An Integrated and Dynamic Leadership Framework: A Perceptual Map of the Interaction Among the Leader, Followers, Outcomes, and Context

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ABSTRACT

The study of leadership in graduate business programs has been a critical part of a management curriculum that helps students better understand the strategic role of leaders in business organizations. In this research, a sample of Master in Business Administration and Master in Development Management students in the Philippines were asked to complete a 35-item questionnaire about their perception of a leadership framework that includes the factors of the leader, the followers, the outcomes desired, and the context of the leadership process. The framework attempts to capture an integrated and dynamic interaction of the four aspects of the leadership process. The results show that there is a statistically significant difference in perception of the role of each of the leadership process factors across the Asian graduate students. There appears to be support for the proposed integrated and dynamic leadership process framework.

Keywords: leadership, leadership framework, leaders, followers

1. INTRODUCTION

Past studies in leadership have expanded in recent years with various theoretical, empirical and policy-centered contributions from a range of disciplines including business, organization studies, management, education, and the social sciences. As a broad field of research, the understanding of leadership in different contexts, whether formal or informal settings, within the public and private sphere as well as for profit and not for profit realms, is complex and complicated.

Shaped by the current and more grounded empirical findings and research approaches, recent contributions have ventured toward understanding and developing various frameworks of leadership that present the multiplicity of factors involved in the process of leadership. Diverse contributions on different leadership frameworks have been introduced by Searle and Barbuto (2013).

Alongside these frameworks, a grounded, relational and socially constructed leadership framework has been proposed by Gavino and Portugal (2013). The framework summarizes dimensions of the leadership process consisting of the four Ps, namely person, participant, performance, and perspective. The framework is a tool that could

help students and practitioners introspect and analyze events related to a leadership process. Development of a comprehensive model of leadership requires depiction of these dimensions, highlighting the interrelationship of the leader, the followers, the performance outcomes, and the context of these interrelationships. Drawing from earlier literature, the authors explain that leadership is constructed through interaction, as "followers exist because of leaders and leaders exist because of followers" (Hogg, 2001:185). In the interaction, leaders elicit follower behaviors and depend on the cooperation of the followers, just as followers depend on the leader. Leaders and followers are closely intertwined and embedded in a common social system.

The paper is organized starting with a literature review, followed by the description of the proposed four P's framework of leadership. Then, the research method is explained, the results are presented, and conclusions and recommendations for future research are proposed.

2. LITERATURE REVIEW

Leadership, as a construct, is complex and has diverse definitions (Allio, 2013; Schedlitzki, and Edwards, 2014; Brigid, Ford and Taylor, 2015; Hickman, 2015; Northouse, 2015). Initially, leadership theories focused on the individual traits and characteristics of leaders. Recently, however, there has been a move towards viewing the connection of leadership with output and outcome, relationship with followers/subordinates, as well as synthesis of all these factors. Literature conveys that leadership may be construed as: (1) group processes; (2) set of personality characteristics; (3) act of inducing compliance; (4) exercise of influence; (5) act or behavior; (6) form of persuasion; (7) power relation; and (8) effect of interaction (Barrow, 1977; Stogdill, 1974; Yukl, 2012; Northhouse, 2015).

Early theories, such as the Great Man Theory and Trait Theory, were based on the notion that "leaders are born and not made". These approaches to understanding leadership intend to discover the leaders' latent extraordinary abilities. A drawback of such theories is the failure in predicting "leadership achievement or what distinguished a leader from a non-leader" (Dawson and Andriopoulus, 2014: 294). It was a challenge to differentiate successful leaders possessing certain traits or characteristics from leaders who did not possess them.

Behavioral theories of leadership followed the trait theories line of research. Behaviorists emphasize leaders' actions as indicators of success and contend that the definition of leadership roles, perceptions of leaders, and contextual factors contribute to leadership expectations and behaviors (Dawson and Andriopoulus, 2014; Northhouse, 2014; Rickards, 2015). The emphasis is that leadership can be learned, and people can be trained to be effective leaders. Dawson and Andriopoulus (2014: 295) point out that "this lead authors and researchers in the area to begin identifying patterns of behavior (labelled as 'leadership styles') that enabled effective leadership". Contingency theories, also considered as a part of behavioral theories of leadership, emphasize that "there is no single best way to lead an organization because leading well involves the capacity to adjust one's methods and skills to contingent requirements of

the situation and the follower" (Borromeo, 2014: 165). Thus, there is no one best way to lead.

Transactional theories of leadership focus on the exchanges among different actors as well as managing specific contexts. Other contemporary theories have been developed in light of varied organizational contexts. Borromeo (2014) classifies theories and models into "prescriptive leadership theories" and "descriptive leadership theories". On one hand, prescriptive leadership theories "show how to develop leadership qualities from within, the nature of and how to handle follower relationships… elements that have bearing on the leadership styles one may develop consciously or unconsciously" (Borromeo, 2014: 163). On the other hand, descriptive leadership theories "show what leaders are and what they are not" (Borromeo, 2014: 161).

Consequently, leadership as a field of study has grown exponentially with newer theories evolving. Drawing on Yukl (2012), this paper builds on the conception that leadership is a social influence process. With this, leadership is viewed as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives" (Yukl, 2012: 7). Recently, Léautier (2014) introduced the complexity and risks of a globalized world that affect the dynamics of change surrounding leadership. The author argues that complexity and its implications for decision-making in this context require an introduction of leadership attuned to different dimensions at work. At the center of the above leadership theories is the motivation to examine different facets of leadership. What differentiates Gavino and Portugal's Leadership Framework is that it does not look at individual leadership process factors as separate and independent entities but synthesizes these dimensions based on their dynamic interaction. The next section discusses the Leadership Framework.

3. THE LEADERSHIP FRAMEWORK

Gavino and Portugal (2013: 42) elucidate that this framework is based on "the notion of leadership beyond the leader as a person to the performance demanded of leadership, the leader's relationship with all participants in the leadership process, and the environment or context the leader is in. With a broader view of the leadership factors comes the challenge of understanding the dynamic interplay between the factors in order to achieve an integrative, holistic view".

Figure 1 presents the conceptual rendering of the framework where the authors proposed a leadership framework that is called the "Four P's of Leadership." The four dimensions are as follows: (1) The Person: From Who to Why; (2) Participants in Leadership: From Followers to Partners; (3) Performance: Achieving the Desired Outcome; and, (4) Perspective: Context of Change. It must be noted that these dimensions are not stand-alone facets of leadership, but rather, have dynamic interaction with each other.
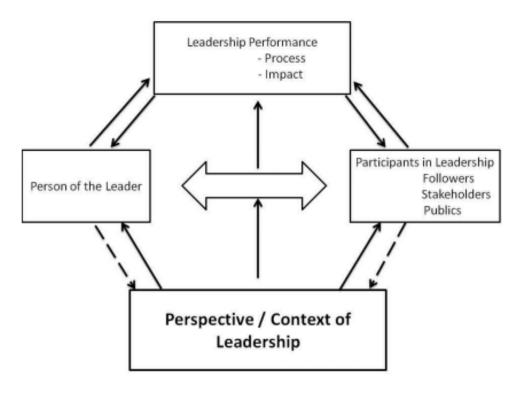
Figure 1: The Four Ps of Leadership

The Person: From Who to Why. This dimension focuses on the person or the leader. Kellerman (2012) points out that "becoming a leader" has become a mantra, and more often than not, this involves necessary qualities that make people leaders. Traits and qualities are oftentimes considered as essential to leadership. Extant literature conveys that leaders possess certain traits or qualities. There are necessary attributes, specific characteristics, and key aspects of individual distinctiveness, that make individuals more effective in leadership roles. In most instances, followers identify certain qualities or "ingredients" of leaders as they are considered a "network created personality" (Taselli et al., 2015).

Participants in Leadership: From Followers to Partners. This dimension depicts the realm of the relationship of the leader and the followers. Literature points out to leader-follower exchanges (Anand et al., 2011; Game, 2008; Mayseless, 2010; Uhl-Bien, 2006). DuBrin (2013b: 3) explains, "the ability to lead others effectively is a rare quality. It is rare at the highest levels in an organization because the complexity of such positions requires a vast range of leadership skills". Studies indicate that developing and maintaining good relationship with followers are important facets of leadership. Leadership is perceived as largely based on "web of people" more than other aspects of leadership (Kouzes and Posner, 2012; Talley and Tample, 2015). In fact, recent studies focus on leaders' influence in mobilizing people (Hu and Liden, 2011; Luciano et al., 2014; Teng-Calleja and Alafriz, 2014; Santos et al., 2015; Talley and Tample, 2015)

Performance: Achieving the Desired Outcome. This dimension delves into the effectiveness of the leader. In leadership theory, performance is sometimes linked with the leader's responsibility to achieve strategic outcomes as well as the leader's ability to

mobilize people towards the intended purpose (Cameron, 2011). The literature on effective leadership has largely included an element of responsibility (Doh and Stumph 2005; Yukl et al. 2002). Responsibility in this sense is synonymous with accountability and dependability (as in being accountable for performance and being dependable in achieving promised performance) (Bass and Bass 2008; Meindl and Ehrlich 1987; Cameron, 2011).

Perspective: Context of Change. This is the environment where the leader, the followers and the organization exist. These are elements and factors that enable and hamper an organization (Bazerman, 2014; Charan, 2007; Parry, 2003; Schein, 2010). Perspective implies different consideration and at the core of this is the understanding that followers and leaders' "attitudes, behaviors, and outcomes cannot be understood without considering the structuring of social contexts in which they are embedded, and social network structuring and change cannot be understood without considering the psychology of purposive individuals" (Taselli et al., 2015: 1380). Grint (2005: 1470-1471) explains that "leadership involves the social construction of the context that both legitimates a particular form of action and limits the alternatives available such that those involved begin to act differently. Or to put it another way, we might begin to consider not what the situation is, but how it is situated".

For a detailed discussion on the Four Ps of Leadership, please refer to Gavino and Portugal (2013).

4.   RESEARCH METHODOLOGY

Studies on leadership employ a wide range of research methods (Avolio et al., 2009; Bryman, 2014; Schedlitzki and Edwards, 2014; Easterby-Smith et al., 2015; Rickards, 2015).

This research builds on Gavino and Portugal's (2013) study which utilized the critical incident method. In this method, respondents were asked to introspectively recall critical events in their work environment that related to interaction among the leader, followers, outcomes, and context. The results showed a healthy array of incidents that were subsequently grouped using an independent clustering method. The research was qualitative in nature whereas this study is the logical next step in the research process that involves a more quantitative approach. The strength of this next step is highlighted in the literature (Avolio et al. (2009: 442). They conclude that "quantitative strategies for studying leadership have dominated the literature over the past 100 years". Thus, the combination of qualitative and quantitative approaches to research could present more robust research results.

In the current study, two cohorts of graduate students from the Master in Business Administration (MBA) and Master in Development Management (Management) of the Asian Institute of Management (AIM) in the Philippines were asked to participate in an online survey based on the framework. A total of seventy-five graduate students participated in the study. There was a diversity of gender, age, length of work experience, nature of work, and types of industries. Non-profit and for-profit organizations were represented.

To find support for Gavino and Portugal Leadership Framework, a 35-item questionnaire was developed for the study. Preliminary items were tested with practitioners to gain face validity. The items are in the areas of the four Ps proposed by the framework and the dynamic interaction among them. The questions were answered on a 5-point Likert–type scale (1=Always; 2=Frequently; 3=Sometimes; 4=Rarely; 5=Never). Research participants were requested to respond to the items twice (first as a self-rating and second as necessary attributes as leaders). The development of the instrument went through three iterations, including pilot-testing and apropos revisions prior to actual administration.

A multi-stage analysis was conducted to validate the proposed leadership framework. For the initial analysis, the 35 items for the leadership attributes were screened for missing data. Similar to most survey research experience, missing data were found in certain responses; this causes challenges as "improper treatments of missing data can lead to biased statistical inference" (Fichman and Cummings, 2003: 282). A multiple imputation method was used to handle missing data. In applied psychological measurement setting, Kadengye et al. (2013: 61) explain that "Multiple imputation has become a highly useful technique for handling missing values in many settings".

The second tier of analysis utilized a two-step approach. The first step used reliability analysis. As the instrument was dealing with two sets of ratings (Self-Rating and Necessary Attributes as Leaders), a paired sample t-test was utilized.

The typical respondent is male, Filipino, between 21 to 40 years old, and has had leadership experience. The results are presented in the next section.

5. RESULTS AND DISCUSSION

Several scholars have argued that conceptual progress in the leadership framework literature calls for identifying those conditions under which dimensions of leadership are more or less evident, applicable, and grounded on actual leadership practice.

The current research participants are leaders who are occupying leadership positions in their respective organizations. What is noteworthy is that the seventy-five respondents are diverse and are business leaders (those who are in Masters in Business Administration) and development leaders and practitioners (those who are in Masters in Development Management).

The 35 items had undergone two stages of analysis in order to further delve into the dimensions of the leadership framework.

Ratings of top factors. Table 1 presents the leadership ratings and the self-ratings of the leadership process factors:

Table 1. Leadership Attributes Rating Items Statistics Summary   (N=75)

Item	Leadership Rating		Self-Rating	
	Mean	SD	Mean	SD
1. Leadership implies professional competence.	1.82	.659	1.94	.656
2. Leadership encompasses steering the organization/project/team through any challenges	1.38	.604	1.81	.702
3. Leadership means taking responsibility to achieve results.	1.35	.598	1.69	.668
4. Leadership fosters collaboration to attain work/organizational outcome/s	1.46	.614	1.83	.818
5. Leadership is the capacity to hold people accountable for performance.	1.66	.713	2.09	.759
6. Leadership exudes self-mastery.	1.83	1.024	2.26	.935
7. Leadership involves creating the climate that would help their subordinates adjust to challenging situation.	1.54	.709	1.91	.807
8. Leadership includes the formulation of completely new ideas and concepts that create a potential opportunity, and uses innovative approaches to allow them to be realized.	1.94	.827	2.28	.787
9. Leadership involves helping others understand their role/s in the organization.	1.51	.732	1.85	.763
10. Leadership involves understanding different interests/agendas to achieve positive outcomes.	1.57	.749	1.91	.759
11. Leadership is characterized by charisma.	2.18	.882	2.52	.947
12. Leadership is the ability to create an environment where people can thrive.	1.71	.805	2.11	.945
13. Leadership capitalizes on diverse skills and ideas.	1.58	.705	1.81	.729
14. Leadership involves breaking down barriers that may get in the way of effective teamwork.	1.65	.694	1.93	.773
15. Leadership encompasses focusing resources without bias on priority areas and/or key customer groups.	1.83	.894	2.07	.843
16. Leadership shows power and high self-confidence.	1.85	.972	2.24	.867
17. Leadership promotes mindfulness of the context of any given condition/situation.	1.65	.759	2.00	.777
18. Leadership involves taking significant personal or professional risks to accomplish important goals.	1.78	.800	2.09	.759

19. Leadership encompasses delegating and creating opportunities that help others develop their potential.	1.45	.587	1.98	.812
20. Leadership is about being able to focus on what is important by ensuring that there is consistency and clarity in what the organization and its people require.	1.62	.700	1.96	.726
21. Leadership is being able to thrive in any environment/condition.	1.83	.782	2.19	.779
22. Leadership fosters flexibility in any given situation by introducing systems that ensure quick turnaround and encourage flexibility in others.	1.72	.801	2.17	.795
23. Leadership is about flexibility to achieve optimum level of outcomes.	1.82	.864	2.04	.800
24. Leadership is about flexibility to achieve optimum level of outcomes.	1.77	.862	2.04	.776
25. Leadership is being able to adapt appropriate behavior in interactions with others.	1.69	.865	2.09	.976
26. Leadership evokes the enjoyment of respect of subordinates/followers.	1.97	1.00	2.02	.835
27. Leadership is the capacity to effectively manage change.	1.37	.517	1.91	.734
28. Leadership involves the development of capabilities to meet performance expectations.	1.66	.815	2.15	.899
29. Leadership integrates understanding peoples' work needs and challenges.	1.58	.788	2.07	.866
30. Leadership involves providing a supportive environment by securing necessary resources and removing obstacles to effective working.	1.63	.762	1.91	.830
31. Leadership exudes integrity.	1.65	1.14	1.81	1.12
32. Leadership involves relating complex ideas, issues and situations to the wider context of the team/organization.	1.65	.648	1.93	.749
33. Leadership nurtures internal and external relationships.	1.46	.639	2.02	.789
34. Leadership provides strategic direction to the organization/project/team.	1.28	.516	1.70	.662
35. Leadership incorporates strategic decision making reflecting a broad understanding of contextual issues and different perspectives.	1.26	.477	1.69	.639

For the ratings of the leadership process factors, it appears that the top items in the questionnaire that received high leadership ratings are:

1. Leadership incorporates strategic decision making reflecting a broad understanding of contextual issues and different perspectives (Mean=1.26; SD=.477). Dynamic Interaction
2. Leadership provides strategic direction to the organization/project/team (Mean=1.28; SD=.516). Perspective
3. Leadership is the capacity to effectively manage change. (Mean=1.37; SD=.517). Participant
4. Leadership encompasses delegating and creating opportunities that help others develop their potential (Mean=1.45; SD=.587). Perspective
5. Leadership nurtures internal and external relationships (Mean=1.46; SD=.639). Participant

Results reveal that Item 35: "Leadership incorporates strategic decision making reflecting a broad understanding of contextual issues and different perspectives" (Mean=1.26; SD=.477) garnered the highest rating, indicating the relative significance of the dynamic interaction. It is also evident that other items fall under Perspective and Participant dimensions of the leadership process factors. This corresponds to literature that the context and the followers are important dimensions in leadership practice. Literature points out to leader-follower exchanges (Anand et al., 2011; Game, 2008; Mayseless, 2010; Uhl-Bien, 2006) as well as to the context of leadership (Bazerman, 2014; Charan, 2007; Parry, 2003; Schein, 2010).

For the self-rating of the leadership process factors, the top items in the questionnaire that received high ratings are the following:

1. Leadership means taking responsibility to achieve results (Mean=1.69; SD=.668). Performance
2. Leadership incorporates strategic decision making reflecting a broad understanding of contextual issues and different perspectives (Mean=1.69; SD=.639). Dynamic Interaction
3. Leadership provides strategic direction to the organization/project/team (Mean=1.70; SD=.662). Perspective
4. Leadership encompasses steering the organization/project/team through any challenges (Mean=1.81; SD=.702). Participant
5. Leadership exudes integrity (Mean=1.81; SD=1.12). Person
6. Leadership capitalizes on diverse skills and ideas (Mean=1.81; SD=.729). Person

Item 3: "Leadership means taking responsibility to achieve results" (Mean=1.69; SD=.668), was the highest rated item for this area; this suggests, that subject participants perceive that performance is an important aspect of leadership. The leader has to see through the different tasks to decide on the outcome that matters, whether in commercial or social contexts. With self-rating, a majority of the aforementioned items fall under the Person dimension of the leadership process factors. As leaders on their own right, the subject participants believe that certain traits and qualities are present in their own leadership (Kellerman, 2012).

A comparison of the items for both the leadership ratings and the self-ratings of the leadership process factors show that Item 35: "Leadership incorporates strategic decision-making reflecting a broad understanding of contextual issues and different perspectives" and Item 34: "Leadership provides strategic direction to the organization/project/team" are the highest rated items. With item 35 consistently on top, the results stress that dynamic interplay of the factors is important to the role of leadership. Moreover, the consistency of the two ratings point out to the coherence of the constructs developed in the framework; this is further discussed in later parts of this section.

The individual items are clustered into the five areas of a) Person (the leader), b) Participants (the followers), c) Performance (leadership outcomes), d) Perspective (the context or setting of the leadership process), and e) Dynamic Inter1actions of Dimensions. Average ratings for the clusters are summarized in Table 2.

Table 2. Average Rating According to Leadership Dimensions (N=75)

Leadership Dimensions	Leader's Attributes	Self-Rating
Person	1.88	2.14
Participants	1.57	1.98
Performance	1.66	2.01
Perspective	1.53	1.91
Dynamic Interaction of Dimensions	1.61	1.96
Overall Average	**1.65**	**2.00**

Overall average on the self-rating (Mean=2.00) of leadership attributes was significantly higher than the reported leadership attributes (Mean=1.65). The survey data show that there is a clear difference in the research subjects' perception of leadership as self-reported and the existence of leadership in ideal and contextualized settings.

In addition to the basic descriptive statistics mentioned above, additional statistical analyses were performed.

Preliminary Analysis. Initial item screening was conducted. The 35 items for the leadership attributes were initially screened for missing data. A multiple imputation method calculated using a statistical software was utilized to complete the missing data.

Reliability Analysis. As the research proceeded to explore the validity of the proposed leadership framework, the researchers ascertained the internal consistency of the multi-item scales by using Cronbach's alpha. Cronbach's alpha presents indications of "the degree of convergence between items hypothesized to represent the same construct or trait" (Hays and Hayashi, 1990: 167). Table 3 details the results for Cronbach's Alpha.

The Cronbach's alpha values among the different dimensions, both in the leaders' attribute rating and self-rating, are internally consistent. The Cronbach's alpha for Self-Rating is 0.95, with the different leadership dimensions garnering 0.90 to 0.96; while Leader's Attributes obtained a 0.93 Cronbach's alpha, with 0.88 to 0.93 across the different leadership dimensions.

Table 3. Cronbach's Alpha (α) according to Leadership Dimensions (N=75)

Leadership Dimensions	Leader's Attributes	Self-Rating
Participants	0.90	0.90
Performance	0.88	0.93
Person	0.88	0.96
Perspective	0.93	0.94
Dynamic Interaction of Dimensions	0.90	0.93
Overall	**0.93**	**0.95**

Paired-Sample T-Test. Scores on the 35 items for the self-rating (Mean=71.3; SD=17.41) were significantly higher than those for the reported leader's attributes (Mean=58.02; SD=14.85); t=-8.92, p<.001. Paired sample t-test result is comparable to the results in the reliability analysis. The survey shows that there is a clear difference in the research subjects' perception of leadership as self-reported and the existence of leadership in ideal and contextualized settings.

Generally, the leadership framework tool may be considered a good indicator that would help leaders assess their individual leadership attributes. Applying the Leadership Framework (Gavino and Portugal, 2013), the research subjects are more inclined to view leadership in terms of Participant, Perspective, and the Dynamic Interaction of Dimensions. The linkages between the factors are more important than the individual attributes of leaders. Results reveal that the leadership dynamics are based on the participants' contributions. Followers mattered in the leadership process. Based on the sample results, it is necessary to understand leaders' relationship with their followers, the context which different organizational actors move and thrive, and the interaction of the different dimensions of leadership. This research supports findings of different studies that highlight the multi-dimensional aspect of leadership (Srivas, 2006; Sampson and Graif, 2009; Gronn, 2011; Saboe, 2014). Gronn (2011) explains, that with the current mode of transformations in organizations, there is a need for "hybrid configurations of leadership".

6. CONCLUSION, LIMITATIONS, AND FUTURE RESEARCH

The emphasis of the current findings is that current perceptions of leadership attributes among leaders – whether involved in business management and non-profit development work – are substantially constituted and reproduced mostly by the leadership context and the relationship between the followers and the leader.

This current research points out the importance of the four P's factors in the framework:

In the first P, which refers to the Person, it is important for the leader to reflect on the "why" before the "how" of leadership. The question one asks is "Why do you do what you do?" If this is clear, then, the leader knows how to strengthen and renew his/her commitment to the mission despite the big challenges and disappointments.

In the second P, which refers to the Participants, it is important that the personal "why" of the leader is what is projected to the followers (the participants) instead of mere instructions. In a leadership program that one of the authors handles, the questions that

are emphasized are "Why is this our problem?" and "Why should we work together?" These questions are asked after there is an understanding of the "personal 'why'". Understanding the participants' perspective is crucial in pushing forward the leader's agenda.

In the third P, which refers to the Perspective, it is important to understand the context of the leadership process. Assessing what leadership mode to utilize is critical. "Is it a crisis situation where one has to be more directive or is it more of a developmental and therefore, collaborative process?"

In the fourth P, which refers to performance, the leader has to see through the different tasks to decide on the outcome that matters, particularly if the context is social instead of commercial.

It is evident that the assessment and dynamic interplay of the factors are important to the leadership role. One can then decide to proceed with a macro view of leadership versus a micro view of leadership. This has implications in the design and conduct of leadership development programs.

The paper points out that going beyond the leader's trait attributes allows for more complex understanding of the ways in which changing dimensions of leadership construct, reconstruct, and generate particular expectations in business and not-for-profit settings. By understanding the complex dimensions of leadership and the relevant dynamic interactions, it could be possible to determine the effect on the leadership process.

The MBA and MDM respondents had access to leadership roles in light of various job positions and sectors in business and not-for-profit settings. With the proposed leadership framework and responses obtained from the diverse experiences of MBA and MDM respondents, the framework may be applicable to people who have leadership roles in business and social development organizations.

A research of this nature is not without its limitations. For instance, the survey sample used in this research limits the ability to draw conclusions about causal relationships among variables. Even though, the research has tapped a substantial sample, data would further be enriched with a larger sample size. Perhaps, other MBA students in other graduate programs could be sampled as well. Moreover, the sample size hampered elaborate statistical treatment like Structural Equation Modelling (SEM). A larger sample size would add to the robustness of the results. The next logical step is to further extend the data collection process and use older and newer student cohorts of MBA and MDM over a period of time to further validate the proposed framework; this would enable the researchers to further explore individual items and examine the different leadership dimensions in depth.

A multi-phase study building on the previous study by Gavino and Portugal (2013) and the current study could be conducted. The study could tap leaders with diverse ethnic, cultural, and work-related backgrounds. A mixed method approach using both quantitative and qualitative techniques would be useful to further ground the dynamic and interactive leadership framework.

Setting aside the limitations, the results and recommendations add to further test the proposed leadership framework. This paper makes an important contribution to an ongoing leadership study and leadership framework research in Asia.

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