describe a path of leadership development which involves the leader placing specific meaning on certain life events and viewing them as a

development opportunity, the theme identified in the current study is different by the fact that the nature of the exposure to these social activities allows for the attainment of specific life skills which act as antecedents to authentic leadership.

6.2.3. Hardships

Shamir et al. (2005) describes a path to authentic leadership development as overcoming hardships and struggle. This was a theme that emerged from the current study with the main themes being those of racial discrimination and financial difficulty.

Discrimination was cited by the participants as being experienced personally or witnessed happening to a loved one. As most of the sample was non-white South Africans, the discrimination which was experienced appears to have been due to the apartheid regime within the country at the time or the remnants of that system. These events represent normative history-graded influences as discrimination was a norm in the context at the time that most of the leaders were growing up (Baltes et al., 1980). Although the overarching reality or remnants of apartheid were present for all leaders, the exposure and reaction to the discrimination was different across different individuals, thereby displaying that non-normative life events arose from the normative history-graded influences which were experienced by the cohort (Baltes et al., 1980). This seems to emphasize the individualization of experiences and leadership development between people. As situations are reflected on, a similar experience would provide different learnings for different individuals and would manifest differently in the manner which the learnings are integrated into their leadership development.

Although these experiences were unpleasant, the approach by the participants seems to have been to make an active effort to influence their reality, thus displaying a choice that the leader was making which displays the enactment of authentic leadership (Ladkin & Taylor, 2010). The assets and resources described by resilience theory (Zimmerman, 2013) such as appreciation of identity and group belonging appear to buffer or compensate for the negativity of risk factors such as discrimination (Liu & Zhao, 2016; Wang et al., 2015).

Most leaders became involved in structures which sought to tackle the injustices of the time through activist actions. Involvements in SRC's, enhancing political knowledge and attending rallies were all activities which participants who were exposed to racial injustices participated in. This seems to demonstrate that leaders did not merely accept the status quo but rather made an active effort to be part of movements which were attempting to lead a positive change in society at the time, thereby displaying a leadership choice (Ladkin & Taylor, 2010)

and self-awareness on the part of the leader to understand that they can impart a positive difference on their environment whilst simultaneously displaying an antecedent of authentic leadership (Walumbwa et al., 2008). These platforms also potentially served as forums where a collective sense of belonging could be found due to the common purpose shared, thereby providing a possible mitigation to the experience of discrimination (Liu & Zhao, 2016) and possibly serving as a promotive factor to attain resilience towards the adversity being experienced.

These activities were often attended at personal risk to the participant with instances of police firing rubber bullets and certain SRC members being arrested. Despite these risks, leaders appear to have made an active choice to stand for something that they believed in and were not willing to stand idly by when a difference could be made. This demonstrates a resilience towards standing up for what leaders believed was fair and just (equitable treatment of all races) and leaders were willing to assume that stance in order to influence the environment for the better for themselves and others, which relates to the altruistic leadership behaviour associated with authentic leadership (Dinh et al., 2014; Ladkin & Taylor, 2010).

The second theme resulting from the hardship construct was that of financial difficulty. In the case of this study, the financial hardship appears to be a result of the apartheid regime in South Africa which aimed to keep non-white people oppressed, both financially and otherwise.

Leaders experienced poverty whilst growing up with many staying in rural areas and expressing that they had very little in terms of material items during their upbringing. Certain participants had to make sacrifices in terms of their own ambitions and goals in order to provide for the short-term pressing needs of the family. These sacrifices were predominantly the postponement of education to provide for the family.

The exposure to poverty, similar to discrimination, possibly created a sense of action that was required from the leaders as opposed to the decision to merely continue in the poverty cycle. This action appears to have manifested as a focus on education in order to escape poverty and represented a leaderly choice which seems to display the enactment of authentic leadership (Ladkin & Taylor, 2010). Participants understood that if they wanted to better their financial situation, education the mechanism to do so. Thus, whilst the focus on education is consistent amongst the leaders, however the source of the focus appears to vary from leader to leader with some being internally driven and others receiving a healthy amount of pressure from their support structure (Williams & Bryan, 2013).

Williams & Bryan (2013) found that a strong support structure (home, school and community) created resilience to succeed within youths who experienced hardships in the form of poverty and broken families. This appears to be supported by the findings from the current study as despite leaders experiencing hardships within their environment, their strong support structure (discussed previously in Section 6.2.1) allowed for the motivation to overcome their circumstances and succeed despite the lack of resources which they were afforded growing up. The support structure seems to have been a mechanism that leaders used in order to attain resilience to overcome the hardships of their environment.

Experiencing hardships during childhood, such as poverty and discrimination, appears to instill an ability to deal more effectively with change and uncertainty due to the unfavorable childhood environment of the leaders being uncertain (Mittal et al., 2015). Thus, it seems that experiencing hardships creates a skill that business values and that remains with the leader throughout their life, cementing the fact that hardships provide a path to leadership development by imparting certain skills which are learnt through reflection and mindfulness.

The fact that the leaders seemed to make an active effort to not allow themselves to succumb to the reality of poverty that they were used to, in itself shows leadership. It shows leadership by taking a decision and having the discipline to follow through with it (Ladkin & Taylor, 2010). They seem to have understood from a young age that applying hard work and discipline to their education would allow them to progress in life and took responsibility to act accordingly. Despite the focus being imparted upon them by their support structure in some instances, it was still up to the participant to actually follow through and make the effort.

6.2.4. Conclusion

The authentic leadership development paths which arises from the presence of a support structure and/or hardships appears early in life and has a sustained presence within the life-history of the leader. These themes are interrelated as the support structure seems to have provided the leaders with a promotive factor to attain resilience in order to overcome hardships. This represents an potential addition to the theory of authentic leadership development as whilst Shamir & Eilam (2005) describe a path of authentic leadership by overcoming hardships, the specific mechanism is not described. The current study appears to show that resilience is the mechanism that is used to overcome hardships and develop authentic leadership through leveraging promotive factors such as the support structure.

The support structure as a path to authentic leadership development, however, is not dependent on the presence of hardships as certain leaders did not mention hardships in

their life stories, yet all the leaders described the importance of the learnings imparted upon them from their support structure, thus representing another potential addition to literature in terms of a previously undescribed path of authentic leadership development.

The path of early exposure also represents a potential addition to literature. Shamir & Eilam (2005) describe a path of authentic leadership development which entails learning from experiences, however, this description of authentic leadership development is very broad concept whilst the finding from the current study is that authentic leadership development was developed through very specific extramural activities and school leadership roles through the attainment of skills which is a more specific description than that posited by Shamir & Eilam (2005).

Similarly to research question one, the finding from this second research question is that authentic leadership development takes place across the life span with different developmental aspects taking place during different life stages. The emerging markets context, once again, does not appear to impart any unique leadership development paths as the paths found in this study could be found within developed markets. There is also the finding that different paths may be followed concurrently by a single individual and the paths are not mutually exclusive but are rather cumulative in the development of authentic leadership.

6.3. The emerging markets context

Genetics accounts for 30 – 50% of leadership development (Murphy & Johnson, 2011), the other factors which influence the development of leadership are environmental. To this end, it appears that the emerging markets provide a set of enablers as well as barriers to the development of authentic leadership. The enablers were categorized as exposure to diversity, opportunities for leadership and a willingness to learn. The barriers were described as discrimination and a feeling of inadequacy by emerging markets.

6.3.1. Diversity

Diversity was cited as both an enabler and a barrier to authentic leadership development within emerging markets. It was seen as an enabler because the exposure to diversity potentially allows those exposed to become comfortable around people who have different backgrounds to them as this is becoming an increasingly important skill (Trompenaars & Hampden-Turner, 2012).

This exposure to diversity may allow participants to recognize diversity and also respect and appreciate it. As diversity is a critical factor in teams where creative thinking is required, such as innovation (Østergaard et al., 2011), the ability to embrace diversity and lead a diverse team successfully is becoming an increasingly important skill around the globe. Authentic leadership has been shown to create inclusive environments in the workplace (Boekhorst, 2015) and allow for positive follower emotion to be experienced if followers are being led authentically (Weischer et al., 2013). It can therefore be seen how the exposure to an environment which requires the management of diversity and the creation of an inclusive culture in order to lead effectively enables the development of authentic leadership as it provides a potential mechanism to create this environment in the workplace.

Emerging markets seem to expose people to diversity and therefore create a competency of accepting and interacting effectively with diversity across the four stages of recognition, respect, reconciliation and realization in order to process and effectively interact with diversity (Østergaard et al., 2011). In an emerging market which exposes a person to diversity throughout their life, the skills of interacting with diversity seem to be developed across the life-span as opposed to only being formed when a manager is relocated to a different country. This seems to imply an attainment of a critical business skill which is provided by the context of an emerging market.

Leroy et al. (2012) stated that a leader who acts authentically and displays behavioral integrity influences followers to display positive organizational commitment. If the leader has been exposed to diversity through their environment, it will potentially allow them to embrace diversity and lead a diverse team in an authentic manner which will create strong follower trust by the team as they feel respected and acknowledged for who they are. The exposure to diversity also potentially allows for an inclusive environment to be created more naturally than if the leader does not possess the cultural intelligence to function effectively in a diverse environment.

Diversity was cited as a barrier to authentic leadership development due to the discrimination that people in emerging markets experience. This discrimination results in the unequal distribution of resources and opportunities based on the demographics of a person as opposed to their deservedness. Despite this situation appearing to hinder the victims of opportunities, research has shown that experiencing a moderate adversity is correlated with increased resilience in life (Seery et al., 2013). Therefore, it can be surmised that the individuals which experience adversity, but are potentially better able to overcome and reflect on the learning from the experiences will be able to improve self-regulation and self-awareness (Frizzell, 2015) which are both antecedents to authentic leadership (Gardner et

al., 2005).

The discrimination itself is not the barrier, it is the potentially distorted perception of self-worth which results from the feeling of inadequacy due to experiencing discrimination during one's life. However, discrimination cannot stunt authentic leadership development altogether as Shamir et al. (2005) state that overcoming hardships is a path of leadership development and the sense of native identity and group belonging help mitigate the feelings of worthlessness and create resilience in victims of discrimination (Liu & Zhao, 2016; Wang et al., 2015). This was also seen in the theme of overcoming hardships such as discrimination as a path of authentic leadership development when discussing research question two (Section 6.2.3).

It can therefore be surmised that the barrier of discrimination, whilst it exists, is not insurmountable within the emerging markets due to the attainment of resilience through the support structure of the leader and the sense of belonging with other similarly discriminated individuals. It requires mindfulness and reflection in order to extract the learnings and overcome the barriers, but the process of making an active choice to rise above the circumstances will instill a sense of purpose in the leaders which serves them well when dealing with adversity in the future.

The presence of diversity in emerging markets is therefore two-fold. It is an enabler and a barrier to authentic leadership development. It appears to be an enabler due to the exposure to diversity equipping leaders with enough self-knowledge of how to interact with diversity in order to lead diverse groups of people authentically. It is a potential barrier due to the unfair distribution of resources and opportunities based on people's social, economic or racial status. However, discrimination can possibly be surmounted through the attainment of resilience and actually leads to the attainment of skills which stay with the leader going forward and can be applied to the leaders advantage in the workplace, such as dealing with uncertainty and change (Mittal et al., 2015). The development of authentic leadership seems to stem from the reflection on the learnings from these experiences and allows these negative experiences to serve as advantages to leadership development, as was described by many leaders in the study.

6.3.2. Learning

Openness to learning in emerging markets was cited as an enabler to authentic leadership development. The emerging markets were described by the sample as an environment which understands its need to develop and is therefore open to teachings, coaching and

guidance.

This openness to learning is substantiated by the theme of the support structure of participants playing a key role in their development. The support structure provided guidance, coaching, advice and self-belief to the participants, therefore also providing learnings to the leaders during their development. In order to be open to learning, the recipient must display self-awareness in terms of understanding the need for learning. This act of knowledge seeking requires a level of humility as a person must admit that they require additional knowledge.

The companies within the emerging markets recognize the opportunity for the attainment of resources such as knowledge, competencies and skills which need to be learned and use strategic alliances are seen as a mechanism of learning within the emerging markets (Lo et al., 2016). This seems to denote learning from a position of strength as the purpose of the learning is to advance the enterprise, yet still demonstrating humility to display that the acquisition of knowledge is in fact necessary and the enterprise does not have all the answers and therefore needs to seek out new knowledge through knowledge acquisition (Huber, 1991; Lo et al., 2016).

The humility which is present in order to allow learning within the emerging markets allows for learning from a place of strength. However, a barrier to authentic leadership development was cited as emerging markets feeling inadequate when comparing themselves to developed markets. This perception of inadequacy is possibly due to emerging markets not realizing their own potential and the value that they add as they adopt an external focus of comparing to the developed markets as opposed to being internally focused and unlocking inherent potential within the emerging markets, whilst still extracting selected learnings from the developed markets.

There are certain factors which are present in emerging markets which may lead to a sense of inferiority and inadequacy such as most emerging economies ranking lower than developed economies in terms of global competitiveness (World Economic Forum, 2016), higher on income inequality (World Bank, 2016b), ranked as more corrupt (Transparency International, 2015) and ranking lower in terms of human development (United Nations Development Programme, 2015). The low ranking of emerging market economies on such indices appears to create a feeling of inferiority when compared to developed markets.

The feeling of inadequacy seems to cause the emerging markets to adopt a stance of weakness when assessing their own abilities and capabilities. This is seen as a barrier to

authentic leadership development where once again, the self-image of leaders within emerging markets is one of inadequacy and inferiority as they do not consider themselves worthy when comparing to the developed markets. The reason that this may be a barrier to authentic leadership is that if there is a sentiment that developed markets are superior, it does not promote the development of authentic leaders within the emerging markets as leadership will be sought from developed markets as they are seen as superior environments.

It is important to understand the contrast between the willingness to learn (enabler) and doubting your own inherent ability (barrier). Whilst taking learnings requires humility, this can transition to a stance of weakness where the learnings are taken due to a feeling of inadequacy and not due to striving to be better. Learning is critical to development, however the stance with which the learning is adopted could be an enabler or a barrier.

6.3.3. Leadership opportunities

A third enabler which was cited by the sample was that of the leadership opportunities which present themselves within the emerging markets. The leadership vacuum which seems to be present within emerging markets is seen as an enabler to authentic leadership as it creates a call to action amongst potential leaders.

Potential leaders are able to see the leadership voids within certain spheres of society, such as corporations, local government and national government within emerging markets. Whilst not all leadership structures are inadequate, the participants cited a lack of ethics, corruption and misuse of power in certain leadership structures. This void allows for leaders who want to make a difference to possibly emerge as they understand what is missing from the current leadership. Ethical leadership has been shown to be learned from senior leaders through social learning theory (Mayer et al., 2009). Therefore, if senior leaders are not displaying ethical leadership (which is the primary manner of learning it), the recognition that the void in leadership can be filled requires high self-awareness in order for a leader to understand what they can offer to fill the void in the absence of a leader role model who is displaying this behaviour, thus possibly displaying the presence of a critical antecedent of authentic leadership (Gardner et al., 2005).

This situation appears to describe the authentic leadership development path through the pursuit of an ideological vision or higher purpose as described by Shamir et al. (2005). The context of emerging markets appears to provide the environment where authentic leaders can emerge due to the inability of certain current leaders to lead effectively or ethically.

It is a view that has a tone of victor rather than victim, possibly meaning that potential leaders are able to see what is lacking from current leadership, particularly from an ethical perspective, such that they can then develop in order to fill the current void in some way. As it entails a call to action on the part of the potential leader, it is cited as an enabler.

6.3.4. Conclusion

The emerging markets provide a mixture of barriers and enablers to authentic leadership development. In some instances the barriers and enablers are the same constructs, just with different perceptions from different participants in the sample. For instance, diversity appears to be seen as an enabler from an exposure perspective as it allows for the development of business skills which are valued globally such as the effective leadership of diverse teams (Trompenaars & Hampden-Turner, 2012), whilst the implications of diversity within societies that discriminate is seen as a barrier to authentic leadership. Furthermore, an openness to learning from a position of humility and strength is seen to be seen as an enabler, whilst learning due to a feeling of inadequacy and inferiority is seen as a barrier. Finally, the void in certain leadership structures within the emerging markets possibly allows potential leaders to craft their authentic leadership development in order to fill these voids and provide much needed authentic leadership which is required for emerging markets to advance.

Although leaders described barriers and enablers that they believe are unique to emerging markets, some of these elements are simply more prevalent in emerging markets rather than unique. Discrimination is experienced by minorities in both emerging and developed economies, as an example. Thus the barriers and enablers which were described, whilst present within emerging markets, affects different people to different extents due to the individualized nature of authentic leadership development as evidenced by the findings of research question one and two not being explicitly unique to emerging markets.

7. CONCLUSION

7.1. Principle findings

The aim of the study was to understand how a leader's experiences across their life history have contributed to their authentic leadership development within the emerging market context.

To this end, the first research question found that trigger events were both positive and negative in nature and leaders extracted learnings from both types of events through mindfulness and reflection. The fact that mindfulness and reflection on trigger events is used to extract the learnings from these events appears to be an addition to literature as these mechanisms have seem not to have been linked to authentic leadership development through trigger events prior to this current study. Furthermore, it was found that the trigger events could be categorized according to the aspect of the leader's life to which they pertained. These three categories were found to be personal relationships, adolescent education and career. In terms of chronology, personal relationship trigger events are experienced first, from very early in life and continue throughout. These were then followed by trigger events from the context of adolescent education and career trigger events respectively. These aspects also appear to represent an addition to literature as "trigger events" are described as a single construct within literature and have do not seem to have been categorized into the respective aspects as was found in this current study. The trigger events which arose from the study do not appear to be unique to emerging markets.

The paths followed for leadership development were found to be clustered around three themes. The first was development of authentic leadership though a strong support structure which is comprised of positive personal and professional relationships which provided guidance, belief and a realization of potential for the leaders. This path of development arises early on in life and continues throughout, similar to the personal relationship trigger events mentioned above. The second theme is authentic leadership development through early exposure to activities such as sport and scouts as well as school leadership roles such as being a prefect or head boy or girl. This path of leadership development arises during the period when the activities are taken up and the leader is old enough to absorb the life skills which the activities provide. Thus, this path arises during late childhood and the beginning of adolescence. These two paths appear to represent additions to literature as they seem to have not been described before within the scope of authentic leadership development. The path of overcoming hardships is already described by Shamir et al. (2005) and appears to

occur early in life as the context of poverty and discrimination is present from the beginning of a leader's life. Similarly to the trigger events, the authentic leadership development paths do not appear to be unique to the emerging markets.

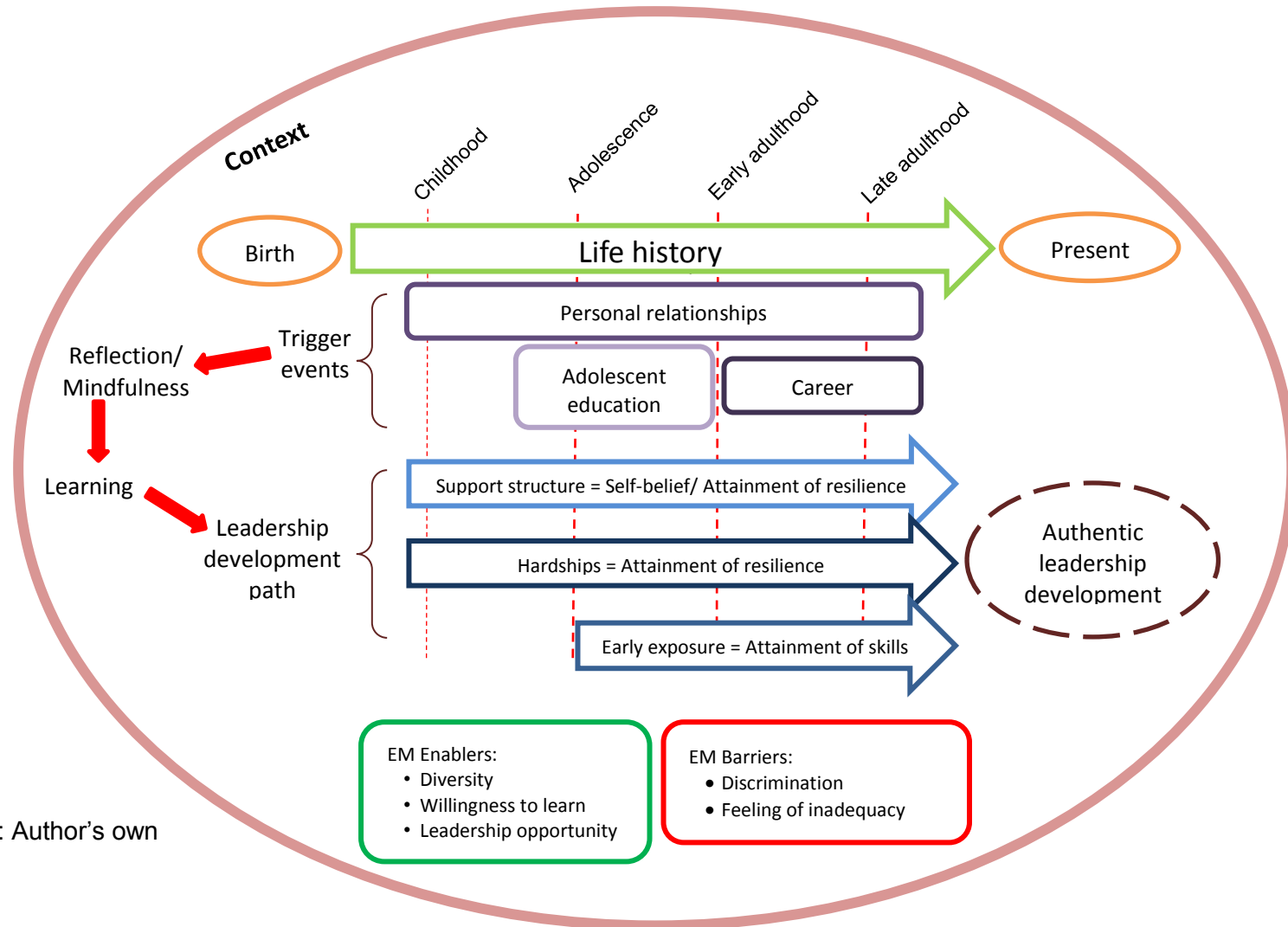
Finally, the emerging markets context is seen to contain enablers and barriers to authentic leadership development. Enablers are described as exposure to diversity, willingness to learn and leadership opportunity. Barriers were described as discrimination (due to diversity) and a lack of belief in abilities within emerging markets. Whilst these factors are present within the emerging markets, they are not unique to the emerging markets as such factors are present in developed markets as well. The prevalence of these factors within emerging markets appears to be higher than in developed markets which may be reason that they were cited as they affect more people in the emerging markets overall than in developed markets.

All the findings mentioned above have been integrated into a single graphical representation, Figure 7.1 below.

The figure displays that the life-history of a leader is the time between birth and the present and can be divided into four developmental stages, namely childhood, adolescence, early adulthood and late adulthood. The trigger events are listed according to the three categories which arose from the study, namely personal relationships, adolescent education and career trigger events. Personal relationship trigger events appear early in life and continue to arise throughout a leader's life. Adolescent education trigger events appear after childhood and last for the adolescent period only. Career trigger events appear in adulthood when a leader entered the working environment and continue to appear throughout adulthood.

These trigger events are antecedents to authentic leadership (Gardner et al., 2005) which leaders reflect on in order to extract the learnings therefrom and develop their self-knowledge (Peus et al., 2012) in order to inform their authentic leadership development path. Paths arise during different stages of life. Authentic leadership development through the presence of a strong support structure and overcoming hardships is present from early in life as these factors are present from early on in a leader's life. The path of authentic leadership through early exposure arises during adolescence as that is the time when leaders began participating in activities such as sport and school leadership. These paths all lead to authentic leadership development and the entire process occurs within the context of emerging markets which present a set of enablers and barriers to authentic leadership development.

Figure 7.1: A model of authentic leadership development within emerging markets.



Source: Author's own

7.2. Implications for management

The practical implications arising from this study can be separated across three stakeholder groups, namely business, teams and employees.

7.2.1. Business

Salicru, Wassenaar, Suerz, & Spittle (2016) describe a number of best practices regarding leadership development best practices for business. Two of these best practices can be applied to fostering authentic leadership development in the workplace.

The practice of sourcing the correct candidates for roles is paramount to building a corporate culture where authentic leadership can be appreciated and recognized by followers and thereby foster authentic followership from employees. Practical manners of achieving this are by asking questions relating to authentic leadership during recruitment and selection processes. Topics which could be covered are asking an incumbent about their life-history and what they consider as formative experiences. The life-history itself is not the indication of authentic leadership presence within the incumbent, but rather the extent that they have reflected on experiences to gain the learnings from them. The level of self-awareness and self-consistency from the way that the incumbent handled the trigger events that they were exposed to should be gauged in order to provide a broad indication of the presence of authentic leadership.

The second practice encompasses two concepts described by Salicru et al. (2016), namely peer coaching and reflection. As reflection has been shown to be an effective mechanism to extract the lessons from experiences (Boud et al., 2013), this process can be enhanced by pairing it with peer coaching, which has been shown to be an effective tool in leadership development (Goldman, Wesner, & Karnchanomai, 2013). The effect of merging these two concepts will serve to encourage the practice of reflection, thereby improving self-awareness and self-knowledge, as well as allowing employees to enhance their support structure through their peer coaches bearing in mind that the presence of a support structure was shown in the current study to enhance authentic leadership development throughout the life-span.

Multinational businesses should also appreciate the value that emerging markets bring in terms of insights, diversity and creative thinking. As many leaders in the current study cited the feeling of inadequacy within emerging markets compared to developed markets, business needs to take an active role in reinforcing the self-belief in the value that

employees from emerging markets bring. This will enhance authentic leadership development as the self-belief instilled from the support structure was shown to facilitate authentic leadership development in the current study and if the business serves as a similar source of confidence and belief, it will produce a similar positive result as the support structure does.

7.2.2. Teams

Participation in sport was shown to have a positive effect on authentic leadership development. Teams within a business should participate as a group in goal-based sporting activities together, where applicable. The key to extracting the learnings from the sporting activities is to reflect on the learnings as a group. This will allow the development of pillars of authentic leadership such as self-awareness (through reflection), balanced processing (by objectively analyzing the game and the team in order to achieve the result), relational transparency (by displaying one's "true self" during pressure situations during games) and internalized moral perspective (evidenced by the manner that teammates are treated and morals, principles and values displayed during sporting activities) which are all pillars of authentic leadership (Walumbwa et al., 2008).

7.2.3. Employees

Employees should be encouraged to reflect on their own experiences, particularly any hardships or adversity that they have experienced through their lives. King, Newman, & Luthans (2016) state that it is becoming increasingly important for resilience to be present within organizations due to the uncertain and volatile environment. If individual employees who have experienced hardships and adversity realize that they have attained resilience, they will be better equipped to apply the principles of resilience to the professional aspects of their lives and assist others who have not experienced adversity on how to engage with adversity, reflect and attain resilience. If they are made aware of this need they will also be able to act as a promotive factor to other employees in the workplace during times of hardship.

7.3. Limitations of the research

As the researcher was framing questions around leadership development and the leader's life history during the interview, it may have caused the leader to automatically frame responses in manner that contextualizes leadership development with their life history as a

lens. This represents response bias as it is an instance that a respondent answers in a manner that favors answering a manner that agrees with the frame of the question (Zikmund, 2003).

Interview bias may also have been present as the researcher was positioning the topic of leadership development through the lens of the leader's life history. Interview bias is present when the presence of the interviewer influences the nature of the responses from the leader being interviewed (Saunders & Lewis, 2012).

A limitation of the study is the amount of time that is spent with the leaders. As each interview was scheduled for 90 minutes and only one interaction was had with each leader, it created a time constraint which could have possibly restricted the depth of the responses attained. Seidman (2006) states that in order to gain the depth of responses from a study pertaining to the meaning of certain life experiences, three separate interviews should be conducted in order to contextualize the responses. Furthermore, the study required in-depth personal information which participants may not have fully offered upon a first meeting with a researcher who is essentially a stranger at that point in time, this limitation is further substantiated by the assertion of Seidman (2006) regarding the three interview system to generate in-depth findings.

As participants in the study will be selected through convenience sampling, the findings of the study are not representative of all leaders as described in the population. Furthermore, all leaders were representative of South Africa in terms of emerging market insights. The insights are therefore biased towards South Africa as a reference point when describing the emerging markets as a whole.

A further limitation is that 90% of the sample is South African and referenced South Africa as the emerging market which they described. Whilst the study aims to conceptualize emerging markets as the context, the bias towards describing South Africa as a context may have narrowed the focus of emerging markets to a predominantly South African description.

Only one of the participants had experienced all five developmental stages (Table 4.1). The rest of the sample was not old enough to have experienced all 5 stages of development. This may have influenced the insights of adulthood development as 90% of the sample had not experienced the final stage of adulthood development.

7.4. Future research

There is scope for research on how personal trigger events affect the development of

leadership in the workplace. Examples of personal trigger events are having children, marriage and deaths in the family. The implications of how these events translate into leadership lessons within the workplace would be a great insight for business, as well as provide business with potential support mechanism which extracts the leadership lessons and serves as a coping mechanism for the individual employee at the same time.

A subtle theme which arose from the research is that of religion being present in a leader's life. It would be interesting to investigate the links between religious learnings and their applicability in the workplace. Furthermore, the study should investigate if there are any ethical issues which are dealt with differently between the workplace and the religious platform, thereby allowing an investigation into relational transparency which is a pillar of authentic leadership.

Another theme which should be investigated is whether a stronger maternal or paternal presence during a leader's upbringing affects their leadership development. Furthermore, whether a stay-at-home-mum moulds a female leader's perceptions of formal female leadership roles in the workplace and what is required on the parts of the mothers and daughters to challenge the concept of corporate female leadership in these households.

It would also be valuable to understand which mechanism of learning is more powerful to extract the lessons from life-histories and trigger events, reflection or mindfulness. The current study could not quantify the different impacts of reflection and mindfulness on the level of learning from the trigger events and life-histories.

An understanding of the nature of learning within emerging markets would provide insights into whether the emerging markets do, in fact, feel a sense of inadequacy when comparing themselves to the developed markets and the underlying factors which inform this view.

7.5. Concluding statement

At the beginning of this study, three questions were asked which served to enhance the understanding of authentic leadership development within the emerging markets context. These were

- To understand the nature of the trigger events which leaders experience during authentic leadership development across the life-span.
- To understand the nature of authentic leadership development across the life-span.
- And lastly, to understand the unique enablers and barriers that emerging markets

exert on authentic leadership development.

The research found that both negative and positive trigger events across different aspects of a leader's life are perceived to be formative in terms of authentic leadership development and the sense-making of these events are based on the extraction of learnings through reflection and mindfulness. An individual may follow different authentic leadership development paths throughout their life-span and still become an authentic leader within the emerging markets. And finally, even though the emerging markets are described as having specific barriers and enablers to authentic leadership development, these are not unique to emerging markets. These barriers and enablers appear to be more prevalent in the emerging market context as rather than unique.

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9. APPENDIX A: LIST OF ADVANCED ECONOMIES

Australia	Latvia
Austria	Lithuania
Belgium	Luxembourg
Canada	Malta
Cyprus	Netherlands
Czech Republic	New Zealand
Denmark	Norway
Estonia	Portugal
Finland	San Marino
France	Singapore
Germany	Slovak Republic
Greece	Slovenia
Iceland	Spain
Ireland	Sweden
Israel	Switzerland
Italy	Taiwan Province of China
Japan	United Kingdom
Korea	United States

Source: United Nations Development Programme (2015)

10. APPENDIX B: LIST OF EMERGING MARKET AND DEVELOPING ECONOMIES

Afghanistan	Bolivia	Comoros	FYR Macedonia	Iraq	Malawi	Namibia	Romania	St. Lucia	Tunisia
Albania	Bosnia and Herzegovina	Costa Rica	Gabon	Jamaica	Malaysia	Nepal	Russia	St. Vincent and the Grenadines	Turkey
Algeria	Botswana	Côte d'Ivoire	Georgia	Jordan	Maldives	Nicaragua	Rwanda	Sudan	Turkmenistan
Angola	Brazil	Croatia	Ghana	Kazakhstan	Mali	Niger	Samoa	Suriname	Tuvalu
Antigua and Barbuda	Brunei Darussalam	Democratic Republic of the Congo	Grenada	Kenya	Marshall Islands	Nigeria	São Tomé and Príncipe	Swaziland	Uganda
Argentina	Bulgaria	Djibouti	Guatemala	Kiribati	Mauritania	Oman	Saudi Arabia	Syria	Ukraine
Armenia	Burkina Faso	Dominica	Guinea	Kosovo	Mauritius	Pakistan	Senegal	Tajikistan	United Arab Emirates
Azerbaijan	Cabo Verde	Dominican Republic	Guinea-Bissau	Kuwait	Mexico	Palau	Serbia	Tanzania	Uruguay
Bahrain	Cambodia	Ecuador	Guyana	Kyrgyz Republic	Micronesia	Panama	Seychelles	Thailand	Uzbekistan
Bangladesh	Cameroon	Egypt	Haiti	Lao P.D.R.	Moldova	Papua New Guinea	Sierra Leone	The Bahamas	Vanuatu
Barbados	Central African Republic	El Salvador	Honduras	Lebanon	Mongolia	Paraguay	Solomon Islands	The Gambia	Venezuela
Belarus	Chad	Equatorial Guinea	Hungary	Lesotho	Montenegro	Peru	South Africa	Timor-Leste	Vietnam
Belize	Chile	Eritrea	India	Liberia	Morocco	Philippines	South Sudan	Togo	Yemen
Benin	China	Ethiopia	Indonesia	Libya	Mozambique	Poland	Sri Lanka	Tonga	Zambia
Bhutan	Colombia	Fiji	Iran	Madagascar	Myanmar	Qatar	St. Kitts and Nevis	Trinidad and Tobago	Zimbabwe

Source: United Nations Development Programme (2015)

11. APPENDIX C: PRE-INTERVIEW CONSENT FORM



59 XXXX Road

Valhalla

Pretoria

0185

yyyy/mm/dd

Dear XXXX,

I am currently completing my MBA through the University of Pretoria's Gordon Institute of Business Science (GIBS). As part of my studies, I am conducting research entitled "The value of a leader's past – A life-span view of authentic leadership development in emerging markets".

The aim of the research is to understand the life history of leaders who have experienced a significant portion of their lives in an emerging market and how, if at all, these experiences contributed to their authentic leadership development.

I humbly request the opportunity to interview you regarding this topic and subsequently be able to use the data gathered from our interview for the completion of my thesis.

Our interview is expected to last 90 minutes and will help me understand your personal leadership journey across your life history. **Your participation is voluntary and you can withdraw at any time without penalty.** In line with standard ethical practice, all data will be kept confidential and will be aggregated for the subsequent data analysis, thus ensuring confidentiality of the data shared during the interview.

We ask your permission to record your name, company and position as part of the research with the assurance that no link between these details and specific data findings will be discussed at an individual level. All analyses will be conducted at an aggregated level from all interviews conducted.

Should you be interested, a copy of the interview transcript and final research report can be made available to you. In the instance that this research is used in the future, it will be for academic purposes only. If you have any concerns or reservations, please do not hesitate to contact me or my supervisor, Manoj Chiba, through our details listed below.

I will greatly appreciate the opportunity to hear about your authentic leadership development journey.

	RESEACHER	SUPERVISOR
NAME	Divesh Munoo	Manoj Chiba
EMAIL	diveshmunoo@yahoo.com	chibam@gibs.co.za
PHONE	+27 82 XXX XXXX	+27 82 XXX XXXX

SIGNATURE OF PARTICPANT _____

DATE _____

SIGNATURE OF RESEARCHER _____

DATE _____

12. APPENDIX D: AUTHENTIC LEADERSHIP SELF-ASSESSMENT QUESTIONNAIRE (ALQ)

Instructions: This questionnaire contains items about different dimensions of authentic leadership. There are no right or wrong responses, so please answer honestly. Use the following scale when responding to each statement by writing the number from the scale below that you feel most accurately characterizes your response to the statement.

Key: 1 = Strongly disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly agree

1.	I can list my three greatest weaknesses.	1	2	3	4	5
2.	My actions reflect my core values.	1	2	3	4	5
3.	I seek others' opinions before making up my own mind.	1	2	3	4	5
4.	I openly share my feelings with others.	1	2	3	4	5
5.	I can list my three greatest strengths.	1	2	3	4	5
6.	I do <i>not</i> allow group pressure to control me.	1	2	3	4	5
7.	I listen closely to the ideas of those who disagree with me.	1	2	3	4	5
8.	I let others know who I truly am as a person.	1	2	3	4	5
9.	I seek feedback as a way of understanding who I really am as a person.	1	2	3	4	5
10.	Other people know where I stand on controversial issues.	1	2	3	4	5
11.	I do not emphasize my own point of view at the expense of others.	1	2	3	4	5
12.	I rarely present a "false" front to others.	1	2	3	4	5
13.	I accept the feelings I have about myself.	1	2	3	4	5
14.	My morals guide what I do as a leader.	1	2	3	4	5
15.	I listen very carefully to the ideas of others before making decisions.	1	2	3	4	5
16.	I admit my mistakes to others.	1	2	3	4	5

Scoring

1. Sum the responses on items 1, 5, 9, and 13 (self-awareness).
2. Sum the responses on items 2, 6, 10, and 14 (internalized moral perspective).
3. Sum the responses on items 3, 7, 11, and 15 (balanced processing).
4. Sum the responses on items 4, 8, 12, and 16 (relational transparency).

Total Scores

Self-Awareness: _____

Internalized Moral Perspective: _____

Balanced Processing: _____

Relational Transparency: _____

Scoring Interpretation

This self-assessment questionnaire is designed to measure your authentic leadership by assessing four components of the process: self-awareness, internalized moral perspective, balanced processing, and relational transparency. By comparing your scores on each of these components, you can determine which are your stronger and which are your weaker components in each category. You can interpret your authentic leadership scores using the following guideline: high = 16–20 and low = 15 and below. Scores in the upper range indicate stronger authentic leadership, whereas scores in the lower range indicate weaker authentic leadership.

13. APPENDIX E: DEMOGRAPHIC INFORMATION CAPTURE SHEET

Instructions: Please complete the demographic information required below.

Name	
Age	
Gender	
Race	
Nationality	
Highest education qualification	
Current position	
Length of time in current position	

14. APPENDIX F: INTERVIEW GUIDE

1) Introduction (5 minutes)

This study is in the area of leadership development over a leader's life span. The intent is to gather insights on what the significant life events are which shape leaders throughout their life histories and whether these events are unique to emerging markets.

The purpose of the interview is to have an informal conversation which allows the researcher a glimpse into the life history of the leader and the critical factors which they have been exposed to that have shaped their leadership development.

The title of the research project is: **“The Value of a Leader's Past – A life-span view of authentic leadership development in emerging markets”**

The interview will be conducted in a semi-structured manner in order to facilitate discussion. Key areas of the topic, as opposed to prescriptive questions, will be discussed in order for the essence of life story of the leader to be distilled by the researcher.

2) ALQ completion (5 minutes)

3) Demographic information (5 minutes)

4) Research questions

4.1) Please take me on the journey of your life history, beginning with early childhood, through adolescence and into adulthood. (30 minutes)

Discussion topics for this question:

- Childhood experiences
- Adolescent experiences
- Early adulthood experiences
- Middle – late adulthood experiences

4.2) Can you share the three most significant life events, or significant periods in your life, that you have experienced in your life thus far? (10 minutes)

4.3) Do you feel that the significant events or periods that you have mentioned have shaped your leadership development? If so, how? (10 minutes)

4.4) What enablers and barriers to leadership development did you experience that you feel are unique to emerging markets? (10 minutes)

4.4) Do you have any closing remarks regarding your personal leadership development? (5 minutes)

***10 minutes kept as buffer**

15. APPENDIX G: ADDITIONAL QUOTATIONS FROM INTERVIEWS

15.1. Nature of trigger events

15.1.1. Career events

Positive

*“...it was a lot of **people here**. The people that I have worked with here are **genuine** people, they are people that will take the time to **develop** you and grow you [...] that’s what these people have taught me, as a bunch, is that I’m **worthy**, that I’m not stupid, I’ve got [a brain], I can do something and I’ve got **potential...**”*

P1 (emphasis added)

Negative

In some instances, the resulting action from a leader was not to resign, but rather the event acted as an indicator of unfairness and prompted the leader to consider an alternative rather than remaining employed by their company. P8 describes a situation where an unfair incentive practice was experienced and actually caused him to make the decision to venture out on his own.

*“...as a management team we were given **shares**, quasi shares, in [company XXX] and two years later it was **taken away**. So, they gave us a cash lump sum and said ‘OK, this structure is not working, here’s some cash, **we taking the shares back**, that’s it!’ Now that was a very poor management decision from their perspective and actually was the **trigger** for me to start looking at **doing my own thing...**”*

P8 (emphasis added)

Another participant, P9, described how an injustice regarding being rejected for a promotion, despite being the successful candidate, shaped him in terms of how he approached

situations going forward.

*“...one event is the story about the job of a **principal** [...] I knew that, because **I was told by people** that were there, that in fact I had **won** the interview [...] some people were saying to me ‘you can **challenge** this thing [the decision] and you will win’, and I said ‘**No! I am not going to challenge it**’ and for me that almost set for me the **kind of a person** that I was **going to be** – that **there are things that are for you and there are things that are not for you...**”*

P9 (emphasis added)

15.1.2. Personal relationship trigger events

Positive

Some participants described becoming a parent as a formative life event. The adjustment and sudden maturity which was expected caused the leader to adapt quickly in order to take responsibility, as P6 describes below.

*“...one would definitely be the **birth** of my oldest **son** and just the influence that that **adjustment** that I had to make has had on me, not just in leadership but just in terms of ‘You better **grow up** now, in many aspects!’...”*

P6 (emphasis added)

P6 describes a situation where there was an expectation to rise to the occasion and take responsibility for his child.

Negative

P4 goes on further to state that she entered a second marriage after the divorce and

experienced another dysfunctional personal relationship.

*“...went very quickly into a **second marriage**, for all the wrong reasons. This [person] was **physically abusive**, so I left that marriage very quickly, and then I thought ‘you know what, **I don’t need anyone** in my life to be who I want to be’...”*

15.1.3. Adolescent education trigger events

Positive

The political sentiment is further substantiated by P5.

*“...whether I led the **school committee** or the **SRC**, I was really a political animal throughout my whole life...”*

P5 (emphasis added)

Negative

P9 describes a similar situation to P7 of financial obligations restricting him from accepting opportunities of further education abroad. He had to sacrifice these opportunities in order to maintain an income to support family members at home.

*“...I had received about three **scholarships**, all of them were due to be taken in September because it was all **UK universities for Masters** [...] coming from the background I come from, I then had to decide to say ‘Ok, I can take the scholarships, but I **can’t guarantee** that when I come back I’ll have a **job**’. Now what happens to **others** who come before me at home? [...] there were a lot of other **relatives** that stayed with us, our cousins, brothers, and so one had a **responsibility** to take care of them [...] and I said ‘**I am not going to take this scholarship**’...”*

P9 (emphasis added)

P9 describes a similar situation to P7 with both having to sacrifice their academic careers in order to support their families financially.

15.2. Nature of leadership development

15.2.1. Support structure

Family

P4 describes how her family environment shaped how she treats people as an adult as well as how it instilled certain principles in her.

*“...the **security** of a **family life** and that **caring**, and that **loving** and **nurturing** environment grew us up to be caring, loving and nurturing; and I think one of the most important things for me is that people know that **I care about them...**”*

P4 (emphasis added)

P2 also mentions the importance of a secure family environment, but rather focuses on the benefit from a developmental perspective. He states that the confidence that a child experiences from a stable home environment contributes to how they approach life.

*“...with your **mum** being at **home**, I think those things contribute to a **secure environment** also a person’s **confidence** in terms of how you **develop** and your confidence in life...”*

P2 (emphasis added)

Stay-at-home-mum

P1 explains that her mother explicitly stated to her that she should be independent and that she needed to work.

*“...I grew up in a home where my **dad worked** and my **mum didn’t** [...] but*

*my mum always said to me ‘you should be **independent**. You can get married and you can have children, but you need to **work** and you need to be **independent**’...*

P1 (emphasis added)

The statement made by P1 demonstrates the intentions of the parents of the participants to encourage their children to achieve whatever they wanted to.

Hard work

P7 supports P10’s experiences by describing the hard work and discipline which was expected in the home. Additionally, a sense of togetherness and unity was also described when P7 spoke about this time in her life.

*“...[we were] taught **hard work**, being **disciplined** to our chores, **respect** [...] and a **sense of community**, a **sense of family**, a **sense of bonds**...”*

P7 (emphasis added)

P6 was given responsibilities from a young age. He was responsible for assisting his mother with charitable work during his school holidays. Holidays are meant to be a time of play and relaxation for a young child, but he kept to his responsibilities and assisted his mother.

*“...during the **school holidays**, I used to be their **hopper** [...] you sit at the back of the van you prepare the plates [...] I was probably **7 or 8** when I started doing that. Virtually all my holidays, I’ll be involved with that for about a week of the holidays...”*

P6 (emphasis added)

Professional relationships

The impact of mentors is also felt by the advice that they would provide to participants. P8 describes how he wanted to study his MBA but his two mentors at work advised him not to embark on it at that age. He goes on to state that that was some of the best advice he had received.

*“...the **two guys** that I **reported to** were fantastic [...] these guys had a **massive impact** on me because they were **proper leaders, bright guys, easy to get on with** [...] I then said to them ‘I want to do my MBA’ [...] they said to me [...] ‘do not do it before you [are] 30’ [...] that was the **best advice** anyone had ever given me...”*

P8 (emphasis added)

15.2.2. Early exposure

Sport

*“...I have been **dancing** for my **whole life**, basically from the time I was three or four...”*

P1 (emphasis added)

P10 remained involved in sport even after his playing career and took up a coaching role with his local rugby team.

*“...I was the **coach** of the local rugby team...”*

P10 (emphasis added)

P10 described a similar set of circumstances where a perceived injustice was stood up against.

*“...I got involved in [the local] **rugby structures**, became the **secretary**, looked at the integration. At that point we had two rugby clubs, one that [played] against the **white people** and one that only [played] against **coloured people...**”*

P10 (emphasis added)

Scouting

P3 describes learning certain life skills during his time as a scout. P10 was introduced to scouting by his friends and was keen to take up the activity.

*“...I was in the scouts, did my **Duke of Edinburgh** which is hiking, training as a fireman and first aid...”*

P3 (emphasis added)

School leadership

*“...I [became] **head girl...**”*

P4 (emphasis added)

15.2.3. Hardships

Discrimination

Another participant, P10, reflected on the forced removals that they experienced when he was very young. Trucks arrived and literally removed them and placed them in Eersterus, without any notice or forewarning. His father did not even know where his family was when

he arrived home from work, he had to search for them.

*“...the **trucks** came and they just **took people**. And my father used to tell the story that he got back from work and we were **gone**, literally, he had to find a taxi and go to **Eersterus** and actually go and **find where we lived** [...] The **respect of people [was] taken away** during that process when they **forcibly removed** people into Eersterus...”*

P10 (emphasis added)

P10 adds that the process did more than just relocate people, it stripped people of their respect and dignity.

P5 made a specific mention during the interview about his political inclinations. He ensured that he enhanced his knowledge on the leaders of the time and actually bunked his engineering classes to attend philosophy classes to debate with other students.

*“...throughout my high school and varsity life, I was really a **political animal** [...] I really studied the likes of Mandela, [...] Steven Biko, Martin Luther King, Mahathma Ghandi, I really studied the **leaders** of that time. And hence I used to also attend **philosophy classes**...”*

P5 (emphasis added)

Financial

*“...we **struggled**, we struggled our butts off **financially**...”*

P6 (emphasis added)

Focus on education

P9 had a different experience, appearing to have an internal drive towards education. He describes a situation where he could have bunked school if he wanted to, but chose to attend classes despite his classmates choosing to bunk the classes.

*“...you **decided** whether you want to wake up and go to school or not. Others would not go, I would wake up and leave others sleeping there, and **I would go to school** [...] I know I am **trapped in a [poor] environment**. I want to **escape** this, and the only way to escape it is to go to **school**, and honestly, I **did my best**...”*

P9 (emphasis added)

15.3. Enablers and barriers in emerging markets

15.3.1. Enablers

Diversity

P5 stated that the emerging markets genuinely value diversity. He explains that people are judged according to their contribution and not based on their demographic.

*“...we really **truly value diversity**, we don’t see race in a board room, we see **talented people** across the room, we see **genius** across the room...”*

P5 (emphasis added)

P6 substantiates that diversity comes in many forms in the emerging markets. He spoke about socioeconomic diversity as well as race. He also states that these differences existing is not in itself the enabler, but rather a leader being willing to learn about the differences and appreciating them being what fosters authentic leadership development.

*“...one of the **enablers** is definitely our **diversity**. From a **socioeconomic** perspective, from a **race** perspective, there’s just so many differences that we have that allows a leader to be able to, if they are willing, to **dig deep** firstly but to also **learn as you lead**...”*

P6 (emphasis added)

*“...the **diversity** has allowed us, or allowed South Africans, to **bridge** into multiple cultures very easily...”*

P6 (emphasis added)

Willingness to learn

P7 supports P5's assertion regarding a willingness to learn, but furthermore states that it is due to the emerging markets wanting to become better through learning.

*"...the inherent **willingness to receive, and learn, and develop, and grow, and want to be better**, those are the context of enablers from these markets..."*

P7 (emphasis added)

15.3.2. Barriers

Diversity

P8 explains that it is difficult to always navigate the differences between cultures and be mindful of what is acceptable in one culture and, at the same time, can be deemed completely unacceptable in another culture.

*"...what comes **naturally** to me in a **white culture**, is unbelievably **unnatural** in a **black, Indian or Muslim culture** and vice-versa. And because of those diversities, it's difficult to **understand the culture**, to understand what makes the individual tick, because often individuals are also different within different cultures..."*

P8 (emphasis added)

Feeling of inadequacy

P5 cites a specific example of emerging markets not understanding what it has to offer by describing the situation of storytelling. He explains that the emerging market story is rich and full of learnings, yet the emerging markets chose not to tell it.

“...people need to tell the **African story**, or the **emerging markets story**...”

P5 (emphasis added)