# Organisational Learning: Antecedent of Transformational and Complexity Leadership with Mediation of Organisational Culture

**by**

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DECLARATION

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I declare that "**Organisational Learning: Antecedent of Transformational and Complexity Leadership with Mediation of Organisational Culture.**" is my own original research work. Proper acknowledgement was given for all sources that were used in this manuscript**.**

**April, 2026**

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## ABSTRACT

This study aimed to investigate the practice of organisational learning and its relationship with two leadership approaches (transformational and complexity leaderships) which are the predictor variables, and the mediation effect of organisational culture. The comprehensive literature review resulted in seven hypotheses in which four of them deal with the direct effect of the two leadership approaches on organisational learning and organisational culture. The other hypotheses show the mediation effect of OC and the direct impact of OC on OL.

The context of the study is the Ethiopian hotel sector in which international hotel chains are taken as specific cases. Moreover, the problems under investigation focus on explaining how the learning practice of the case organizations is shaped and affected by the above-mentioned leadership approaches and the culture established in the organizations.

The study was designed as an explanatory sequential mixed method study (QUAN→Qual). The researcher used stratified and simple random sampling techniques for the quantitative study and purposive sampling technique for the qualitative study to sample the target population size of 1100. In addition, "a priori sample size for SEM" method for the quantitative study and saturation method for qualitative study were used to determine the sample size. In light of the quantitative data, confirmatory factor analysis (CFA) was run to validate the model and a structural model was constructed to test hypotheses. The model summaries of the CFA show that almost all fit indices satisfy the cut-off values and the results of the structural equation model (SEM) indicated that all seven hypotheses are positive and significant.

The qualitative data were collected using interview and the weaving method was applied in which the results of the quantitative and the findings of qualitative studies were presented together using a thematic approach. The findings indicate that the various features of TL and CL have a minimal impact in promoting OL in the case organizations. The conceptual, empirical and contextual contributions of the study are also discussed. The major contributions of the study include a knowledge contribution to the current literature of complexity leadership approach and investigating the multiple level phenomena of organisational learning. Finally, limitations of the study are discussed and recommendations for further studies are proposed.


Keywords: *complexity leadership, explanatory sequential mixed method, hotel industry, organisational culture, organisational learning, transformational leadership*

## ISIFINGQO

Lolu cwaningo luhlose ukuphenya umkhuba wokufunda kwenhlangano kanye nobudlelwano bayo nezindlela ezimbili zobuholi, okuwubuholi obuguquguqukayo nobuyinkimbinkimbi njengokuguquguquka kokubikezela, kanye nomthelela wokulamula wesiko lenhlangano. Ukubuyekezwa okuskuke kwabhalwa ngakhona ngaphambilini kuphumele emicabangweni eyisikhombisa lapho okubili kusebenzisana nomthelela oqondile wezinguquko zokubikezela ekufundeni kwenhlangano kanye nemibono emihlanu esele ibonisa umphumela wokulamula izinkoleloze kwizinhlangano. Umongo wocwaningo wesifundo bekuwumkhakha wamahhotela ase-Ethiopia lapho amahhotela omhlaba asebenza kuleli abeyizimo ezithile ocwaningweni. Lolu cwaningo lwenzelwa njengocwaningo lwendlela exubile echazayo olulandelanayo ngocwaningo lwehlumibuzo olwenziwa esigabeni sokuqala, ukuze kuchazwe esigabeni sokuqala, kube nocwaningo lwemicabango olwenziwe esigabeni sesibili.

Esigabeni sokuqala socwaningo (ucwaningo lohlwimibuzo), idath iqoqwe kusetshenziswa uhlu lwemibuzo oluqinisekisiwe. Uma kubhekwa idatha yobuningi, ukuhlaziywa kwesici esiqinisekisayo (i-CFA) kwenzelwa ukuqinisekisa imodeli, futhi imodeli yesakhiwo yakhiwa ukubonisa ubudlelwane bembangela-umthelela phakathi kokuguquguqukayo kwangaphandle kanye nomsuka bese kuhlolwa imibono eyisikhombisa. Izifinyezo zemodeli ze-CFA zibonise ukuthi cishe zonke izinkomba ezifanele zenelisa amanani anqunyiwe futhi imiphumela yemodeli yeselinganiso esihlelekile (i-SEM) ibonise ukuthi yonke imibono eyisikhombisa itholakale ilungile futhi ibalulekile.

Idatha emayelana nemicabango yabantu iqoqwe kusetshenziswa izinhlolokhono bese ukuhlaziya le datha kuchaze okutholwe ocwaningweni lwehlumibuzo nezibalo. Ngokuqhubeka, indlela yokweluka yasetshenziswa lapho okutholwe ocwaningweni lwehlumibuzo nezibalo kanye nocwaningo lwemicabango yabantu kwethulwa ndawonye kusetshenziswa indlela yetimu. Amagalelo ocwaningo ngokomqondo, angokomlando kanye nezimo kuxoxwa ngawo esahlukweni sokugcina. Iminikelo emikhulu yocwaningo emibhalweni yamanje yendlela yobuholi obuyinkimbinkimbi engafundiwe kanye nezimo zamazinga amaningi okufunda kwenhlangano ziyabonakala. Okokugcina, kuxoxwa ngemikhawulo yocwaningo futhi kuhlongozwa izincomo zezifundo eziqhubekayo.

Amagama asemqoka: *ukusabalala kwezobuholi, indlela exubile ehlelekile echazwayo, umkhakha wezamahhotela, umkhuba nenkoleloze kwinhlangano, ukufunda kwenhlangano, ukuguquka kwezobuholi*

## OPSOMMING

Die doel van hierdie studie was om die praktyk van organisatoriese leer en die verband daarvan met twee leierskapsbenaderings, naamlik transformasionele en kompleksiteitsleierskap as die voorspellerveranderlikes, en die bemiddelingseffek van organisatoriese kultuur te ondersoek. Die omvattende literatuuroorsig het tot sewe hipoteses gelei, waarvan twee oor die direkte effek van die voorspellerveranderlikes op organisatoriese leer handel en die oorblywende vyf hipoteses die bemiddelingseffek van organisatoriese kultuur toon.

Die navorsingskonteks van die studie was die Etiopiese hotelsektor waarin internasionale hotelkettings wat in die land bedrywig is die spesifieke gevalle in die studie was. Die studie is ontwerp as ’n verklarende opeenvolgende gemengde-metodestudie met ’n kwantitatiewe studie wat in die eerste fase uitgevoer is en dan, om die bevindinge van die eerste fase te verduidelik, ’n kwalitatiewe studie wat in die tweede fase uitgevoer is.

In die eerste fase van die studie (die kwantitatiewe studie) is die kwantitatiewe data ingesamel met behulp van ’n gevalideerde vraelys. In die lig van die kwantitatiewe data is bevestigende faktorontleding uitgevoer om die model te valideer, en ’n strukturele model is gekonstrueer om die oorsaak-en-gevolg-verhoudings tussen die eksogene en endogene veranderlikes te illustreer en die sewe hipoteses te toets. Die modelopsommings van die bevestigende faktorontleding het getoon dat byna alle pasindekse aan die afsnywaardes voldoen, en die resultate van die strukturele vergelykingsmodel het aangedui dat al sewe hipoteses as positief en beduidend bevind is.

Die kwalitatiewe data is ingesamel deur middel van onderhoude, en die ontleding van hierdie data het die bevindinge van die kwantitatiewe studie verduidelik. Verder is die weefmetode toegepas waarin die bevindinge van die kwantitatiewe en kwalitatiewe studies saam aangebied is met behulp van ’n tematiese benadering. Die konseptuele, empiriese en kontekstuele bydraes van die studie word in die laaste hoofstuk bespreek. Die belangrikste bydraes van die studie tot die huidige literatuur oor die onderbestudeerde kompleksiteitsleierskapbenadering en veelvlakkige verskynsels van organisatoriese leer is opmerklik. Laastens word beperkings van die studie bespreek en aanbevelings vir verdere studies word voorgestel.

**Sleutelwoorde:** *kompleksiteitsleierskap, verklarende opeenvolgende gemengde metode, hotelbedryf, organisasiekultuur, organisatoriese leer, transformasionele leierskap*

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# LIST OF ABBREVIATIONS/ACRONYMS

| | |
|---|---|
| AVE | Average Variance Extracted |
| CAS | Complex Adaptive System |
| CFA | Confirmatory Factor Analysis |
| CFI | Comparative Fit Index |
| CL | Complexity Leadership |
| CLIM | Complexity Leadership Interaction Mode |
| CR | Confirmatory Reliability |
| CVF | Competing Values Framework |
| DOCS | Denison's Organisational Culture Survey |
| FRLM | Full Range Leadership Model |
| GFI | Goodness of Fit |
| IFI | Incremental Fit Index |
| MLQ | Multifactor Leadership Questionnaire |
| MSV | Maximum Shared Variance |
| OC | Organisational Culture |
| OL | Organisational Learning |
| RMSEA | Root Mean Square Error of Approximation |
| SEM | Structural Equation Model |
| SRMR | Standardised Root Mean Square Residual |
| TL | Transformational Leadership |

# CHAPTER 1: INTRODUCTION

## 1.1 INTRODUCTION TO THE STUDY

Leaders are key decision-makers and play an important role in organisations. Organisational learning (OL) is one of the areas which has a weighty role and requires close attention of leaders as it is vital to build the capacity of employees, teams and the organisation in terms of creating knowledge and introducing changes. Employees actively engage in their work and advance knowledge through OL (Dixon, 2017). Leadership skills largely govern and influence the different elements and the whole system of OL. OL is driven and shaped by the different approaches or philosophies of leadership and different leadership styles affect OL in different ways (Khurosani, 2018). Moreover, there are different empirical studies which indicate the relationship between OL and various approaches of leadership (Do & Mai, 2020).

Good performing and motivated employees of an organisation are the outcome of well-functioning organisational culture (OC) (Lee, 2020). This culture of organisation is shaped by the behaviours of executive leaders (Frantz &Jain, 2017). Lasrado and Kassem (2021) state that the cultures of organisations vary based on the leadership styles used and they point out that transformational leadership has a positive influence on OC in different settings. On the other hand, Schein (2010) states that OC is established based on the personalities of executive leaders, but there is also a possibility that OC affects the behaviours of leadership as much as it is affected by the leadership approaches. Furthermore, Jabeen and Isakovic (2018) dispute that OC plays a significant role in shaping and improving the behaviours or styles of leadership.

Organisation culture is viewed as a predominant enabler of OL and a conducive work environment, which in turn encourage risk taking, self-development behaviour of employees, and can improve the attitude of employees towards learning (Song et al., 2011). Components of OC such as values, norms and artefacts can play significant role in terms of establishing and nurturing an effective organisational learning in different contexts. Organisational learning is inspired and affected by OC whose various components such as values and norms are taken into consideration to generate and make use of organisational knowledge (Janićijević, 2015).

According to the results of various studies, transformational leadership (TL) has a great impact on OL. For example, Sattayaraksa and Boon-itt (2016) argue that TL stimulates OL and other related

outcomes. Moreover, transformational leaders allow and motivate employees to take risk and create knowledge which will ultimately let them engage in OL (Imran et al., 2016). Despite the wide acceptance of TL's application in various business environments, Burchell (2009) and Hazy and Uhl-Bien (2015) state that complexity leadership appears to be a relevant leadership style for those organisations operating in uncertain environment. However, complexity leadership theory (CLT) is new and less prominent than transformational leadership in its application in organisational context and the study of complexity leadership is mostly limited to conceptual level.

Researchers have given considerable attention during the last decade in investigating the relationship between the concepts of different leadership styles and OL (Do & Mai, 2020). However, many of the studies focused on investigating familiar leadership styles such as transformational and transactional (Yukl, 2013). The downsides of some of the established models and theories of leadership such as transformational and transactional leadership have been identified by some scholars in light of group, leadership, and motivation related factors and the various aspects of the models are challenged under the conditions of extraordinary economic conditions in the recent study of Greimel et al. (2023). Furthermore, complexity leadership (CL) is among the least researched leadership approaches and its theory is not substantiated with enough empirical evidence (Do & Mai, 2020). Tourish (2019) states that studies on CL are at infant stage and argues that less attention has been given to CL because of the influence of the leadership's popular models.

Do and Mai (2020) call for future studies to syndicate and study the comparative impacts of various approaches of leadership rather than concentrating on accustomed leadership styles to find out main determinants of OL. Moreover, Kim and Park (2020) state that there is a call for studies which consider OL as a dependent variable in order to learn how it occurs and decide on its major determinants. As a review of many empirical studies on leadership and OL show, the combined effect of CL and TL on OL has not been extensively studied (Do & Mai, 2020). Accordingly, this research seeks to combine and examine the relationship between the new leadership style (CL) and the familiar one (TL) with OL. Consequently, the study aims at contributing important knowledge pertinent to the understudied concept of CL and then to the combined effect of CL and TL on OL.

Different scholars have explored the mediating role of OC in the relationship between various leadership styles and OL (Abbasi & Zamani-Miandashti, 2013; Hosseini et al., 2020; Molodchik & Jardon, 2015). However, these scholars did not address either CL or the combination of CL and TL in their studies. Unlike the previous studies, the current study investigates the association of organisational culture with leadership styles (CL and TL styles) and OL. Accordingly, the aim of this study is related to investigating the relationship between the two leadership styles and OL with the mediation effect of OC.

## 1.2 BACKGROUND OF THE STUDY

The ability of organisations to stay competitive in ever-changing environment is a result of effective OL. Organisational learning is considered as a crucial tool to create and maintain competitive advantage of organisations in their operating environment (Guinot et al., 2016). Leadership of any organisation is tasked with overseeing changes occurring in their operating environment as these changes affect their future. According to Chou and Ramser (2019), as internal organisational stakeholders, the leadership is largely responsible in stimulating the learning practice of organisations. On the other hand, in addition to OL, OC is also related to different leadership styles as the various aspects of an organisation are shaped by the philosophy of leadership. The culture of an organisation is shaped and influenced by leadership styles and these cultures can be nurtured with the application of the right leadership style (Lasrado & Kassem, 2021).

This study focuses on the hospitality industry in Ethiopia. The hospitality industry has different segments such as hotel, lodging and recreation. Hotels are the leading and most preferred segment for accommodation and catering services in the hospitality industry. The history of the hospitality industry in Ethiopia goes many years back with the launching of Taitu Hotel in Addis Ababa (Hagos, 2017). Although the hospitality industry along with travel sector contributed more than 9 percent to the nation's economy and generated more than 8 percent of total employment as of 2018, Desta (2019) argues that these figures are dubious because of confusing computation systems and a shortage of relevant information.

Based on the 2015 and 2019 evaluation of hotels, there are at least 8 'five star', 26 'four star', 38 'three star', 50 'two star' and 34 'one star' hotels in the country (Getnet, 2018; Getnet, 2019). As

the country is home to many large diplomatic communities in the world, there is a growing demand for high standard hotels. Although Addis Ababa hosts the headquarter of the African Union, accommodates hundreds of diplomatic missions and provides a gateway to thousands of passengers, there are few internationally branded chain hotels which are able to satisfy the growing demand of customers (Tefera, 2018). With further economic growth and an increase in the entry of international corporates into the market, more internationally branded hotels are expected to be provided (Gebrehiwot, 2019).

The hotel industry in Ethiopia lacks skilled human resources. Employees are characterised as the weakest link in serving customers and the industry has an insufficient number of highly qualified specialists and leaders who can effectively run the business (Getnet, 2018; Hagos, 2017; Yibeltal, 2014). Moreover, hotels in the country operate in a very volatile and uncertain environment as the political stalemate, lack of financial support and the effect of the pandemic significantly affect their performance. According to Williams (2020), 88 percent of hotels in Addis Ababa were closed partially following the pandemic and financial institutions are not supporting the hotel sector of the country adequately.

Organisational learning is an influential tool for those organisations which operate in a very dynamic and uncertain business environment because it helps to initiate changes and let organisations take speedy action to overcome any challenges (Lloria & Moreno-Luzon, 2014). In addition to OL, leadership styles such as CL or TL are also instrumental tools for initiating and implementing changes in organisations operating in a complex environment (Hossain et al., 2020). Moreover, a leadership approach which establishes and nurtures a suitable culture in organisations can easily get acceptance from employees in their effort to overcome challenges and implement changes (Nazarian et al.,2021). This is what appears to be lacking in the hotel industry of Ethiopia.

## 1.3 PROBLEM STATEMENT

The hotel sector in Ethiopia has different fundamental problems. Deficiencies in continuous and professional support that can offer input to modernise the sector, a lack of trained human resources, a lack competent professionals in leadership positions, a shortage of customer-friendly facilities, ineffective human resource management, poor customer relations and high employee turnover are some of the noticeable problems in the industry (Hagos, 2017; Kebede, 2014; Tefera, 2018).

Moreover, the leadership of the industry is expected to introduce changes and overcome challenges as the performance of the hotel industry has been greatly impacted by the effects of the Covid-19 pandemic, political instability and lack of financial support. One of the central facets of OL is a process which creates an action to solve problems of an organisation (Kim & Park, 2020). Moreover, the performance of leadership can be measured in terms of its ability to apply appropriate leadership styles and make quick decisions in the volatile business environment of the country. Operative leadership is indispensable for inspiring workers, engaging stakeholders, as well as improving performance of hotel establishment in hospitality industry (Kelkay et al, 2025). Through engaging different stakeholders in decision-making process, leaders can establish a workplace where employees feel valued and authorized (Oh et al., 2023; Siyal, 2023). In Ethiopia's rapidly changing hotel sector, the above-mentioned actions can initiate a good faith and promote togetherness among employees and other stakeholders (Moges & Mekonnen, 2022; Tadesse & Hagos, 2023; Zhang et al., 2022).

The problems of high employee turnover, poorly managed employees and low customer focus are some of the indications of the prevalence of weak OC in the Ethiopian hotel industry (Getnet, 2018; Hagos, 2017). Strong OC and effective leadership styles potentially play a significant role in successful OL. Consequently, leaders can assess their operating environments, identify and solve any problems and create important knowledge for organisations in the process. However, major actors in the hotel industry of Ethiopia are still overwhelmed with the above-mentioned various problems. Leaders who can establish a conducive working environment will eventually help their employees in overcoming their difficulties and incentivize them in taking calculated risk to introduce novel ideas (Berhane, 2023; He et al., 2023).

Do and Mai (2020) state that manufacturing industries and educational sectors are the research contexts for many studies on leadership and OL. Thus, hospitality and other industries are potentially good research contexts to investigate the topics. Accordingly, this study seeks to add another perspective to the field by investigating the relationship between leadership styles, OC and OL in the hotel industry with a special emphasis on international hotel chains of the country.

## 1.4 RESEARCH QUESTIONS

The possible relationships among variables can be explained by quantitative research questions. The use of variables in research questions is exhibited when a researcher relates one or more independent variables to one or more dependent variables (Creswell & Creswell 2018). A set of propositions or theories can be a base for developing research questions in different research approaches. The research questions of this study are guided by the literature on leadership, OL and OC.

Baron and Kenny (1986) state that four requirements should be met for a given variable to entirely mediate the relationship between independent and dependent variables. Therefore, the mediation of any variables may occur when there is a significant relationship between (A) the independent and dependent variables, (B) the independent and mediating variables, and (C) the mediating variable. The fourth condition is that the relationship between the independent and dependent variables should become insignificant when the mediating variable is present. To this end, this study seeks to answer the following questions by considering the above points:

### 1.4.1 Central Research Question

What is the mediating role of organisational culture in the relationship between organisational learning and transformational and complexity leadership styles in the Ethiopian hotel industry?

### 1.4.2 Specific Research Questions

Specifically, the study aims at answering the following research questions in the Ethiopian hotel industry.

1. What is the relationship between transformational leadership style and organisational learning?
2. What is the relationship between complexity leadership style and organisational learning?
3. What is the relationship between transformational leadership style and organisational culture?
4. What is the relationship between complexity leadership style and organisational culture?
5. What is the relationship between organisational culture and organisational learning?
6. What is the role of organisational culture in the relationship between transformational leadership style and organisational learning?

7. What is the role of organisational culture in the relationship between complexity leadership style and organisational learning?

## 1.5 THEORETICAL FOUNDATION: OVERVIEW

This part discusses the theoretical foundation which guides the study and provides a preliminary conceptual framework which illustrates the relationship among the variables. It should be noted that the discussion on theoretical foundation at this stage of the study is only introductory. The refined and detailed points of the theoretical foundation are presented in Chapter 3 (See Figure 3.1. conceptual framework and 5.5 ARTICULATION OF CONSTRUCTS, MEASUREMENT ITEMS, AND INSTRUMENTS).

### 1.5.1 Complexity Leadership and Transformational Leadership

Organisations are not anarchic or chaotic, but they are complex. Accordingly, relevant leadership styles are required for those organisations which operate in a complex environment. argues that CL is a preferable approach for those organisations which basically seek to be competitive in complex business environments; otherwise, TL is a desirable leadership approach in many other contexts (Burchell, 2009). Transformational leadership is leader-centric and follows a top-down approach, while CL is system-centric and follows a bottom-up approach.

TL gives more attention to individual leaders than the process whereby the leaders emerge (Tourish, 2019). In addition, transformational leaders challenge their followers to align with works and let them assume larger ownership of the assigned tasks (Hetland et al., 2018). TL has significant impact on knowledge sharing behaviour of employees in organisations and other outcomes, so leaders have authoritative impact on various outcomes (Pasamar et al., 2019; Peng et al., 2021; Vashdi et al., 2019). Conversely, in CL, the interface of three functions such as administrative (coordinating and planning) adaptive (emergent and complex) and enabling (integrate the administrative-adaptive interface) bring effective leadership (Mendes et al., 2016). Additionally, Bäcklander (2019) states that entrepreneurial, operational, and enabling leadership approaches are the three components of the CL framework.

The influential works of Hazy (2011) and Hazy and Uhl-Bien (2015) conceptualised CL and identified five major leadership functions for their application: administrative, generative,

community building, information gathering and information using. On the other hand, TL is the leadership behaviour where leaders are strong role models, inspire others with their vision, encourage subordinates with their intellect and establish strong relationships with their followers (Avolio et al., 1999). Moreover, the summary of the seminal works of Bass in Park & Kim (2018) outlines the components of TL as idealised influence (acting as role model), inspirational motivation (setting and orienting anticipated goals), intellectual stimulation (stimulator of objectivity and intellect) and individualised consideration (providing attention for individual concern). Accordingly, the above conceptualisations serve as the theoretical foundation of CL and TL in this study.

### 1.5.2 Organisational Learning

Scholars frequently adopt different perspectives to conceptualise organisational learning (OL), including the single-loop and double-loop learning model by Argyris and Schön (1978), the information processing approach by Huber (1991), the focus on organisational knowledge and experience by Argote and Miron-Spektor (2011), the problem-solving precursor framework by Louis and Murphy (2017), Dixon's (2017) four-step process, and the recurrent cycles proposed by Van de Ven et al. (2019). Dixon (2017) argues that employees can develop and share their ideas and bring changes in their behaviour through OL. However, according to many studies, OL is engaged at employee level and initiated at leadership level (Oelze et al., 2016). On the other hand, Turner et al. (2018) argue that there is still confusion on a clear definition of OL because of improper conceptualisation of the term in various studies. Moreover, many researchers consider OL as a single-level phenomenon without considering its multilevel factors (individual, group and organisation level learning), according to Do and Mai (2020).

Ontologically, many aspects of OL are similar to absorptive capacity. Brix (2019) states that the focus of absorptive capacity is individual and organisational level learning capacity. Consequently, it is understood that absorptive capacity does not focus on group absorbing or group learning capacity. However, the information processing perspective for the OL model of Huber (1991) addresses the multilevel factors of learning (individual, group and organisational level learning). Furthermore, that the model of Huber (1991) discusses some confusing conceptualisations which existed prior to the introduction of the model (Do and Mai, 2020). The model of OL proposed by Huber (1991) involves four components which are known as information acquisition, distribution

of information, interpretation of the distributed information and organisational memory (Zagoršek et al., 2009). This model appears to be a good one for conceptualising the term and effectively discussing the issue of multilevel factors. Thus, the researcher adopted it to conceptualise and measure OL in this study.

### 1.5.3 Organisational Culture

Organisational culture is considered as intricate phenomenon and there is no convergent view on the exact definition of the concept (Bhaduri, 2019). In an effort to conceptualise the concept, the model of Schein identifies three components of OC; assumptions, values and artefacts (Schein, 2010). Organisational culture is also conceptualised as a system which involves meaning, value and belief which can be taken as identity of organisation (Pujiono et al., 2020). The models of Denison and Competing Values Framework (CVF) are the other noticeable efforts to conceptualise the concept. The above-mentioned two models are regarded as the baseline to measure organisational culture. Denison's Organisational Culture Survey (DOCS) and the Organisational Culture Assessment Instrument (OCAI) have been identified as the most popular quantitative approaches to assess OC (Chatman & O'Reilly, 2016).

The DOCS makes use of four components to conceptualise and measure OC: consistency, adaptability, mission and involvement (Denison et al., 2003). The model also proposes that the scores of the four components should be high for best performing organisations (Wahyuningsih et al., 2019). This model is clear and it is easy to comprehend its components and communicate the results accordingly. Moreover, it is a comprehensive model to measure OC and clearly illustrates the internal and external dimensions of OC. Furthermore, the model provides a platform to measure behaviours of a group and the instrument developed based on the model has been validated widely in different research contexts. Accordingly, this research used the DOCS to conceptualise OC and to investigate its relationship with the two approaches of leadership and OL.

## 1.6 OBJECTIVE OF THE STUDY

This part of the chapter discusses the purpose statement and specific objectives which are expected to be achieved at the end of the study.

## 1.7 PURPOSE STATEMENT

A purpose statement explains why the study is conducted and articulates the purpose or objective which ought to be attained at the end of the study. Many scholars consider a purpose statement as a study aim or research objective which articulates the intent of the study. Creswell and Creswell (2018) state that the central idea and essence of a study are discussed in the purpose statement. Furthermore, Creswell and Creswell mention that a good purpose statement ought to discuss at least a unit of analysis, the type of inquiry's strategy and research site of the proposed study.

**Purpose Statement of the Study:** This study is designed as a mixed method explanatory sequential study. The intent of this explanatory sequential study is to examine the relationship between leadership styles (CL and TL) and OL with the mediation effect of OC in the Ethiopian hotel industry. Based on the study's strategy of inquiry, the quantitative data were collected in the first phase and then; in order to understand and explain the quantitative results rigorously, the qualitative data were collected in the second phase of the study focusing on those issues which explain results of the quantitative study in the first phase.

## 1.8 SPECIFIC OBJECTIVES

Focusing on international chain hotels of the Ethiopian hotel industry, the following specific objectives are expected to be achieved at the end of the study (See Figure 3.1. conceptual framework )

- Explaining the relationship between transformational leadership style and organisational learning.
- Explaining the relationship between complexity leadership style and organisational learning.
- Explaining the relationship between transformational leadership style and organisational culture.
- Explaining the relationship between complexity leadership style and organisational culture.
- Explaining the relationship between organisational culture and organisational learning.
- Evaluating the mediating role of organisational culture in the relationship between transformational leadership style and organisational learning.

- Evaluating the mediating role of organisational culture in the relationship between complexity leadership style and organisational learning.

## 1.9 SIGNIFICANCES OF THE STUDY

There are some studies which investigated the relationship among leadership styles, OL and OC in various contexts as it was discussed in the introduction part. However, this study tried to identify and address some important research gaps and make novel contributions to the current literature and research contexts as explained below (See 8.4 CONTRIBUTION OF THE STUDY for more).

- Complexity leadership is one of the understudied concepts as discussed in the introduction part of the chapter. Accordingly, this research aims to make a contribution to filling the literature gap in this area.
- Do and Mai (2020) mention that many of leadership-related studies focus on transformational, transactional and the combined effect of transformational and transactional leadership styles on organisational learning. However, this study provides a new perspective in investigating the combined effect of CL (new leadership approach) and TL (well-known leadership approach) on OL.
- As discussed in the introduction part of this chapter, many of OL-related studies investigated OL as a single-level phenomenon. However, this study used the perspective of "information processing" to conceptualise OL and thus, the researcher was able to address multiple levels of the phenomenon of OL (individual, group and organisational).
- As explained in the problem statement, the research contexts for many of studies on leadership and OL are the manufacturing industry and educational sectors. However, this study aimed to adding a new perspective in the research context through examining the relationship among the four constructs of the study in the hotel industry.
- There are some studies which have aimed at showing the mediating role of OC in the relationship between various leadership behaviours and OL (Hosseini et al., 2020; Molodchik & Jardon, 2015). However, unlike the preceding studies, this study investigated the association of OC with leadership and OL using a combination of familiar and emerging leadership styles (CL and TL).

- As explained in the literature review of Do and Mai (2020), studies on leadership and OL are dominated by the quantitative method. However, this study provides a comprehensive perspective of the topic as the study was designed as a mixed method study and investigated the research topic using both quantitative and qualitative approaches.

## 1.10 SCOPE OF THE STUDY

The scope or delimitation of the study explains the extent to which the various aspects of the study are addressed. Theofanidis and Fountouki (2018) state that delimitations of a study focus on explanations of the research context and set boundaries for the extent of the study so that it is possible to achieve the stated purposes in light of the scope. Moreover, purpose, sample, duration, theoretical or conceptual framework, geographical locations of the study are taken into consideration in the course of determining the scope of the study. To this end, the different aspects of the scope of this study are presented as follows;

- Leadership styles are many by their very nature, but this study investigated only complexity and transformational leadership styles as discussed and justified in the introduction part and ( See 2.3.4. A Theoretical Framework for Transformational and Complexity Leadership).
- As discussed, and justified in the overview of theoretical foundation, this study conceptualises OL using the perspective of information processing which addresses the multiple levels of the phenomenon.
- As discussed in the theoretical foundation, the Denison's Organisational Culture Survey (DOCS) is among the most popular models and its instrument is one of the most frequently validated instruments (See 1.5.3 Organisational Culture). Accordingly, this study conceptualised and measured organisational culture in light of the DOCS.
- There are different segments in the hospitality industry. Hotels are the leading role players in the hospitality industry and are the most preferred segment for accommodation and catering services in the industry. Thus, this study focuses on this segment of the hospitality industry and special focus is given to international chain hotels (See 1.11.3 Population, Sample and Sampling Technique ).
- Among the eight international chain hotels operating in Ethiopia, the study focused on four of them. These four hotels constitute half of the international chain hotels in Ethiopia.

Accordingly, from the target population of eight international hotels, the researcher focused on four cases which appeared to be representative of the target population (See 5.6 POPULATION AND CASE SELECTION (MULTIPLE CASES)).

## 1.11 OVERVIEW OF THE RESEARCH METHODOLOGY

This section provides a brief description of the research methodology which is one of the essential components of any study. Research design, sampling method, sample size, types of data, methods of data analysis and other methodology issues are discussed briefly.

### 1.11.1 Paradigm and Method of the Study

The research paradigm serves as a theoretical lens which assists researchers to investigate a research problem properly. This research is guided by the ontological stance of pluralism and the epistemological stance of pragmatism which serve as a paradigm to investigate the research problem. Accordingly, the emerging methodology of this research is mixed method. Creswell and Creswell (2018) mention that mixed method studies enable researchers to comprehend the research questions in a complete and meticulous manner, offer sophisticated approaches, reduce the drawbacks of using a single method, and integrate the strengths of qualitative and quantitative methods. One of the important features of the mixed method approach is its ability to allow researchers to investigate intricate problems in one study and triangulate results based on various evidences (DeCuir-Gunby & Schutz, 2017). Moreover, McCusker and Gunaydin (2019) state that studies which use the strengths of both quantitative and qualitative approaches, are considered crucial in various disciplines.

### 1.11.2 Strategy of Inquiry

This study adopts an explanatory sequential design, aiming to achieve a comprehensive understanding of the quantitatively driven aspect of the research with support from qualitative data. By employing this design, researchers can interpret quantitative data and results through insights gained from qualitative data. In an explanatory sequential approach, the quantitative phase, which holds greater emphasis, is followed by a secondary, less extensive qualitative phase (Doyle et al., 2016).

Case study research allows researchers to investigate a certain unit of interest thoroughly. Bloomberg (2018) states that the various perspectives and complexity of a system (phenomenon) are deeply explored in a case study which is also known as a process of inquiry on the phenomenon at hand. Baxter and Jack (2008) argue that in order to understand and make a comparison between cases, researchers should focus on investigating multiple cases which can create strong and reliable results. Moreover, this approach enables researchers to comprehend the research context from a wider perspective. Accordingly, this research uses multiple cases of four international hotel chains to provide strong and reliable results and to investigate similarities and difference among the cases.

### 1.11.3 Population, Sample and Sampling Technique

Due to the ongoing political deadlock among warring factions, the devastating civil war, the resulting economic decline, and the impact of the COVID-19 pandemic, the country's hotel industry, particularly local establishments, has been severely affected. There are hundreds of local hotels and less than 10 international chain hotels which operate in Ethiopia. It is not possible for the researcher to cover all categories of hotel at different levels which operate in various regions of the country because of some justifiable reasons which are discussed in Chapter 5 of this manuscript (See 5.7.1 Sample Size). Accordingly, this study is conducted in the context of Ethiopian hotel sector focusing on international chain hotels.

The specific cases of this study are internationally branded hotels. Many of the internationally branded hotels in Ethiopia are chain hotels where the hotels are part of group of hotels run by a single establishment. Among the eight international chain hotels operating in the country, four long-serving and a good representative of the international hotel chains in Ethiopia were chosen for their inclusion in the sample. These four hotels are Hilton Addis (the first international chain hotel), Sheraton Addis (the member of Startwood Hotels and resorts and the leading luxury hotel in the country) and Radisson Blu (the third long serving international chain hotel in the country). The fourth case is Hyatt Regency Addis Ababa which started its operations in Ethiopia recently, but is a world-renowned hotel brand operating in the country. These four hotels constitute half of the international chain hotels in Ethiopia. Accordingly, from the target population of eight international hotels, the researcher focused on four cases which were believed to representative of the chain hotels in the country. Moreover, participants in the study from each case were selected based on a combination of stratified and simple random sampling techniques for the quantitative

study and the purposive sampling technique for the qualitative study. The research methodology is presented in detail in Chapter 5.

### 1.11.4 Data Collection Process and Instruments

The data collection process involved two successive phases. In the first phase of study, the quantitative data were collected to examine the relationship between the TL, CL, OC and OL. In the second phase of the study, the qualitative data were collected from purposefully selected participants as a follow up to the quantitative data for the purpose of explaining the results of quantitative study and thus, the findings of the second phase eventually delivered an in-depth understanding of the relationship among the four variables of the study. Moreover, relevant secondary data were collected from various sources such as websites, government records, journals, books and other sources.

The quantitative data were collected in the first phase of the study using a questionnaire which had been developed by considering the theoretical foundations of the study. Moreover, the researcher conducted a pilot study in order to make sure that the instrument would fit the purpose of the study. Both individual and pooled CFA were used for scale purification and to assess the validity of all four constructs. Moreover, composite reliability index (CRI) and Cronbach's alpha (α) were used to measure the reliability of the instrument. In the second phase of the study, semi-structured interviews were used to gather data from participants who were selected using a purposive sampling technique.

### 1.11.5 Data Analysis Methods

This study used both quantitative and qualitative data in the first and second phases of the study respectively. The most extensively used and the prominent type of model which is called SEM was used to analyse the quantitative data in the first phase of the study, whereas the qualitative data in the second phase of study was analysed using the thematic data analysis method. SEM is considered as a testing or confirmation method and thus, this model was preferred for conducting a hypothesis test for the study involving latent variables such as leadership, OC and OL. Furthermore, the model is used to explain the relationships between multiple latent variables and the relationships between latent variables (unobserved variables or constructs) and measured

variables (observed variables or indicators which are measured directly) as discussed in the conceptual model (See Figure 3.1. conceptual framework )

## 1.12 ETHICAL CONSIDERATIONS

One of the essential elements of ethical considerations that govern any research is getting the consent of participants to gather data. Ngulube (2019) states that ethical considerations are one of the elements that underpin research design. Moreover, Ngulube argues that the main focus in research ethics is the reliability and trustworthiness of the study and emphasis is placed on the validity and credibility of the findings.

### 1.12.1 Institutional Ethical Review

Once all the necessary requirements were met including getting the approval of scientific review committee, the researcher applied for ethical clearance. Data collection was started only after getting the approval of research ethics review committee of the university with a letter Ref # 2023_SBL_DBL_019_FA_0536. (See APPENDIX 1: ETHICAL CLEARANCE FORM)

### 1.12.2 Informed Consent

Informed consent is aimed at getting the voluntary agreement of participants to take part in the research so the participants must comprehend the aim and process of the study. To this end, the researcher prepared an informed consent document which involved essential elements which gave the participants the information about the purpose and process of the study. The researcher believed that the study posed a low risk as the participants would not face any risk higher than what they experienced in their normal daily lives. Moreover, a letter of authorisation from the ethics review committee was handed to each case organisation as per their request so that data collection was conducted based on their consent.

The essential and major points which were taken into consideration during the entire process of research are following;

- Voluntary and informed consent of the participants was obtained in written form prior to launching the data collection phase of the study.
- The dignity of participants in the study was given utmost priority.

- Privacy of the study's participants and confidentiality of research data were ensured.
- No remuneration or monetary benefits were given for participating in the study.
- Presenting the findings of both strands of the study was done with high transparency and integrity levels.
- The highest level of transparency was applied in data presentation, analysis and discussion.

## 1.13 STRUCTURE OF THE STUDY

This study has eight chapters and a brief explanation of each chapter is presented as follows;

The first chapter discusses introduction, background of the study, problem statement, research questions, scope and objectives of the study, significance of the study and a brief overview of theoretical foundation and research methodology.

The second chapter is dedicated to a comprehensive literature review and establishing the theoretical foundation of the study. Extensive literature reviews on the TL, CL, OC and OL are presented in the second chapter. Furthermore, the theoretical foundation of each construct of the study is also discussed comprehensively.

The third chapter is dedicated to a discussion of the conceptual framework and hypotheses of the study. The preliminary conceptual framework, which was developed in the first chapter ( At research proposal stage), is refined and a detailed discussion is presented in this chapter. Moreover, in light of the conceptual foundation and framework, seven hypotheses (five hypotheses for direct impact analysis and two hypotheses for indirect analysis) are formulated and presented in the chapter.

The fourth chapter is dedicated to discussing the context of this research. The background of the Ethiopian hotel industry with special emphasis on international chain hotels is discussed in this chapter. As the context is important to comprehend the purpose of the study, an in-depth discussion on the context of this study is presented and the background of the four case organisations is also discussed.

The discussion in the fifth chapter focuses on the research methodology. The strategy of the inquiry, the relevant research design, sampling techniques, sample size determination, data collection instruments, techniques of data collection, data analyses techniques and other research

methodology issues are extensively discussed in this chapter. The discussions on the methodology issues are separately done for the quantitative and qualitative strands of the study. Furthermore, a comprehensive and detailed discussion about the various aspects of SEM are presented in the fifth chapter.

The six chapter is related to data preparation and measurement model of the study. This chapter primarily discusses the entire process of data preparation and the procedures followed by the researcher in running the CFA for the measurement model. In addition, other related and important aspects of the database which are essential for effective data analysis are also discussed. In addition to the details of the focus on the quantitative data, the qualitative data collection and preparation process are also discussed in this chapter.

Chapter 7 is dedicated to discussing the findings of both quantitative and qualitative strands of the study. This chapter specifically discusses the structural model of the quantitative study showing the relationship between the TL, CL, OC and OL. The researcher also integrated the two strands of the study at the interpretation or discussion level and at the reporting or findings level. Integration at reporting and discussion levels is conducted through weaving method in which the findings of the quantitative and qualitative studies are presented together using a concept-by-concept or a theme-by-theme approach rather than presenting the findings of the two strands separately in different sections.

Chapter 8 deals with the conclusions and contributions of the study. Based on the discussion in Chapter 7 about the findings of the study, the conclusions are presented along with the contributions of the study. Furthermore, the limitations of the study and recommendations for future studies are presented in this chapter.

# CHAPTER 2: LITERATURE REVIEW AND THEORETICAL BACKGROUND

## 2.1 INTRODUCTION

Providing a synopsis of source materials on a chosen subject, formulating testable research hypotheses, stating knowledge gaps in literature and indicating how a given research can fit into a certain discipline require an extensive literature review. Marshall and Rossman (2016) state that the review of literature communicates the findings of different studies which are appropriate to current studies, discusses knowledge gaps and addresses continuing discourses in a given discipline. Literature reviews are imperative for a study as it allows the development of new theoretical framework, reveals trends in the research area, amasses the findings of various empirical studies and identify research topics that require more investigation ( Paré et al., 2015). Moreover, Cooper (2010) states that providing a critical analysis of different scholars' studies, identifying the central issues in the discipline, integrating and building connections between the works of other scholars are some of the essential objectives of conducting a comprehensive literature review.

The way researchers make use of literature in their studies may differ depending on the methodology of research and strategy of inquiry. Creswell and Creswell (2018) state that in qualitative research, less literature is used at the beginning of a study and more of the literature is used at the later stage of the study, whereas in quantitative research, researchers use substantial amount of literature at the beginning of a study in order to guide the research questions and formulae hypotheses of the study. Moreover, Creswell and Creswell state that in mixed method research, either a qualitative or a quantitative approach of the literature review can be used, and the selection of qualitative or quantitative approach is governed by the strategy of inquiry which is employed by a researcher to answer the research questions or attain objectives of the study.

The research methodology of this study is mixed method and its strategy of inquiry is explanatory sequential which is dominated by quantitative approach and supplemented by the qualitative approach and thus, this study inclines to quantitative approach of the literature review. As the study starts with the quantitative approach followed by the qualitative approach, it uses a significant number of sources at the beginning of the study to justify the rationality of the research questions and formulate the research hypotheses which are tested in the later stage of the study. Accordingly,

the chosen approach of the literature review in this study is in line with the study's research methodology and strategy of inquiry.

This chapter is dedicated to conduct an extensive review of the major constructs of the study and present a theoretical foundation of the constructs. The scholarly works of different researchers are critically analysed, knowledge gaps in the related literature are identified, various arguments and debates in the related literature are addressed extensively. Moreover, making an assessment of the context of the different academic studies related to this study, justifying the needs to conduct this study based on the knowledge gaps of the existing literature and discussing the contributions of this study to current literature are also part of this chapter.

## 2.2 METHOD AND ORGANISATION OF THE LITERATURE REVIEW

In order to review related literature and making sense out of it, researchers make use of different methods or approaches. These methods enable the researchers to put the results of different empirical studies in context and discuss the debates that may exist in the literature. In order to present a wide-ranging background for the topic of research and comprehend the existing knowledge, and identify various arguments and gaps, a narrative method of literature review is used in this study. The narrative literature review primarily focuses on examining and summarising the range of literature on the topic of the study and this method allows the researcher to identify the literature gaps, distinguish contradictions in the literature and point out different research streams. According to Paré and Kitsiou (2017), the narrative method of literature review assists researchers in terms of finding various contradictions in a body of knowledge, identify gaps in the literature and developing the research questions of the study or formulating hypotheses.

The narrative method is characterised by subjectivity as it focuses on selecting information from different sources and it does not involve explicit criteria of exclusion and inclusion. However, Bourhis (2018) argues that in order to present a coherent description of methods and findings and discuss various theoretical explanations, some components of the narrative method are even used in the quantitative literature reviews which involve meta-analysis. Furthermore, in an attempt to describe the strength of narrative method, Bourhis (2018) states that the narrative review of literature is more flexible than quantitative reviews which involve a strictly demarcated parameter and specific standards of exclusion and inclusion. Thus, the narrative method allows the researcher

to take into account different arrangements in order to investigate and produce a broader and a comprehensive representation of the study. Thus, the chosen method is instrumental and helpful in conducting an effective review of literature in the area of the investigation.

The review of literature can be organised using several approaches such as thematic, chronological or methodological. The approach used in the literature review of this study is thematic. The literature review is organised around the themes of leadership, OC and OL so that different characteristics of the research topic can be discussed accordingly. In Chapter 1, the researcher discussed the initial theoretical foundation of the major constructs which guide the study and provided a preliminary conceptual framework which illustrated the relationship between the constructs. In Chapter 2, the researcher conducts a comprehensive review of published studies on the constructs of the study and the theoretical framework is formulated for each construct. Consequently, the introductory discussions on the research's constructs are refined and then the appropriate conceptual framework is developed in Chapter 3.

As the review of literature is organised around a central topic and different sub-topics, thematic approach is considered as appropriate than chronological approach (progression of time) but this may not necessarily mean that the researcher will not take into account the time progression of the literature.

## 2.3 THE CONCEPTS AND THEORIES OF LEADERSHIP

Leadership is a widely known and extensively researched concept, but there are still divergent approaches among scholars in conceptualising the term in a clear and unambiguous way. Since the application of leadership styles varies depending on the situation on the ground, different people in general and employees of organisations in specific have diverse perceptions of the concept of leadership. Moreover, leaders and employees should understand the salience and implications of leadership and its application in an organisational context as the success of organisations at large is primarily affected by the approach or style of leadership. Seminal researchers in the field focused on exploring different types of traits which distinguish leaders from the followers such as appearance, intelligence, judgement, knowledge, dominance and different physiological and demographic traits. Furthermore, the ability of leaders to inspire and influence their followers is among the most essential factors for achieving the goals of an organisation. Tran (2021) states that

leadership is among several factors which can effectively determine the success of organisations and it might be one of the reasons for their failure, if it is not applied in the right way.

Leadership is often conceptualised in light of different concepts such as influencing, motivating, setting and realising the vision of organisation and so on. Peleg (2012) states that leadership refers to the capacity for motivating and stimulating followers to solve problems and make use of their maximum potential in order to attain the goals of an organisation. Moreover, Northouse (2019) states that a process in which the followers are inspired by their leader to attain the communal goal of an organisation is known as leadership. Leadership is best understood in terms of its theories, approaches and application. And its description requires a lot of consideration as the conceptualisation evolves through time. According to situational leadership theory, no leadership approach is appropriate for every situation, for these situations require various decision-making and leadership approaches. Like CLT, situational leadership theory tries to consider the dynamism of the working environment. Northouse (2019) states that, according to situational theory, directive and supportive approaches are the two components of leadership which should be functional in different situations based on their relevance.

The different theories of leadership are the result of various scientific studies in the field. Some scholarly research work on leadership focuses on investigating the characteristics of leaders who are believed to have the appropriate characteristics and capacities to lead their followers. Some leadership theories are established based on the characteristics of successful and unsuccessful leaders to determine the desirable and required behaviour which should be possessed by an individual to become a leader. Some theories of leadership focus on investigating and explaining those behaviours and characteristics which can enhance the abilities of individuals assuming the leadership positions.

There are different reputable and emerging leadership theories which aim to promote effective leadership and stimulate followers to become successful leaders. For instance, authentic leadership and CL theories are among those leadership theories which are considered as new, whereas transformational, transactional, situational and path-goal leadership theories are some of the most well-known leadership approaches. Authentic leadership is one of the leadership theories which are under development. This characteristic of authentic leadership is also used to describe some aspects of CL as stated by Tourish (2019) despite its having been refuted by other scholars. The

authentic leadership theory focuses on the genuine aspect of the leadership behaviour, whereas complexity leadership theory (CLT) focuses on the dynamic process from which leaders may emerge.

There are 40 leadership theories according to Kellerman (2012), 16 theories as per Northouse (2019) and more than 60 leadership theories according to Meuser et al., (2016). However, Meuser et al. condensed the 60 leadership theories into six main theories: Trait theory, behavioural theory, contingency theory, transformational and transactional leadership theory, leader-member exchange theory, and authentic and ethical leadership theory. Mango (2018) states that many of the leadership theories are repetitive and some of them should not be treated as conventional and standalone theories of leadership. The focus of this study is on TL and CL theories and thus, various aspects of these two theories are evaluated, the theoretical background of each theory is discussed and the reasons for their selection and how the theories can be used in this study are addressed.

### 2.3.1 Transformational Leadership: Theoretical Background

Transformational leadership focuses on inspiring and influencing followers to enhance their performance and go beyond their supposed capability. Ever since TL was introduced by the seminal work of Burns (1978) and popularised by Bass (1985) scholars have extensively investigated this leadership approach in different research contexts. Burns states that satisfying the desire of leaders using the subordinates' capacity may not exhaustively explain the concept of leadership, so he proposed bringing together the ideas of followership and leadership. Moreover, Burns describes leaders as those individuals who make use of their followers' motivation to attain the shared goals of followers and leaders.

The seminal work of Bass (1985) extended the idea of Burns (1978) and was able to develop the so-called "Bass's TL theory". According to Amankwaa et al. (2019), the approach in which the behaviours of followers are shaped and influenced by their leader's set of characteristics is best explained by Bass's TL theory. Furthermore, Amankwaa et al. (2019) argue that many of the present-day and latest leadership theories are influenced by the TL which has dominated the literature on leadership from its inception.

The full-range leadership model (FRLM) was developed by Bass and Avolio (1994) extending the influential work of Burns (1978). This leadership model describes the behaviours that leaders demonstrate toward their subordinates. The FRLM consists of three leadership components or approaches which are known as transformational (focuses on high-level values and achieving the goal of leaders and followers concurrently) transactional (uses reward and admonishment to get good performance and compliance of subordinates) and laissez faire (it is described as absence of leadership as it allows followers to do what they want).

Out of the three components of the FRLM, TL is a change-centric and has an element of charisma. Moreover, it is more effective in terms of augmenting the employees' performance than the other two components (Ahmad & Cheng, 2018; Saeed & Mughal, 2019). As opposed to the two components of the FRLM, TL emphasises the self-confidence, responsibility and the satisfaction of employees because transformational leaders are always enthusiastic and responsive in terms of addressing the needs of their followers and helping them to go beyond their perceived ability.

There have been some attempts by some scholars to make a comparison between transformational and charismatic leadership. Charismatic leadership is related to the influential work of House (1976) who identified nine characteristics which indicate the existence of charismatics leadership or leaders in organisational context such as passionate participation of followers in achieving the goal of organisation, fondness for leader, whole-hearted approval of a leader and being obedient to leaders. Since the introduction of the work of House, different empirical and theoretical works have been conducted to conceptualise charismatic leadership or charisma, but according to Sya et al. (2018), scholars have struggled to appropriately conceptualise the concept and it remains elusive. Furthermore, Sya et al. (2018) state that the major limitations of different studies which have been conducted on charismatic leadership are associated with their failure to define and measure the concept appropriately.

The operationalisation of charisma by Antonakis et al. (2016) as value-centric, emotion-oriented and symbolic signalling of a leader is considered as an acceptable description of charisma by many scholars. Based on the works of Burns (1978) and House (1976), the influential work of Bass (1985) proposed that charisma might be one of the necessary conditions or components of TL, but cannot be the only characteristic to describe or describe transformational leaders. Consequently, the concept of charisma (it is also called idealised influence which is one of the four elements in

Bass's model of TL) can be considered as one of the components that underpin the behaviours of transformational leaders.

Transformational and path-goal leadership theories share similar characteristics in terms of easily communicating the ideas and directions of leaders to subordinates based on their specific need which in turn help them to achieve common goals of an organisation. These characteristics of path-goal leadership are somewhat similar to the individual consideration component of TL. The leaders use the relevant behaviours which fit the work environment and the need of subordinates in their pursuit of achieving the communal goals (Rana et al., 2019). Path-goal leadership emphasises the motivation and productivity of employees and focuses on setting the goals and working towards achieving them (Makori & Kinyua, 2019). These characteristics of the path-goal theory are similar to the two dimensions of TL.

Like TL, the path-goal theory has four main components; directive (sets goal to achieve and rules to follow), supportive (advocates equity and fairness among subordinates), participative (involving followers in decision-making process) and achievement-oriented leadership (encourages the followers to exert their maximum efforts). The practical nature of the model and its components are the manifestation of the theory's strength as it specifies the variety of leadership features. Moreover, many of the components of path-goal theory are included in the theory of TL. As opposed to TL, Northouse (2019) argues that the path-goal leadership model is complex and only few empirical studies have been conducted to test the theory.

Burns (1978) describes TL from the perspective of a continuing process in which followers and leaders ascend to higher levels of motivation and proficiency in order to achieve their common goals rather than confining themselves to serving the self-interest of one party. Burns (1978) highlights that followers should be motivated by higher-order needs such as self-actualisation than lower-order needs such as security so that leaders should enable their subordinates to transcend the expected outcome. Furthermore, he argues that the collaboration between leader and followers is instrumental to attain high-level morality and motivation. He conceptualises TL in the context of political leadership. Although Burns did not discuss TL in an organisational context, the work of Bass (1985) addressed the application of TL in the context of organisation.

Unlike Burns, Bass (1985) did not initially incorporate moral or ethical aspects in conceptualising TL. The moral aspect of TL theory was addressed in later works of Bass. Basically, Bass (1985) described TL from the point view of leaders' capability to inspire their followers and let them perform beyond their ordinary or perceived ability and achieve the common goals of an organisation. Furthermore, Bass (1985) states that realising the vision and attaining the common goals of an organisation depend on ability of the leaders to build the trust of followers and the innovative relationship between leaders and followers. Accordingly, it is understood that leaders must have strong values and principles and they should be effective in inspiring their followers to serve the collective interest of an organisation rather than working to serve one's self-interest.

#### 2.3.1.1 Components of transformational leadership

TL has four components or dimensions which are commonly known as the "four Is". These four components are widely known as idealised influence, inspirational motivation, intellectual motivation and individualised consideration. Park and Kim (2018), describe the components of TL as idealised influence (acting as role model); inspirational motivation (setting and articulating the expected goals to followers and motivating them to achieve or transcend the goal); intellectual stimulation (encouraging intellect and objectivity); and individualised consideration (giving consideration to the specific need of individual). The components of TL are considered as behaviours of transformational leaders which are demonstrated in their attempt to motivate and inspire followers so that the common goal of an organisation can be achieved or exceeded. Kim and Park (2020) consider the construct of TL as unidimensional because the four components collectively demonstrate the various characteristics or aspects of transformational leader. These components are discussed in detail in the following paragraphs.

***I. Idealised influence***

The idealised influence dimension of TL may refer to those leaders who are considered as icons by their followers because of the leaders' unique ability, high moral value and charisma (Bass & Riggio, 2006). The idealised influence basically refers to the charisma of the leaders which is one of the fundamental reasons for being considered as a role model, earning the respect, veneration and conviction from their followers. Transformational leaders have an idealised influence which is demonstrated in different ways such as overcoming challenges by instilling strong conviction in

their followers; setting common goals which integrate their objectives and that of followers; prioritising common interest of an organisation over self-interest; advocating the need for change; and demonstrating an extraordinary ability of mobilising their followers to surpass the common goals of an organisation (Hughes, 2014; Yang et al.,2020; Janet et al., 2015).

Since transformational leaders possess charisma or idealised influence, they can enhance the physical and intellectual engagement of their followers and they have the ability of positively impacting the behaviours and actions of their followers. Furthermore, in their discussion of idealised influence and its various features, Lee and Chon (2021), state that transformational leaders set high standards for their work, have ethical standards and demonstrate their ability in articulating these standards to their followers and can influence them to meet or exceed them. Complementing this idea, Avolio and Bass (2004) state that leaders with idealised influence demonstrate consistent moral and ethical values. Accordingly, the exemplary moral conduct, ethical standards and unique ability which are exhibited by leaders with idealised influence are the major reason for them to earn the respect and admiration of their followers.

The idealised influence component of TL has two aspects which are known as attributional (the characteristics that are attributed to leaders by their followers) and behavioural (the actual behaviours which are possessed by leaders). Gilbert et al.,(2016) elaborate on the view of Bass on the two aspects of idealised influence as follows: attributional aspect of idealised influence can be illustrated in terms of the desire of the followers to be associated with their leader, whereas the behavioural aspect focuses on measuring those behaviours of leaders such as the level of commitment and integrity. According to Northouse (2019), the attributional aspect of idealised influence may indicate the attributions of the leaders' characteristics based on their followers' perceptions, whereas the observational dimension of idealised influence may refer the observation of followers on the behaviour of leaders. These two aspects of the idealised influence are represented by two items in the most extensively used instrument of the FRLM (Multifactor Leadership Questionnaire -MLQ). On the other hand, Gilbert et al. (2016) and other scholars consider these two aspects as unidimensional or single factor in the measurement of idealised influence aspect or dimension of the leaders.

### *II. Inspirational motivation*

Inspirational motivation is the second component of TL which describes those leaders who set a shared vison or goal, communicate the expectation to followers and inspire them using different motivational mechanisms to be part of and realise the vision of organisation. According to Bass and Riggio (2006), transformational leaders offer meaning and challenges to their followers in their pursuit of achieving goals of an organisation so that positivity, passion and team spirit can be aroused among the followers. Furthermore, in their explanation of inspirational motivation, Bass and Riggio (2006) state that transformational leaders articulate what is expected from their followers, demonstrate strong commitment to motivate their followers and enable them to be part of the shared vision of an organisation.

As inspirational motivation is one of the fundamental components of TL, leaders use this behaviour to create a captivating and desirable future of an organisation by setting a strong vision, using their superior communication skills to articulate the vision to their followers, and unceasingly inspiring them to realise the vision. Communication and motivation are the important elements of inspirational motivation and these elements are believed to be the main reasons for followers to buy into the idea of their leaders and exert their unsurpassed effort for the realisation of shared vision (Ngaithe et al. 2016). Furthermore, Gilbert et al. (2016) state that leaders with inspirational motivation can make the work of their followers more noteworthy as the leaders persuade them in order to realise the vision for themselves and for their organisation at large. Accordingly, this situation plays an important role in terms of assisting employees to feel that they are part of the organisation's shared vision and develop a sense of belongingness.

Setting a strong and attractive vision is one of the strong features of inspirational motivation component. Moreover, leaders with this sort of ability can instil the vison in their followers and work tirelessly to allow them to exhibit high-level commitment in the realisation of vision of an organisation. One of the most important characteristics of leaders with inspirational stimulation is to motivate their followers using strong vision which can forthrightly attract them. This type of leader has an exceptional capacity to infuse high confidence and optimism so that their followers are convinced that the expected outcome can be achieved (Schuesslbauer et al., 2018). The idea of inspirational motivation is also described by the characteristics of those leaders that set a good example which is consistent with the values and assumptions promoted by an organisation. These

leaders encourage their followers to follow this path in their pursuit of achieving the common gaol of the organisation (Podsakoff et al., 1990).

### *III. Intellectual stimulation*

Intellectual stimulation is the third component of TL which implies that leaders encourage followers to question the status quo, challenge the old ways of thinking, generate novel ideas and approach problems imaginatively. According to Lee and Chon (2021), leaders with the intellectual stimulation aspect of TL, encourage and nurture the assertive behaviour of employees. Moreover, this behaviour of transformational leader empowers followers, encourages two-way communication between leaders and followers, inspires followers to look into the characteristics of existing and potential problems critically from multiple perspectives, and uplifts the commitment and sense of belongingness of employees for their organisation (Bass & Riggio, 2006; Liu et al., 2010). Furthermore, in relation to the above argument, Samad et al. (2022) state that leaders with intellectual stimulation offer their unwavering support to their followers to encounter longstanding practice and values and stimulate them to analyse different problems using new perspectives and ways of thinking.

According to Podsakoff et al. (1990), intellectual stimulation is understood as the characteristics of leaders that motivate and challenge followers to rethink the old way of doing things. The understanding of Podsakoff et al. (1990) indicates that transformational leaders encourage their followers to be creative and see things differently. The creativity of followers and their efforts to solve problem inventively are enhanced by the intellectual stimulation behaviour of leaders because, when followers are motivated to be creative, assess problems from different standpoints, generate new ideas and challenge current tradition, the intellectual stimulation will come about (Sandvik et al., 2018). Furthermore, Sandvik et al. (2018) mention that there is a well-established and positive association between intellectual stimulation and creativity, so it appears that their argument complements the fact that intellectual stimulation aspect of TL encourages the creativity of followers.

One of the important features of intellectual stimulation is its specific capability for creating a favourable working environment where employees can learn, empower themselves and assess different issues from different points of view. Intellectual stimulation creates an empowering and

challenging working environment where leaders provide various kinds of support to their followers in order to increase and sustain their performance, create opportunities or new ideas, and arouse interest in using their ability to solve problems in creative way (Boamah et al., 2018; Jackson, 2020). Furthermore, Boamah et al. (2018) indicate that the intellectual stimulation aspect of transformational leaders enables themselves to encourage their followers to participate actively in different decision-making processes in order to elevate their ability to think critically and develop their knowledge and skills.

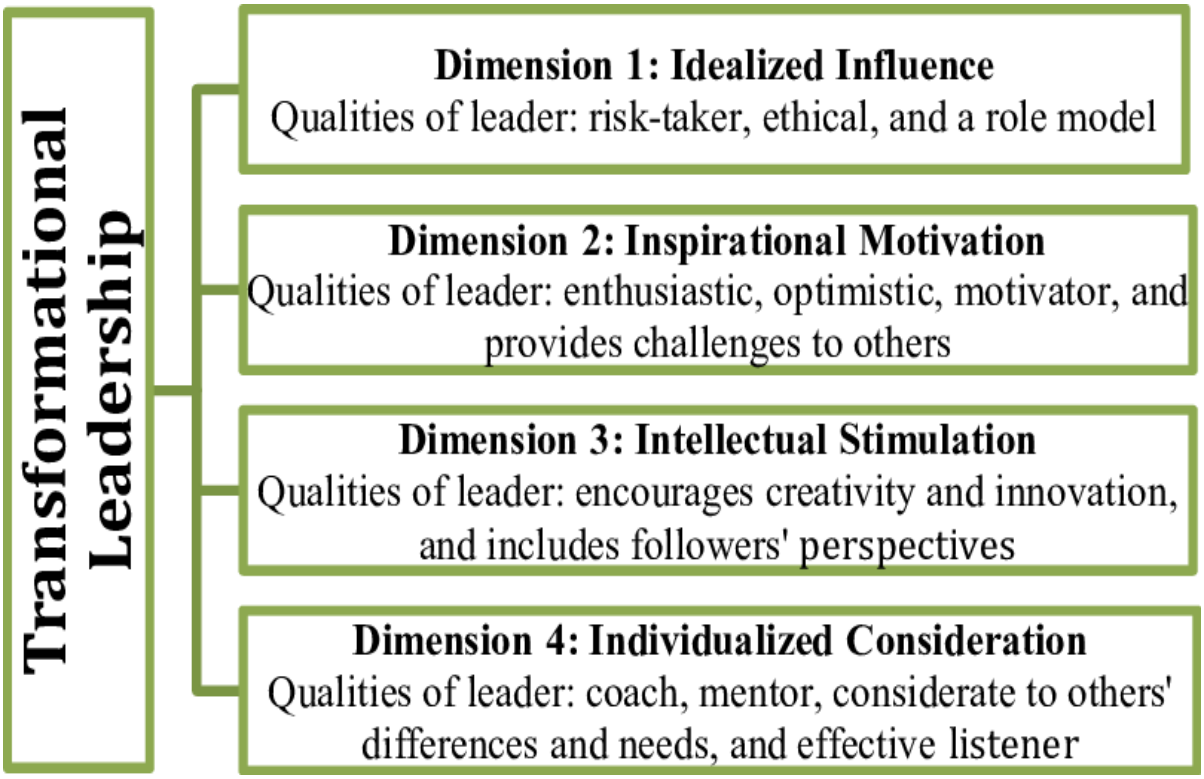
***IV. Individualised consideration***

Individualised consideration is the fourth component or factor of TL. This component is considered as a behaviour of transformational leaders that takes into account the specific need of individual employee, carefully listens to specific problem, and offers their distinctive support to each follower so that employees or followers can fully be energised. Employees inherently have different level of competence and may exhibit different levels of performance in carrying out their assigned duty, so the consideration of individual differences in assigning the responsibility to the followers creates competitive advantage. Jackson (2020) states that individualised consideration may refer to the effort and behaviour of transformational leaders that provide their followers with custom-made support, guidance and watchful consideration.

According to Boamah et al. (2018), in order to get the best of employees' performance and inspire them to perform to their maximum available work potential, each employee should be treated differently and a leader should mentor them based on the need of individual employee. Since one employee is different from the other in terms of knowledge, culture, performance and other attributes, the treatment of an individual employee's needs differently has manifold benefits for the improvement of employee and contributes substantially to the good of an organisation. Accordingly, employees are always benefited from those leaders with intellectual consideration because these leaders take into consideration the inter-cultural variety, skills, tradition and difference in behaviour among employees of a given organisation. Figure 2.1 provides a diagrammatic overview of the theoretical framework of TL.

**Figure 2.1**

*Theoretical framework of transformational leadership*




Source: Bass and Riggio (2006)

2.3.1.2 Transformational vs transactional leadership theories

Management or transactional leadership theory is one of the three components in FRLM along with transformational and laissez faire leadership theories. Transactional leadership relates good performance with transactional reward and poor performance with transactional punishment. This theory is related to the seminal works of Burns (1978) and Bass (1985) which state that achieving a goal depends on the mutual exchange of benefits between a leader and followers. Bass and Bass (2009) state that transactional leadership theory involves a transaction of reward for work and it uses a threat of admonishment to get obedience of followers. Sanda and Arthur (2017) argue that in transactional leadership theory, a leader sets a goal in consultation with other parties and rewards followers depending on their ability to achieve the stated goals. This leadership theory focuses on the transactional process which takes place between a leader and followers so that the leader would

use various motivational mechanisms to get the job done. Furthermore, transactional leadership is designated as a reciprocal contract where leaders identify a list of expected outcomes (standards) and articulates these expectations to the followers. They will then be rewarded for meeting or surpassing the standards and will be reproached for their inability to meet the stated standards (Pujiono et al., 2020).

Like TL, there are different components or dimensions in transactional leadership. Contingent reward, active management-by-exception and passive management-by-exception are the three components or factors of transactional leadership theory. The contingent reward component of the theory indicates an exchange process between leaders and followers where leaders follow up the positive performance of their subordinates and reward this type of performance accordingly. Productive exchange or transaction is used by transactional leaders in order to motivate their followers to meet the expected performance (Cho et al., 2019). In the case of active management-by-exception, on the other hand, transactional leaders monitor the performance of their subordinates continuously and take measures before the occurrence of adverse problems. In passive management-by-exception, leaders take action when there is an adverse deviation between expected and actual outcomes or intervention is required when a problem is found to be severe (Cho et al, 2019; Odumeru & Ifeanyi, 2013).

Unlike TL, transactional leadership does not set a high-level vision and little effort is exerted to motivate employees to work for the realisation of that vision. Moreover, the transactional leadership approach motivates employees based on their own self-interest rather than directing them to focus on organisational-level interest. Consequently, it results in low-level emotional interaction between a leader and followers. Lee and Ding (2020) argue that the leader and followers have low-level social exchange between themselves in transactional leadership and this leadership approach does not prioritise the development of employees over other issues. However, like TL, various studies indicate that transactional leadership style is also an influential factor in achieving the successful performance of employees and increase their compliance (Kalsoom et al., 2018; Lee & Ding, 2020).

#### 2.3.1.3 Evaluation of transformational leadership

As discussed before, TL theory was introduced by Burns (1978) and popularised by the epoch-making work of Bass (1985). Ever since the inception of the theory, various modifications and improvements have been made by Bass and other scholars. The writing of Burns (1978) was influenced by political leadership as he was a presidential biographer. Burns states that transformational leaders and followers ascend to the pinnacle of morality and motivation as they engage each other. However, according to Andersen (2018) Burns did not discuss TL theory in the context of organisation or there was no attempt to address the theory in light of managerial leadership. Moreover, Anderson (2018) argues that the work of Burns focused on how to motivate followers to achieve goals of an organisation, but the difficulty of motivating followers and task-related aspects of the leadership were not entirely addressed in his work.

Based on the work of Burns (1978), the influential work of Bass (1985) redesigned TL theory and discussed the different aspects of theory in organisational context. According to Siangchokyoo, et al. (2020), the work of Bass is considered as the most prominent contribution in the evolution of TL theory. The significant contribution of Bass is unquestionable because the four dimensions of the theory (idealised influence, individualised consideration, inspirational motivation and intellectual stimulation) which constitute the theory, were introduced in his work. However, the idea of moral or ethical issue, which was the major component of the theory in the work of Burns, was not discussed and entirely disappeared in the work of Bass (1985). In contrast to Burns, Bass states that transformational and transactional leadership are complementary and claims that there is strong correlation between the two leadership approaches.

Since leaders are required to motivate and influence followers or subordinates in order to get jobs done and eventually achieve the goals of an organisation, the major three components of leadership should be involved; tasks, leader and subordinates (Andersen, 2015). However, Anderson (2015) disputes that one of the fallacies of TL theory is its failure to give attention to the leadership component of “task” and focuses only on leader-followers relationship. In addition, Yukl (2013) criticises the theory for failing to describe the “task-related behaviour” of transformational leaders. In various TL related works such as Burns (1978), Bass (1985), Bass and Riggio (2006) and other related works, the important concept of “task” was not satisfactorily discussed (Anderson, 2015).

The recent study of Greimel et al. (2023) is not limited into investigating the conventional and the most widely known measurable aspects or characteristics of transformational leaders; rather, the study focused on exploring some indicators of personality for transformational leaders such as openness to introduce novel ideas in organisations, leading followers by example, being enthusiastic to improve the welfare of employees and considering the specific situation of followers.

In a highly critical work of TL theory, Knippenberg and Sitkin (2013) outlined four major problems of the theory. They argue that the first problem is related to the failure of the theory to discuss the inclusion criteria for the four dimensions or components and there is no discussion on how these components are combined in order to form the theory. The second problem is related to the operational confusion as the theory is described in terms of its effect. In relation to the second problem, Jensen et al. (2019) states that one component of TL is related to motivating followers, so it appears that the relationship between employee motivation and TL approach cannot be investigated because one variable is a component of the other variable. The third problem is that the theory also fails to discuss adequately the distinct influence of each component on the outcome variables and no discussion was made on the process of mediation. Lastly, the dimensional structure of the theory is not observed in its measurement tool and there is no empirical evidence of this compared to other approaches of leadership.

According to Amankwaa et al. (2019), TL has dominated the literature in the field of leadership for the many decades and is considered as the benchmark for emerging theories of leadership, despite strong criticisms by some scholars on the validity of the construct and other related issues. Tintore (2019) states that TL is considered as one of the most discussed leadership theories.

In the discussion of the TL's multidimensional qualities, Samad et al. (2022) state that it is through TL that pride, loyalty and sense of responsibility are instilled in the minds of followers and the collective efforts of a leader and followers are exerted to achieve goal of an organisation. Moreover, TL is viewed as an essential element in terms of inspiring the workplace behaviour of employees and different scholars argue that it is a substantial predicator of different outcomes (Lee & Chon, 2021; Peng et al., 2021). Furthermore, Surace (2019) states that TL is a revolutionary leadership approach in which leaders nurture their followers to ascend to the status of leadership using different forms of motivation.

### 2.3.2 Complexity Leadership: Theoretical Background

Contemporary organisations operate in a dynamic and complex environment which in turn makes the organisations complex. This situation requires a leadership approach that takes the regular changes into consideration and can adapt to the dynamic environment. Mendes et al. (2016) state that the technology- and globalisation-driven complex and competitive environments make things challenging for current organisations, so the survival and growth of these organisations depend on the ability of their leadership to learn and introduce novel ideas. Furthermore, according to Bhattacharyya and Jha (2018), the fundamental concept of CLT is related to promoting the culture of learning, nurturing adaptability and building the innovative capability of organisations. They also point out that CL is appropriate for its extensive application in knowledge-based firms.

Rosenhead et al. (2019) cite some pioneer scholars who used the idea of complexity theory in order to form management theory. They mention that the work of Wheatley (1994) was among the first notable efforts which explicitly created the relationship between the concept of leadership and complexity theory. According to Brown (2011), the concept of CL, which applies the theory of complexity in organisational studies and leadership practice, was introduced by the work of Marion and Uhl-Bien (2001). Furthermore, the later works of Uhl-Bien and his associates contributed substantially to developing the model and conceptualising the concept of CL.

Gibbs et al. (2019) state that the dynamism, complexity and unpredictability of contemporary organisations led to the emergence of CLT. Furthermore, they point out that as the current operating environments of the organisations are characterised by accidental events and various challenges, the leadership theorists proposed the CLT as a good fit to overcome the challenges of organisations. Uhl-Bien and Arena (2018) argue that positioning and empowering employees and organisations in the dynamic and challenging environment is one of the toughest challenges for contemporary business leaders. Accordingly, Uhl-Bien and Arena (2018) state that leadership should enable the adaptive process of an organisation, which engages with operational systems and innovating system-fitting ideas, in order to satisfy the requirement of organisations and their operating environments.

The concept of complexity is defined as the interaction of a set of objects and processes which may emerge in regular and dynamic ways. Complexity may also refer the study of a system which

is not characterised by the mere interaction of various individual parts but is instead described by the unpredictable and dynamic interaction of the parts which demonstrate various behaviours (Cohn et al., 2013; Thietart & Forgues, 2011). Individual agents of the complex system interact using unpredictable internal rules and their interaction is complex as it involves numerous interacting parts or subsystems. Accordingly, the nature and point of their interaction should be assessed for the benefit of individual agents and for the larger system.

Tourish (2019) state that the individual parts or agents of a complex system should identify when their interactions benefit and cost them. The study of Narofsky (2024) addressed the correlation of social network dynamics, the interaction of CL, the flow of information and their impact on other related factors in their study of the phenomenological investigation of CL, while Garretsen et al. (2024) addressed the relationship of these factors in their study. Narofsky (2024) further illustrates the importance of CL application in a case study of an organisation and how the leadership team of that organisation remained committed and steadfast in some difficult circumstances.

According to Gibbs et al. (2019), CLT is located in the theory of complex adaptive system (CAS) and many scholars designate complex organisations as complex adaptive system. CAS, according to Gibbs et al, is defined as a non-linear interaction of various agents which establish a vibrant and unique entity that can progress and adapt to its operating environment. Surace (2019) state that in CLT, an organisation is considered as CAS where the interaction among various agents creates a dynamic which can eventually result in adaptive behaviour so that the organisation can develop and effectively perform in the environment. Furthermore, Surace argues that that organisations that develop adaptive behaviours are considered as vigorous and behave as a CAS because adaptability is considered as a positive aspect from a CLT point of view. Moreover, Uhl-Bien and Arena (2018) assert that adaptability ought to be approached as vibrant and multilevel process by leaders and should be noted that internal and external change agents can shape or affect the nature of adaptability.

Like other types of system which involve various kinds of component or subsystem, there are different elements which come together to form complex adoptive system. According to Hodiamont et al. (2019), a complex adaptive system consists of different characteristics or components such as agents (elements or individual agents that act in unpredictable way, have an autonomy for their action and the action of one agent affects the actions of others); interaction

(involves different types of relationship among agents which makes the behaviour of a system unpredictable); emergence (there is an emergence of new behaviour at individual and system levels); adaptation (ability to learn and adapt to the new situation); self-organisation (a single agent or element cannot regulate the system); attractor (number of states which are adapted by a system); and contextuality ( a system is part of super-ordinated system in which behaviours of the system affects and is affected by its environment).

The interaction among individual agents of a complex adaptive system is always unpredictable which is the major cause for a regular emergence of new behaviour at different levels of the system. Furthermore, the social interactions of individual agents in a given system or organisation and the important roles that leaders play as enabler of change are given special consideration in CLT. The unpredictable interaction between materials and people and the possibility of organisational exposure to chaos characterise the CAS. These characteristics result in the emergence of action which is considered as an outcome of interface with environment, not the impact of environment on the organisation (Gibbs et al, 2019). According to Murray (2017), emergence is a surprise event or revelation by its very nature and cannot be viewed as an anticipated or directed change and it is, therefore, considered as a fundamental concept of CLT.

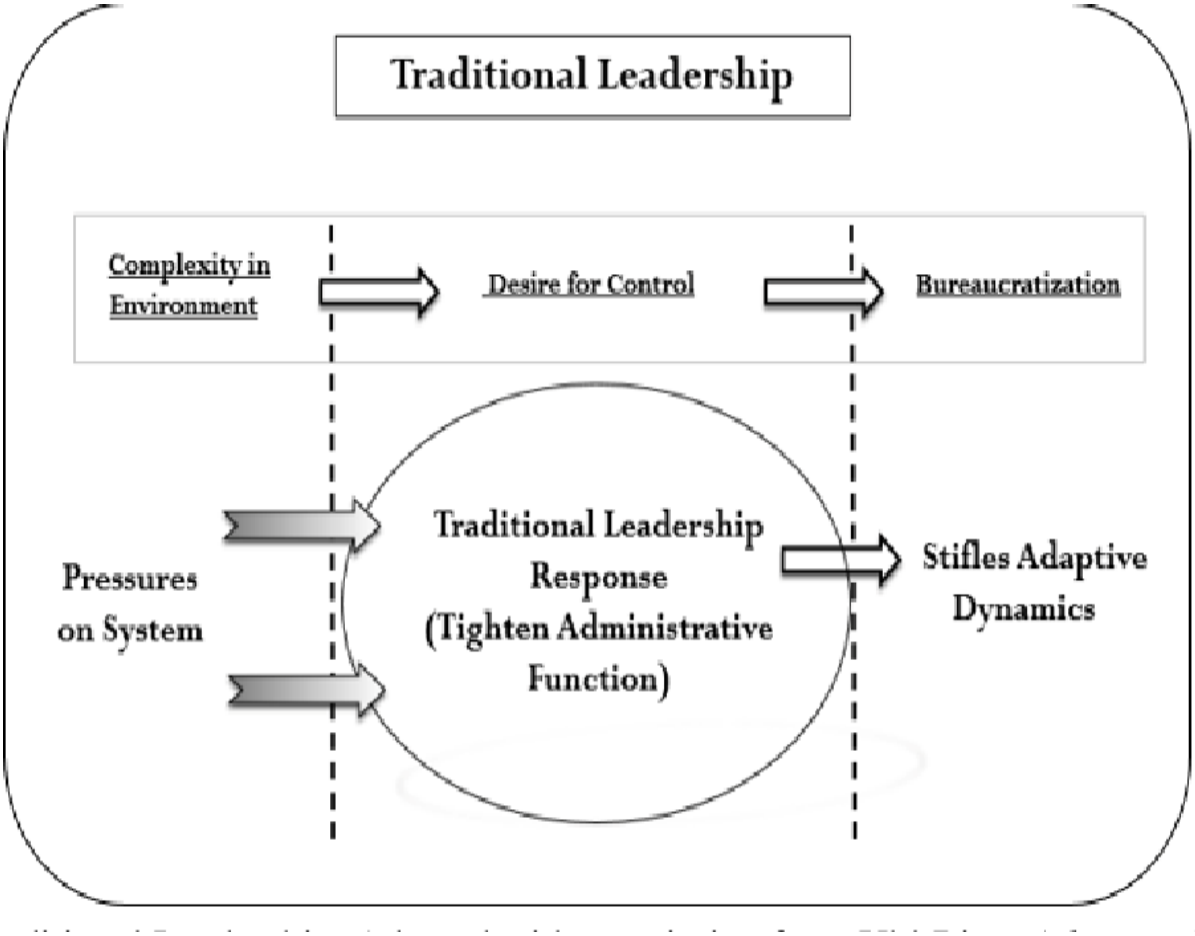
As shown in Figure 2.2, the traditional view of leadership is characterized by instructions and directives specified by leaders to be executed by their followers, unlike the theoretical foundation of CL which goes beyond that dynamic. As opposed to this fact, in complexity perspective, leadership emerges because of interactive dynamic of various agents of an organisation and the insights of different people in the organisation rather than the mere functions which are carried out according to a strictly defined prescription (Hazy & Uhl-Bien, 2014; Surace, 2019).

The so-called moment of complexity denotes a specific stage of the process where the spontaneous order emerges in order to create a new form of relationship and arrangement. As far as the complexity view is concerned, leadership is a result of an interactive dynamic rather than relating it to the action of a single individual, so it is important to closely investigate the interaction of individual parts and the dynamic process from which the leadership emerges. According to Hazy and Uhl-Bein (2015) and Uhl-Bien and Ospina (2012) in the leadership approach of complexity, leadership is not represented by a person or “a leader” only; rather, it is an outcome of social and dynamic interaction amongst independent and heterogeneous parts of a system. Hazy and Uhl-

Bein (2015) assert that the impact of individual leader is not underestimated in CL, but the far-reaching organisational effects ought to be taken into account.

**Figure 2.2**

*Traditional Leadership*




Source: Gallagher (2017).

The dynamic process of CL provides a foretaste of leadership which is applied in an organisation's informal system where the informal leadership plays an important role in producing organisational changes, influencing the formal line of communication and generating ideational energy. As opposed to the role of informal leadership in an informal system, formal leadership can create conditions for the occurrence of change in organisations, but in their formal capacity, they are not

major sources of change. However, CL is yet considered as a means where leaders promote a culture of learning, forms dependable procedures, nurtures experimentation and recognises accountability (Hazy & Uhl-Bien, 2014; Uhl-Bien et al., 2007).

2.3.2.1 Functions or components of complexity leadership

The popular work of Uhl-Bien et al. (2007) made a significant contribution to the field of leadership in introducing CLT. Uhl-Bien et al. (2007) proposed a model for the CL which is constructed around three functions which are known as administrative leadership, enabling leadership and adaptive leadership. Mendes et al. (2016) state that the interaction of enabling, adaptive and administrative functions constitute CL. Furthermore, they state that the formal and managerial related activities in organisations are represented by administrative leadership, whereas the informal, unpredictable and emergent related activities are epitomised by the adaptive leadership or function. According to Surace (2019), enabling leadership or the function of the CL manages the entanglement that potentially takes place between the adaptive and administrative or bureaucratic aspects.

***I. Administrative leadership***

Administrative leadership or administrative function is one of the three components that constitute CLT. This function deals with the formal line of responsibility, focuses on bureaucratic aspect of the organisational design and tries to standardise the different aspects of the system. According to Uhl-Bien and Arena (2018), administrative leadership focuses on executing ideas and generating outcomes through alignment of a formal process and system. In relation to the above argument, Diesel and Scheepers (2019) state that the administrative function is equated to exploitive innovation which aims to transfigure nascent ideas into structure so that continuous results and creative solutions can be generated in the process.

In describing the fundamental characteristics of administrative function, Surace (2019) states that this function refers to the managerial-related activities and the function emerges from the formal structure of an organisation. Additionally, he points out that the focuses of this function are planning, controlling, general management and the hierarchical relationships of the various parts in the system. Gibbs et al. (2019) argue that administrative leadership is related to the bureaucracy and formal management of the organisation and it aims to standardise the whole system and makes

it accommodating in order to use available resources. Furthermore, they mention that the administrative function deals with setting goals, resourcing, planning and structured activities.

Administrative leadership is also labelled as operational or managerial leadership in the seminal work of Uhl-Bien et al. (2007) and in the other study of Uhl-Bien and Arena (2018). These scholars argue that this form of leadership has been the major focus of various studies on traditional leadership approaches. Managerial leadership, according to Uhl-Bien et al. (2007), focuses on providing instructions, inspiring employees to realise goals of an organisation and safeguarding arrangement. Consequently, the above arguments imply that CL differentiates between leadership that takes place in managerial or formal roles of the organisation from the leadership that occurs in informal, emergent and adaptive dynamics of the organisations which is addressed in adaptive leadership or adaptive function of CLT.

### *II. Adaptive leadership*

Adaptive leadership or the adaptive function of CL deals with those issues or dynamics that are not addressed in the formal management and bureaucracy of an organisation. Adaptive function is a factor that can differentiate CL from the traditional leadership approaches as it emphasises the informal system and emergent dynamics of the system or CAS. Gibbs et al. (2019) state that the innovative solution is generated by the adaptive function of CL. Furthermore, Surace (2019) describes the adaptive function as an emergence of learning and inventive actions which are the outcome of informal and network-centred dynamics amongst the interactive agents of the CAS. This function of CL is done without the existence or the influence of some kinds of formal authority.

The novel ideas, creative solutions for the problems and new ways of thinking are generated as a result of the adaptive function of CL. In describing some unique features of adaptive leadership, Diesel and Scheepers (2019) state that entrepreneurial or adaptive leadership is equated to exploratory innovation which focuses on generating new ideas, introducing creative solutions for emerging problems and presenting innovative products or services. Uhl-Bien et al. (2007) argue that adaptive challenges are not technical problems as the former are related to knowledge era and the latter are a characteristic of the industrial age. Unlike technical problems, innovative thinking and continuous learnings are required to overcome the adaptive challenges and thus, adaptive

leadership is helpful in dealing with different kinds of challenge. Furthermore, according to Arena and Uhl-Bien (2016), adaptive space, which is equated to the innovation climate of an organisation, is created in CL.

Adaptive leadership is likened to what is mentioned by Uhl-Bien and Arena (2018) as leadership of ambidexterity which implies the characteristics demonstrated by every member of an organisation in order to let leadership emerge from a given system. Furthermore, they state that the emergent leadership balances exploration (learning and innovating new ideas) and exploitation (using the existing knowledge). Organisations which successfully coordinate explorative and exploitive creativities are known as ambidextrous organisations as per Benner and Tushman (2015) and the simultaneous application of both approaches leads to the success of organisations.

Since adaptive leadership promotes the creation of unique ideas and alternative thinking, it frequently results in ambidextrous employees who seek adaptability, update themselves with latest development, and act impulsively, but are not detached from strategies of a system and do not violate the alignment of the formal management. Adaptability augments innovation and performance as individual agents create a dynamic interaction in response to changes in their local environments. However, Arena and Uhl-Bien (2016) argue that this interaction is not straightforward as the formal management and bureaucracy of organisations can hamper this sort of unpredictable and spontaneous interaction.

***III. Enabling leadership***

Enabling leadership or enabling function of the CL emerges as the important component to bridge gaps created by the contrasting views and understandings of administrative and adaptive leadership. Adaptive leadership arises as a result of dynamic interaction among the individual agents of a system, whereas administrative leadership emerges from the formal structure and bureaucracy of an organisation. Emergence of novel ideas and creative solutions from unpredictable and informal interaction of agents in the setting of a formal organisational structure may look straightforward. However, Arena and Uhl-Bien (2016) argue that the above tension can be dealt with systematically as there are two systems in an organisation where the formal aspect is driven by operational system (it is related to administrative leadership) and the entrepreneurial system (it is related to the adaptive leadership) which deals with the issue of creativity.

Enabling leadership and leaders play an important role in terms of creating adaptive dynamics and bringing different actors of complex systems together. Arena et al. (2017) argue that enabling leaders have the ability to facilitate the exchange of information among the different parts of a system and can bring resources, ideas and individuals together. Moreover, enabling leaders accommodate various behaviours to augment adaptive and interactive dynamics and they can superintend their organisations in order to identify those factors that potentially affect the emerging adaptive dynamics (Uhl-Bien & Arena, 2018; Mäkinen, 2018).

In ameliorating the contentious interaction between the administrative leadership (the bureaucratic structure of the organisation) and the adaptive function (the informal, complex and creative dynamic of the organisation) enabling leadership plays a significant role. According to Surace (2019), the enabling function of CL is considered as a facilitator which furnishes a conducive environment for the emergence of adaptive leadership in a complex system and manages the conflict which might be created between the administrative leadership and the emerging adaptive leadership component. According to Mäkinen (2018), adaptive leadership creates a favourable environment where work groups are structured and diversity is encouraged so that collaboration and interaction among individual agents will be enabled.

#### 2.3.2.2 Evaluation of complexity leadership

Contemporary organisations and their operating environment are becoming very complex and unpredictable. In order to remain competitive in this type of complex and unpredictable environment, scholars of CL advocate that organisations ought to focus on fostering the learning culture, encouraging adaptive behaviours and generating authoritative and emergent phenomena. Gibbs et al. (2019) argue that CLT emerged in response to the complex and dynamic nature of contemporary organisations. Moreover, as the current organisations become knowledge-oriented, the leadership approaches should focus on learning and creativity. According to Bhattacharyya and Jha (2018), CL is more appropriate for knowledge-based firms than other forms of organisations.

Various dimensions, components or functions which constitute CLT are discussed in the works of different scholars. However, the most popular and the widely accepted conceptualisation of CL is discussed in the model that was put forward by Uhl-Bien et al. (2007). The seminal work of Uhl-

Bien et al. (2007) proposed three functions or components of CL which are known as administrative, adaptive and enabling. On the other hand, despite not being popular or supported by many scholars, Clarke (2013) states that four dimensions are suggested in developing a model of CL. Clark point out that these four dimensions incorporate shared leadership, network conditions, organisational learning and skills and knowledge of leaders.

Tourish (2019) acknowledges that CLT is gaining wider acceptance in the study of organisations, but its application in investigating the concept of leadership is only at the initial stage. Moreover, he argues that there is no a widely accepted version of CLT and strongly criticises the theory for its inability to develop internally dependable and coherent explanations about the dynamics of leader-followers in an organisational context. Gibbs et al. (2019) argue that CL lacks centralised control and an externally-monitored structural framework which potentially make the successful implementation of some creative works difficult.

Hazy and Uhl-Bien (2015) tried to articulate complex organisations using the concept of fine-grain interaction (the experience of individual employees such as conducting a meeting on a certain project or meeting co-workers at the entrance) and coarse-grain characteristics of an organisation (these can be illustrated by routines of organisation and its market performance). In addition, Hazy (2011) identified three complementary and discrete functions of complex leadership which are known as generative, administrative and community building. Moreover, based on the work of Hazy (2011), Hazy and Uhl-Bien (2015) introduced two additional functions of CL which are called information-gathering and information-using.

In summarising the three functions of CL which were identified by Hazy (2011), Hazy and Uhl-Bien (2015) state that the generative function stimulates the fine-grain interaction of individuals and transforms these interactions to elevate the coarse-grain characteristics which shape the identity of organisations. They further explain that the administrative or convergent function integrates various activities by facilitating and fostering fine-grained interactions, while simultaneously reinforcing the coarse-grained properties within a system. Lastly, they argue that the CL function of community-building affects the fine-grain interactions in order to bring individuals together for the benefit of shared activity irrespective of the coarse-grain characteristics.

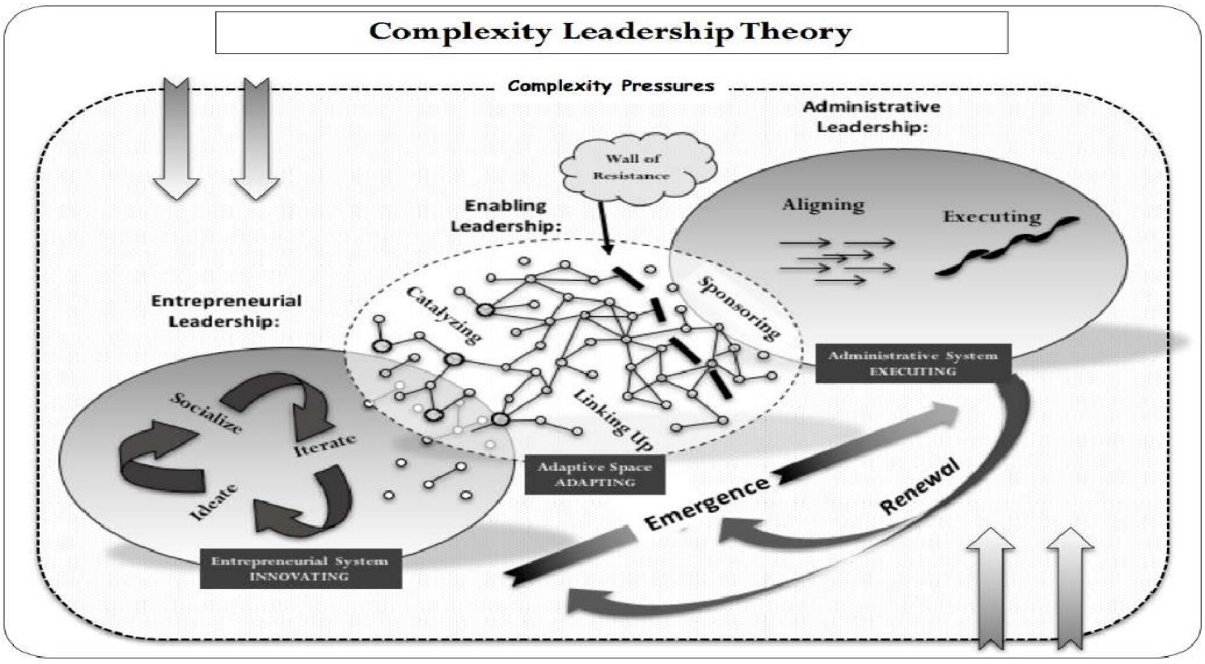
In CLT, leadership is viewed as an interaction among the three major forces which are known as administrative, adaptive and enabling leadership (Uhl-Bien et al., 2007). According to Mäkinen (2018) it is very important to strike a balance among these leadership forces in order to generate a vigorous adaptive dynamic, i.e., producing an important and innovative knowledge. Furthermore, in describing the unique features of CL, he states that the influence of bureaucratic or formal management is not overlooked; rather, it is suggested that a desirable balance can be achieved between the forces of formal or administrative and adaptive forces through activation of enabling leadership.

Surace (2019) argues that the adaptive leadership emerges as a result of learning and inventive actions which are the outcome of informal and network-centred dynamic amongst the interactive agents of the complex system. However, Tourish (2019) contends that the dynamic interaction between individual agents of an organisation and how the leadership can emerge from the extemporaneous interactions of agents are not articulated in the CLT. He also argues that CLT embraces a primitive and experimental view which assumes that leadership is 'there' and leadership is considered as an outcome of some straightforward interactions among the pre-arranged agents of a system.

As shown in figure 2.3, the model of CL does not consider administrative, adaptive and enabling functions as discrete forces. Rather, it points out that the interdependent nature of the three forces and their simultaneous presence can be considered as a precursor factor for creating emerging adaptive dynamics. According to Uhl-Bien and Arena (2018) and Arena et al. (2017), as the interacting activities play significant role in terms of facilitating change and adaptability in the knowledge-based firms, the relevance of these interacting activities which can connect resources, information, different ideas and also technology is strongly accentuated in the model of CL. Sometimes it is difficult to substantiate the strong characteristics of CL and their applications on the ground, because the empirical evidence which supports the practical applications of CL is limited. Rosenhead et al. (2019) point out that the empirical evidence on the leadership actions based on complexity ideas is inadequate and a significant number of CL-related studies are not empirically tested and appear to be somewhat abstract.

**Figure 2.3.**

*The theoretical framework of complexity leadership*




Source: Gallagher (2017).

CL is evolving and maturing over a period of time but there is a strong argument from different scholars whether it can be applied alone or together with other approaches of leadership. Brown (2011) and Gibbs et al. (2019) explicitly discussed and reinforced the idea of Marion and Uhl-Bien (2001) which implies that CL can effectively be applied if it is used together with other forms of leadership such as transformational and charismatic leadership. Thus, this argument implies that CL may still not be resilient or appropriate to be applied on its own in an organisational context, but it can bring about an effective result by combining it with other existing or emerging trends.

Brown (2011) states that in order to achieve the goals of an organisation, leaders should not rely on the application of CL alone. Rather, it should be applied together with other leadership practices. Furthermore, in articulating the difficulty of applying CL in an organisational context, he states that a strong meaning-making system is required to apply CL and generate adaptive behaviours as it cannot easily be applied by a conservative system of meaning-making. Accordingly, this study tries to fill this literature gap by investigating the application of CL along with TL in an organisational context.

### 2.3.3 Transformational vs Complexity Leadership

TL and CL focus on ensuring the effectiveness of organisations. TL is the most popular and widely researched leadership theory while CL is considered relatively new but evolving over time. TL was introduced by the work of Burns (1978) and then popularised and modified for its application in organisational context by the most influential work of Bass (1985). On the other hand, according to Brown (2011), CL was introduced by the work of Marion and Uhl-Bien (2001). However, Rosenhead et al. (2019) state that the first attempt was made in 1990s to investigate CL in an organisational context and there were some attempts in terms of developing a conceptual framework. The most popular model of CL, which involves its three major components, was developed by the seminal work of Uhl-Bien et al. (2007).

According to Crowell and Boynton (2020), CL is not only considered as a new approach of leadership, but also it is a departure from the traditional approaches of leadership which are characterised as top-down, linear and command-and-control. They further argue that, unlike traditional leadership approaches, CL is non-linear, dynamic, relationship-oriented and emerges through the interaction of different agents of the system. On the other hand, according to Tourish (2019), unlike CL, the major emphasis of TL is not on the process from which the leadership emerges but it focuses on individual leaders. Malloch (2014) states that teamwork, comprehensive thinking and organisational culture are not incorporated in TL as the attention is directed on individual leaders. All these arguments indicate that the interaction of different agents is important for the emergence of composite leadership in CL, while the centre of attention is on the individual leader in TL.

Since the individual leader in TL plays a significant role in various aspects of the leader-follower relationship, the power to make decisions rest with the leader and followers may thus find it difficult to influence the final decision in the bureaucratic management of an organisation. On the other hand, in the case of CL, the role of leadership is not restricted to either top management or CEO of an organisation. Instead, effective and unspecified adaptive states are enabled, so the employees are nurtured to contribute for creative solution of the organisation (Grin et al., 2018). Malloch (2014) states that in CLT, leadership is not attributed to an individual leader only because leadership is viewed as a behaviour which emerges from interaction of many agents and thus, each

individual in the complex system can assume the role of leadership and can potentially influence final decisions.

Malloch (2014) argues that visioning and empowering are two of the robust values of TL which should be retained in the model of CL, but it appears that generating new ideas and creative thinking of employees are not comprehensively nurtured in TL. On the other hand, Diesel and Scheepers (2019) state that the adaptive function of CL focuses on generating new ideas, introducing creative solutions for emerging problems and innovating new products or services. However, Sandvik et al. (2018) strongly argue that there is a strong and positive relationship between the intellectual stimulation component of TL and creativity, so it appears that there is a strong claim that innovation and creative ideas are also nurtured in TL.

Collaboration and coordinating activities among different functional teams of an organisation are emphasised in TL and CL where members of the organisation work as a team and help each other in order to achieve common goals of the organisation. Collaboration makes a significant contribution to the smooth flow of information and paves the way for the creation of positive relationships among members of different functional groups in an organisation. Northouse (2019) states that transformation leadership is viewed as a process in which there is strong interaction between a leader and followers and they engage each other in order to transcend their level of motivation.

Collaboration is also observed through interaction of various individual agents in CL as illustrated in the argument of Arena et al. (2017) which implies that enabling leadership, which is one of the main components of CL, can bring resources, ideas and individuals together and facilitate the exchange of information among the different parts of a system. Moreover, Grin et al. (2018) state that CL (they refer it as relational leadership in their work) forms collaborative partnerships between different agents of the system that strive to bring change in their environment.

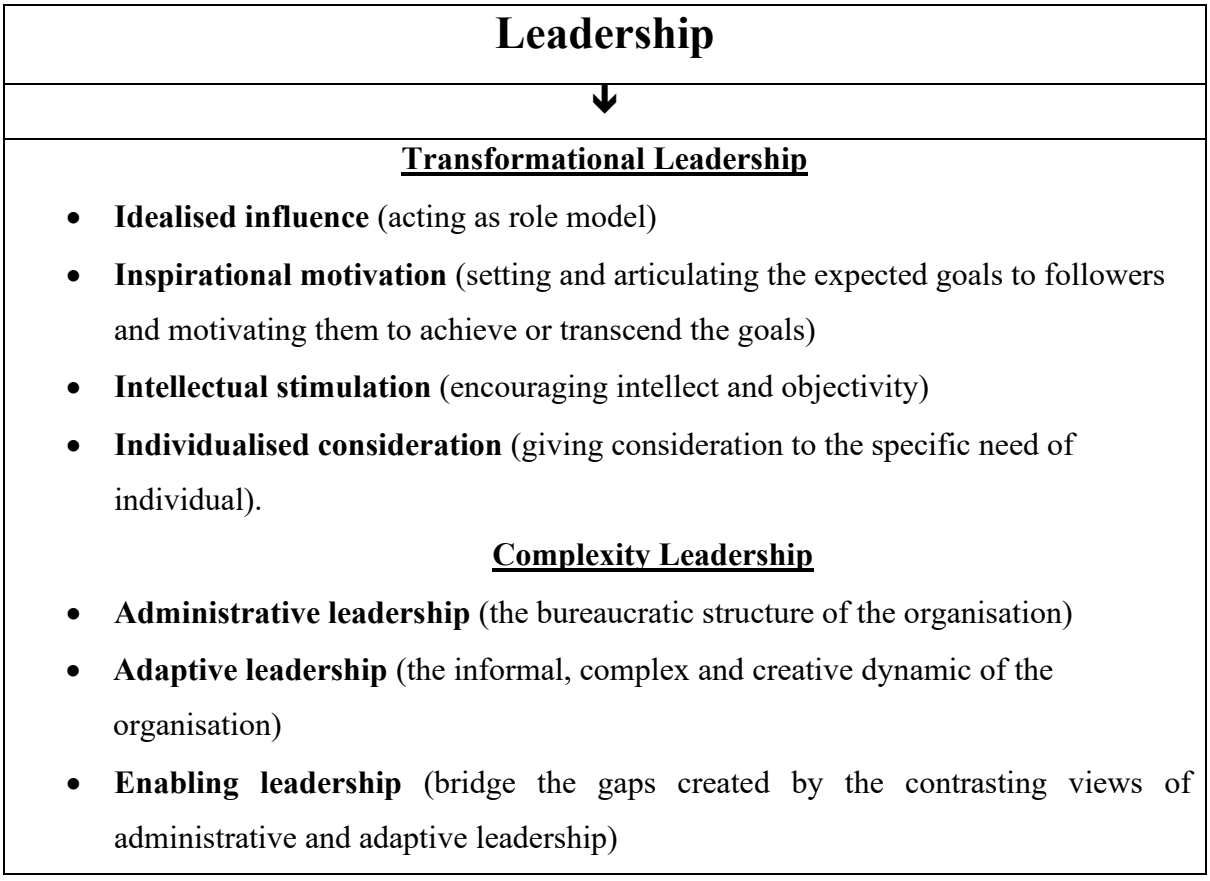
### 2.3.4. A THEORETICAL FRAMEWORK FOR TRANSFORMATIONAL AND COMPLEXITY LEADERSHIP

As shown in figure 2.4, this study combines the most widely known leadership theory (transformational) and new leadership theory (complexity) to investigate their relationship. The theory of TL is a predominant and widely accepted theory to which many scholars subscribe.

Moreover, the most popular instrument to measure TL, namely, multifactor leadership questionnaire (MLQ), has been tested several times and verified in different research contexts. According to Ng and Rivera (2018), MLQ is a strong and unwavering instrument to measure TL as it has been extensively tested and validated by many scholars. However, Jensen et al. (2019) question the validity of some elements of the instrument in measuring the construct accurately.

**Figure 2.4**

*Transformational and Complexity Leadership Theoretical Framework*




Source: Marion and Uhl-Bien (2001) and Bass and Riggio, 2006)

The theory of CL is not as popular and extensively investigated as TL. This theory may have been progressing over the course of time, but many of the studies which have been conducted on CL are limited to the conceptual level. According to Rosenhead et al. (2019), the empirical evidence on the leadership actions on the basis of complexity ideas are very limited and many of the studies

on CL are only theoretical and have not been verified empirically. Thus, there is a widespread interest in conducting an empirical investigation on CL. Moreover, there is a lack of a well-developed instrument which can be used to measure the application of CL in various contexts. However, Hazy and Uhl-Bien (2015) and other scholars identified different dimensions of CL which can be used as a base for developing an instrument.

CL is developing over a period of time, but there is a strong argument from different scholars about whether it can be applied alone or together with other approaches of leadership. Brown (2011) and Gibbs et al. (2019) explicitly discussed and reinforced the idea of Marion and Uhl-Bien (2001) which implies that CL can effectively be applied, if it is used together with other styles of leadership such as transformational and charismatic leadership theories. Therefore, this argument implies that CL may still not be sufficiently robust to be applied on its own in an organisational context, but it can bring an effective result by combining it with other existing leadership styles. Consequently, this study combines the four components of TL (idealised influence, inspirational motivation, intellectual motivation and individualised consideration) and the three components of CL (administrative leadership, enabling leadership and adaptive leadership) and investigates their relationship with other constructs of the study such as organisational learning and organisational culture.

## 2.4. THE CONCEPT OF ORGANISATIONAL LEARNING

Organisational learning (OL) is one of the most extensively investigated concepts in different contexts of research. Moreover, the field has been evolving over time and different versions of the theory have emerged as different researchers have investigated the concept in various domains. According to Castaneda et al. (2018), the work of Cyert and March (1963) is considered as the first attempt to investigate organisational learning. Cyert and March (1963) discuss organisational learning in the framework of decision-making, and emphasise the importance of learning by experience and suggested various mechanisms which can assist organisations in their efforts to adapt to changes taking place in their operating environments.

Castaneda et al. (2018) state that it was the work of Cangelosi and Dill (1965) which explicitly discussed the concept of organisational learning for the very first time. The work of Argyris and Schön (1978) was a breakthrough effort and attracted widespread interest to investigate the concept

and contributed significantly to the development of the field of OL. According to Illeris (2018), the work of Argyris and Schön (1978) was the main reason for discussing the concept of OL in the work environment. Since this significant work on OL was introduced, inquirers have comprehensively investigated the concept in various contexts which led to the substantial development of the field.

### 2.4.1 Organisational Learning Vs Learning Organisation

According to Örtenblad (2018), the term learning organisation was first coined by the work of Senge (1989). Furthermore, Örtenblad states that as it discussed the early works of different scholars on organisational learning, the concept of "learning organisation" was an adaptation of the concept of "organisational learning" by rearranging the order of the two words and the term learning organisation was considered as an organisation where learning occurs. According to Odor (2018), learning organisations are organisations which integrate work and learning in organised and continuous ways in order to achieve enhancement at individual, group and organisational levels. Furthermore, he states that learning organisations do not learn for the current consumption only; rather, they take into account the future organisational needs for learning. Additionally, Örtenblad (2018) argues that individual learning without any link to organisational dimension cannot be considered as a learning organisation or OL, so organisations can be learning organisations when these organisations are actual learning units or facilitators of learning or the end process of learning.

Schwartz and Rist (2017) state that all organisations may have a certain type of OL, but only a few can be considered as learning organisations because numerous key requirements (a well-established structure, general attitude, strong culture, and organisational climate favouring learning) should be met to consider a given organisation as a learning organisation, but OL may occur without considering this requirements as learning at organisational level may occur even through observation and experiences. Furthermore, they argue that a learning organisation is an end (may not be the final goal on its own) but OL is a means because learning organisation is portrayed in literature as a desirable scenario that organisations would like to attain as opposed to OL which may refer to an activity and process through which organisations can reach that desirable end. Moreover, learning organisations use dynamic and logical methods to define the specific

characteristics of organisations where effective learning occurs, while organisational learning focuses on examining the processes through which organisations acquire knowledge.

The concept of OL is different from learning organisation in various ways as shown in the above discussion. There are other dimensions which have been discussed by different scholars in order to differentiate between the two concepts. Mutamba (2017) mentions that the focus of OL is on the existing issues of organisations as opposed to a learning organisation which focuses mostly on futuristic issues. Secondly, the literature on OL is mainly descriptive, while that of learning organisation is prescriptive, and finally, OL literature targets academia, while that of learning organisation targets consultants and practitioners.

### 2.4.2 Organisational Learning Vs. Knowledge Management

Organisational learning and knowledge management are the two prominent fields which assist contemporary organisations to acquire knowledge or information and use them effectively to adapt to ever-changing business environment. The various definitions of both concepts share similarity in various aspects and they are interdependent. Castaneda et al. (2018) state that in an extensively cited framework, knowledge management is defined as the process of knowledge conception, storage retrieval, transmission and application. Moreover, they argue that definitions of knowledge management frequently use the perspective of "process" to conceptualise the concept. On the other hand, Huber (1991) makes use of the "process" perspective to define the concept of OL and in many definitions of OL and knowledge management, the acquisition and application of knowledge are found to be the central theme.

Mardani et al. (2018) argue that there are numerous dimensions to define knowledge management, but identify three dimensions of knowledge management: knowledge production (which involves acquisition and creation of knowledge); storing and distribution of knowledge (which refers knowledge integration); and knowledge application (which includes knowledge protection and use). Maravilhas and Martins (2018) contend that the knowledge which appears in research papers or books (explicit knowledge) is only a small part of the authors' knowledge, so knowledge is tacit because it is in the mind of people, not in the databases or computers. Consequently, knowledge management involves the acquisition, storage, distribution and application of tacit and explicit types of knowledge. On the other hand, Basten and Haamann (2018) argue that the theory of

organisational knowledge creation considers OL as a dynamic process of using explicit and tacit knowledge.

There is also a strong argument to consider knowledge management as a concept which addresses what and how organisations ought to know and use the acquired knowledge to get the upper hand over their competitors which is also viewed as one aspect of OL. The role which is played by knowledge management in terms of processing the knowledge of individuals or group and sharing this knowledge for organisational use is an instrumental way to bring OL. According to King (2009), OL is considered as the goal of knowledge management because the initiative of knowledge management focuses on assisting organisations to embed knowledge and improve use of knowledge which will eventually improve learning in the organisation.

Basten and Haamann (2018) state that the major focus areas of OL are organisational strategic creation, internationalisation of knowledge and capture. Moreover, they state that OL is considered as the management function which involves planning and controlling. On the other hand, Wu and Chen (2014) state that in knowledge management, OL is considered as an essential organisational strategy or means for incessant enhancement of knowledge construction and application. Furthermore, Wu and Chen argue that the formation, retention and distribution of knowledge in the organisation are found at the juncture of the corresponding fields of OL and knowledge management.

### 2.4.3 Types of Organisational Learning

Scholars in the field have discussed the different types OL. According to Argyris and Schön (1996), the types of organisational learning can be divided into single loop, double-loop and deuterolearning. Single-loop learning focuses on making correction after identifying problems and involves a single feedback loop and makes modification or correction on the strategy in response to undesired or unexpected changes in the environment without affecting the fundamental features of organisation or theory-in-use so that the organisation may remain on the desired track. Double-loop learning focuses on identifying the errors and taking corrective actions which requires a complete overhaul of theory-in-use, norms, strategies and the governing assumptions of an organisation in order to create a more efficient and productive working environment.

Deuterolearning essentially refers to “learning how to learn” which focuses on structural and behavioural components in order to improve the learning system of organisation itself.

Marquardt (2002) states that the types of OL can be divided into adaptive, forward-looking and practical learning. Adaptive learning is a type of learning which occurs when individual, group and organisation learn using their experience and appraisal of their preceding performance in which corrective actions are taken to amend the undesirable deviation of expected outcome from actual one. On the other hand, forward-looking learning is a type of learning which starts through learning with a focus on the future and centres on identifying the best possible alternative courses of action and designing suitable strategies to get the best possible results. Finally, practical learning occurs when organisations learn from the actual matters, tangible performances and concrete results of scientific works.

Subramanian (2008) classified the types of OL into four categories: conceptualisation, experimentation, experience and reflection learning. Conceptualisation learning refers to an attempt to comprehend the reason for the occurrence of an event which enables the acquisition of the “know-why” knowledge and it delivers the groundwork to understand the situation on the ground. Experimentation learning refers to an act of testing abstract knowledge in practice which is important in terms of unravelling the difference between practice and theory. On the other hand, experience learning is also known as a cycle of learning which enhances performance and allows individuals to acquire knowledge through the repetition of tasks. Finally, reflection learning refers to a process of investigating the real experiences in order to integrate the practice with theory-in-use and establish explanation and meaning.

### 2.4.4 Levels of Organisational Learning

Those organisations which engage in OL can effortlessly analyse unexpected changes in their environment and take instantaneous actions. Contemporary organisations can create and sustain their competitive advantages if they have a well-established learning system. Moreover, those organisations with effective OL can transform the knowledge of individual employees to group and then to organisational levels. Multilevel OL (learning which takes place at the level of individual, group, and organisation) creates structured relationships, develops common

understanding and constructs a proper platform for sharing ideas among members of an organisation.

Organisational learning may take place at individual, group and organisational levels. Moreover, there is a strong argument among many scholars in the field that knowledge and creative ideas are gained at individual level, shared understanding is developed at group level which will be institutionalised at organisational level, when there is a structured relationship among these three levels of OL (Crossan et al.,1999; Huber, 1991). Additionally, Örtenblad (2018) argues that individual learning without any link to the organisational dimension cannot be considered as learning organisation or OL and thus, organisations can be learning organisations when these organisations are an actual learning units or facilitators of learning or the end process of learning. The understanding of individual learning is essential to understand the process of OL, but it should also be noted that OL is not a mere collection of individual learnings. Crossan et al. (1999) and Huber (1991) describe OL in light of multilevel factors by considering individual, group and organisational learning. However, Do and Mai (2020) state that a significant proportion of researchers describe OL based on a single-level factor.

The seminal 4I framework of OL by Crossan et al. (1999) addresses the multilevel factors of OL through exploration and exploitation. Exploitation implies that individual learning feeds forward into group and organisational level learning which is known as feed-forward learning flow, whereas exploitation refers to the impact of OL on group and individual learning which is called feedback learning. This framework effectively discussed the three level of organisational learning using the following four components or concepts (intuition, integration, interpretation and institutionalising).

- **Intuition at individual level learning** – it is an individual level basic learning process which involves observation of patterns, possibilities and responsibilities and this individual level learning affects the action of individuals.
- **Integration and interpretation at group level learning** – these two concepts of the framework are related to group-level learning. Integration refers to the process of establishing common understanding of patterns identified by intuition, perception sharing and taking harmonised actions. Interpretation is the process of translating the common understanding, developing cognitive maps and processing observation into lessons.

- **Institutionalising at organisational learning** – it is related to organisational level learning. Institutionalisation embeds the individual- and group-level learnings into OL through feed-forward learning flows.

### 2.4.5 Theoretical Background of Organisational Learning

According to Illeris (2018), the very nature of human beings is that they are destined to learn and accumulate a huge amount of knowledge in the course of their life, so learning is better established in human beings than in any other types of creatures. Some scholars consider learning as a cognitive process, whereas others understand learning in terms of behavioural process. From the behavioural point of view, the concept of learning is commonly defined as a change of behaviour in a permanent way and this change is viewed as an outcome of different experiences or events (Sehic, 2020).

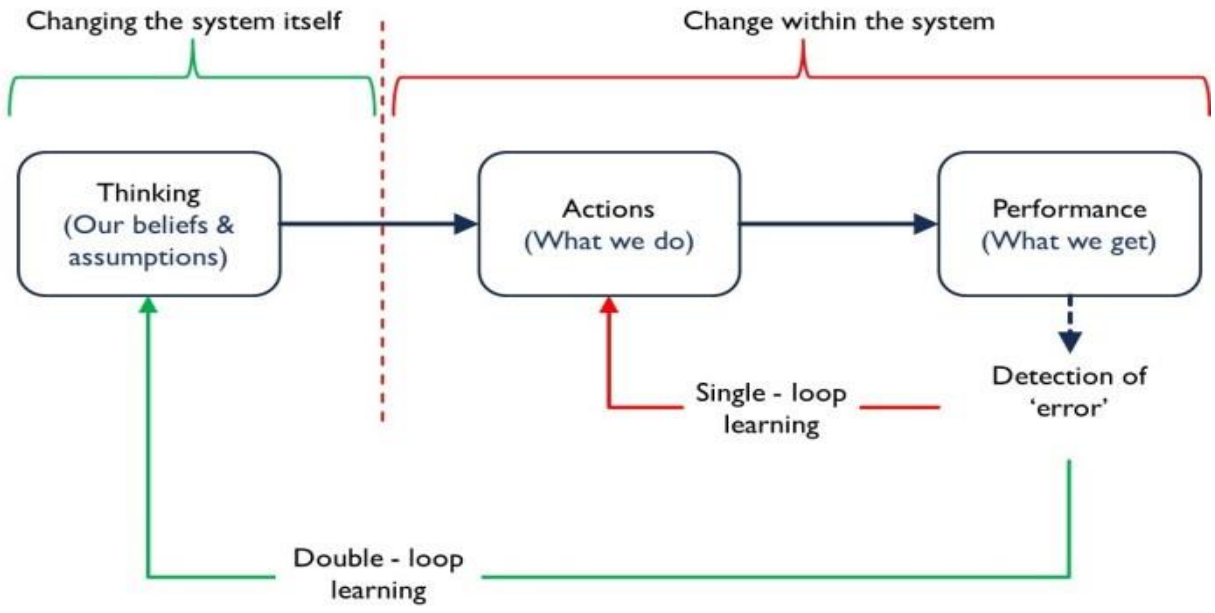
By summarising the views of different scholars in the field of organisational learning, Scott (2011) states that as opposed to the behavioural perspective, the cognitive point of view considers learning as developing novel insight through causal maps and reconsideration of various assumptions. Moreover, Scott states that according to cognitive-behavioural approach, learning occurs when the change in behaviour leads to the development of novel insights or inversely the new insights and causal maps lead to a change in the behaviour. Odor (2018) argues that the cognitive-behavioural approach of organisational learning is supported by different scholars who assert that learning can take place when the elements of both approaches are taken into account.

Despite the field of OL having developed over the last few decades, there is no consensus among scholars about the conceptualisation of the term and there are diverse models and frameworks which are used to articulate the concept and the process of organisational learning. Several perspectives have been used by the scholars in the field to conceptualise OL such as cognitive limitation and learning by March and Olsen (1975); change as a function of experience by Fiol and Lyles (1985); information processing by Huber (1991); single and double-loop learning by Argyris and Schön (1996); experience and organisational knowledge by Argote and Miron-Spektor (2011); antecedent to solving problem by Louis and Murphy (2017); the process involving four steps by Dixon (2017); and intermittent cycles by Van de Ven et al. (2019).

The seminal work of Argyris and Schön (1996) used the idea of single loop and double loop to define OL. According to Argyris and Schön (1996), organisations have norms and values which dictate their strategies and assumptions, so organisations learn from the action of strategies or the result of strategy implementation. Furthermore, they state that in the case of single-loop learning, values and norms remain unchanged because learning occurs by making changes only on the strategies of action or on those assumptions which underlie the strategies. Basten and Haamann (2018) illustrate the way single-loop learning can occur by using an example of product's defect identification and taking corrective action by modifying the specification of the product in order to deter the occurrence of similar problem in the future. Furthermore, they state that double-loop learning requires a change or modification of norms and values of an organisation which will eventually bring changes to strategies and the underlying assumptions as it is illustrated in figure 2.5.

**Figure 2.5**

*Single-loop and double-loop learning*




Source: Argyris and Schön (1996)

The other seminal work on OL by Fiol and Lyles (1985) defines the concept of OL as a process of nurturing actions through use of understanding and better knowledge. They further acknowledge

that there is a consensus among scholars on some elements which constitute OL such as creating an alignment with internal and external environments, differentiating individual from OL, and contextual factors (culture, strategy, structure and environments). Furthermore, they state that learning at organisational level can be manifested in terms of cognitive or behavioural changes, but there is a possibility for the occurrence of cognitive development without behavioural change and behavioural change might occur without gaining knowledge or cognitive development. Fiol and Lyles (1985) also argue that OL occurs in lesser and advanced ways. The lesser learning (a well-understood context occurring through repetition) occurs at all levels of an organisation, whereas advanced learning (an ambiguous perspective occurring through the use of heuristics and understandings) mostly occurs at higher levels of an organisation.

The other definition of OL was outlined by Huber (1991) using four constructs. He defines organisational learning as a process of knowledge acquisition, distribution of information, interpretation of information and organisational memory. According to Huber, acquisition of knowledge refers to the process of obtaining information or knowledge by members of an organisation, information distribution refers to the process of sharing the information acquired from various sources to create new understanding. Moreover, he articulates information interpretation as giving different acceptable interpretations to the distributed information and finally organisational memory is described as means of storing the interpreted knowledge or information for future use. The four constructs indicate that OL is defined from the perspective of information processing which indicates that learning occurs when different members of the organisation acquire valuable information, disseminate and interpret the acquired information and store it to create organisational memory.

Exploitation and exploration are the two terms which were used by March (1991) to conceptualise organisational learning. According to him, organisations can learn through exploitation of accumulated organisational knowledge and exploration of new ideas. This perspective, furthermore, states that the distinctive features in organisational social contexts are observed in the course of balancing exploitation and exploration. Mutual learning and the framework of competition for dominance are the two special features of social contexts. In the case of mutual learning, organisations accumulate knowledge acquired from their employees and in return members in the organisations get socialised to the norms, rules and beliefs of organisations. In the

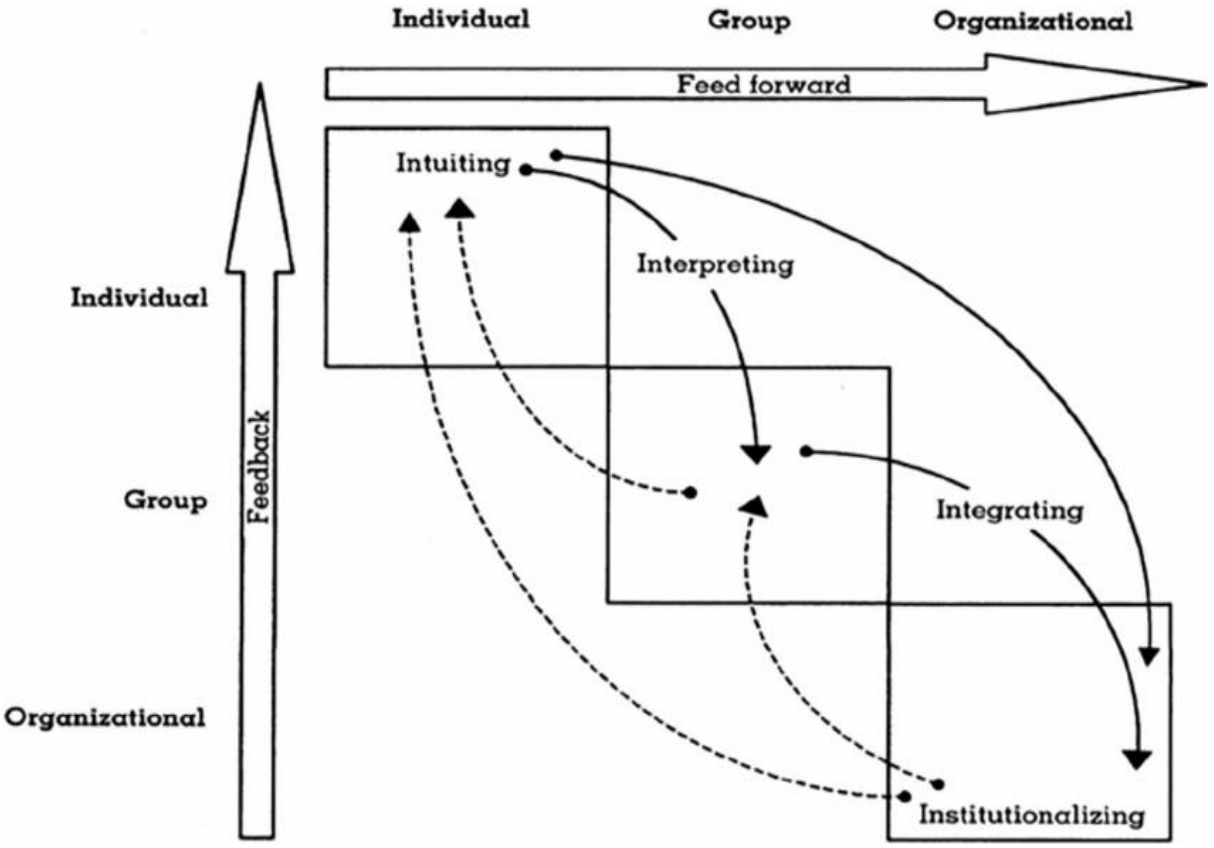
second feature, the framework of competition for dominance, there is a fierce competition among organisations to get competitive advantages through continuous learning. Both distinctive features of social contexts have an implication for understanding, defining, managing and arranging the proper balance between exploitation and exploration in the framework of organisations.

The study of Ivaldi et al.(2022) aims to enrich the discussion of the current systematic contributes, theoretical context, and the positioned knowledge in light of organisational context and related to the 4Is. The findings of their study indicate that the strong methodology to do the assigned duties is a very convenient method for situating employees at the centre of technological advancement. Furthermore, the findings validate what is underlined by scientific literature pertinent to the paths of OL and the impact it has on other factors.

Crossan et al. (1999) define OL using the 4I framework (Figure 2.6) which indicates that individual, group and organisation level learnings are connected by four elements of social and psychological processes: intuiting, interpreting, integrating and institutionalising. According to this framework, intuiting refers to the recognition of patterns in a preconscious way from specific experiences; interpreting indicates an articulation of insight using actions or words; integrating implies the process of establishing a common understanding of the ideas through harmonised action, and institutionalising refers to the process of entrenching learning, which occurs at different levels, in an organisation. Moreover, the 4I framework explains the relationship between the above-mentioned four constructs through exploration (the learning at individual level feeds forward into group and then to organisational level learning which is called feed-forward learning flow) and exploitation (effects of organisational learning on individual and group learning which is called feedback learning).

**Figure 2.6**

*The 4I framework of organisational learning*



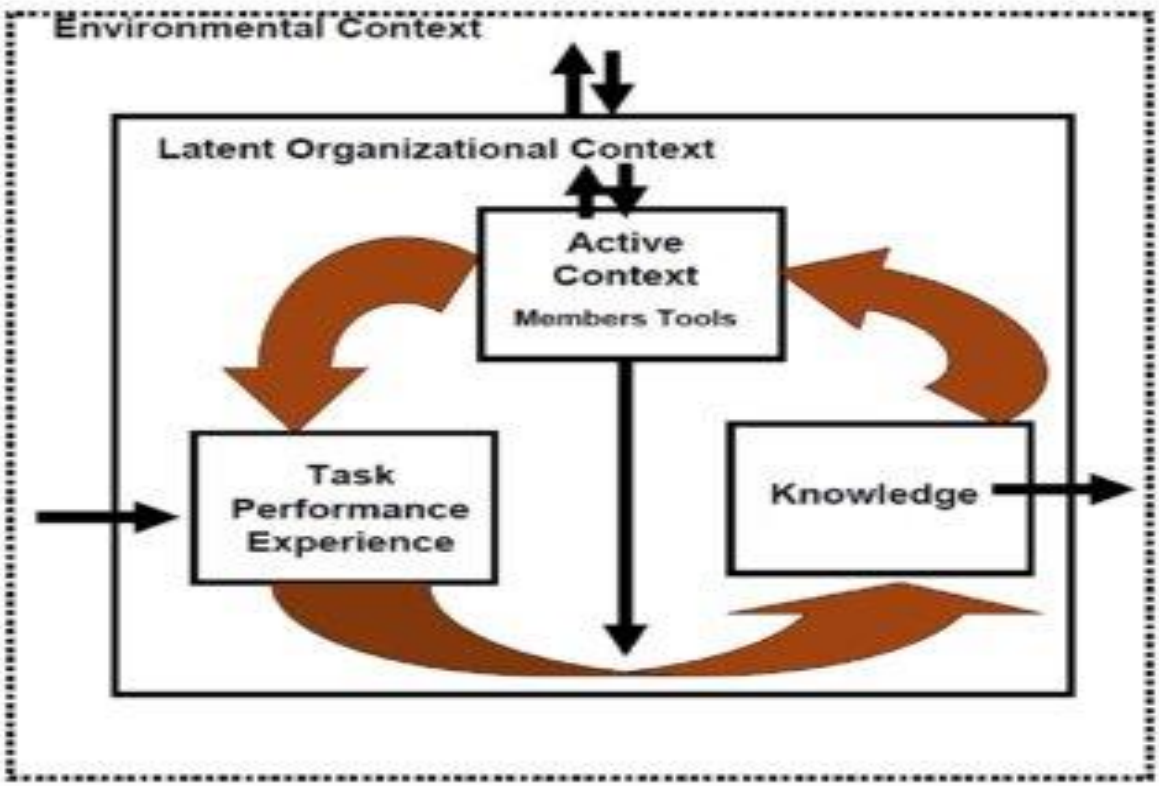

Source: Crossan et al. (1999).

As shown in figure 2. 7, the framework of Argote and Miron-Spektor (2011) describes OL as process which occurs at different levels of organisation over the course of time. This framework illustrates that the task performance experience in the ongoing cycle of the system is transformed into knowledge which will in turn influence the setting of an organisation and its future experience. This framework of OL involves various elements such as environmental context (customers, regulatory bodies, competitors, and institutions) and organisational context (culture, goals, technology, strategy, creating relationship with other organisations and so on). The experience gained by organisations is affected by the environmental context and the interaction of organisational context and experience creates organisational knowledge. The framework assumes that learning occurs through active organisational context (tools and members) which is affected

by the latent context (it may involve issues such as who can be members? What tools do these members use? What task do they perform?).

**Figure 2.7**

*Theoretical framework of organisational learning*




Source: Argote and Miron-Spektor (2011).

2.4.6 Major Debates in Literature of Organisational Learning

Organisational learning is one of the most extensively discussed concepts in management studies. Despite a widespread effort exerted by scholars to investigate the concept of OL, Turner et al. (2018) point out that there are still misspecifications and misunderstandings of the concept because scholars have used the different conceptualisations of organisational learning without making any distinction between the definitions. On the other hand, Kim and Park (2020) state that only few studies have been conducted focusing on the outcome characteristics of OL, despite there being a widespread interest in conducting research on this aspect of OL. Moreover, Louis and Murphy

(2017) state that there are only a few studies investigating OL as dependent variable in relation to organisational settings.

There is a widespread understanding that OL occurs at different levels such as at individual, group and organisational levels, so it is important for any organisations to identify and understand the specific level where OL occurs. It is also noted that the literature pays much attention on the significance of individual and group learning. Furthermore, Asif (2019) argues that scholars have not given enough attentions to institutionalised learning and employees of an organisation cannot benefit or learn from experiences, if organisations fail to establish institutionalised learning. The seminal work of Crossan et al. (1999) discussed various issues pertinent to major gaps observed in the literature on OL. They state that many of the studies on organisational learning were unable investigate the concept of OL using a multiple level framework. Moreover, according to the recent work of Do and Mai (2020), these gaps in the literature on OL have not been well-researched since the ground-breaking work of Crossan et al.

The importance and the effect of learning at one level on the other levels (the impact and contribution of individual level learning on group level or organisational level learning) is the other issue which should be addressed to comprehend the entire process of OL. However, Crossan et al. (1999) state that only a few studies have focused on investigating the effect of one level of learning on the other level and the process which links the learning among the levels was not well-investigated. This argument is further reinforced by Do and Mai (2020) in their review of empirical studies of OL. They state that a significant number of studies conducted on OL, view the concept as a single- level phenomenon (this level of learning can be individual or organisational). The above arguments clearly illustrate that investigations on OL involving the three levels of learning and the process which creates a link between the three levels of learning have not been conducted at satisfactory level.

In an effort to shows the importance of learning at organisational level in nurturing employees to generate novel ideas and assist organisations in adapting themselves to constantly changing operating environment, Rupčić (2023) states that organisations make use of the available and widely known information or knowledge in order to learn and develop innovative ideas. However, he states that relying on information available to the masses results in artificial creativity which can make only a slight improvement to the existing operations and functions.

Different scholars make use of different instruments to measure the concept of OL. Some studies use cognition-based measurement approaches, while others propose the use of performance or practice-based measure of OL. Arif (2019) acknowledges the drawbacks of cognition-based method of measurement while Argote and Miron-Spektor (2011) argue that cognition-based methods of measurement for OL should be supplemented by practice-based measures. Moreover, according to Pasamar et al. (2019), there are several studies which have measured OL using the collective multiple scales. On the other hand, Do and Mai (2020) state that some studies have made use of the instruments used for a learning organisation to measure OL and there have not been any attempts to differentiate the multidimensional and unidimensional characteristics of OL in the course of measuring the concept.

### 2.4.7 Theoretical Framework of the Study for Organisational Learning

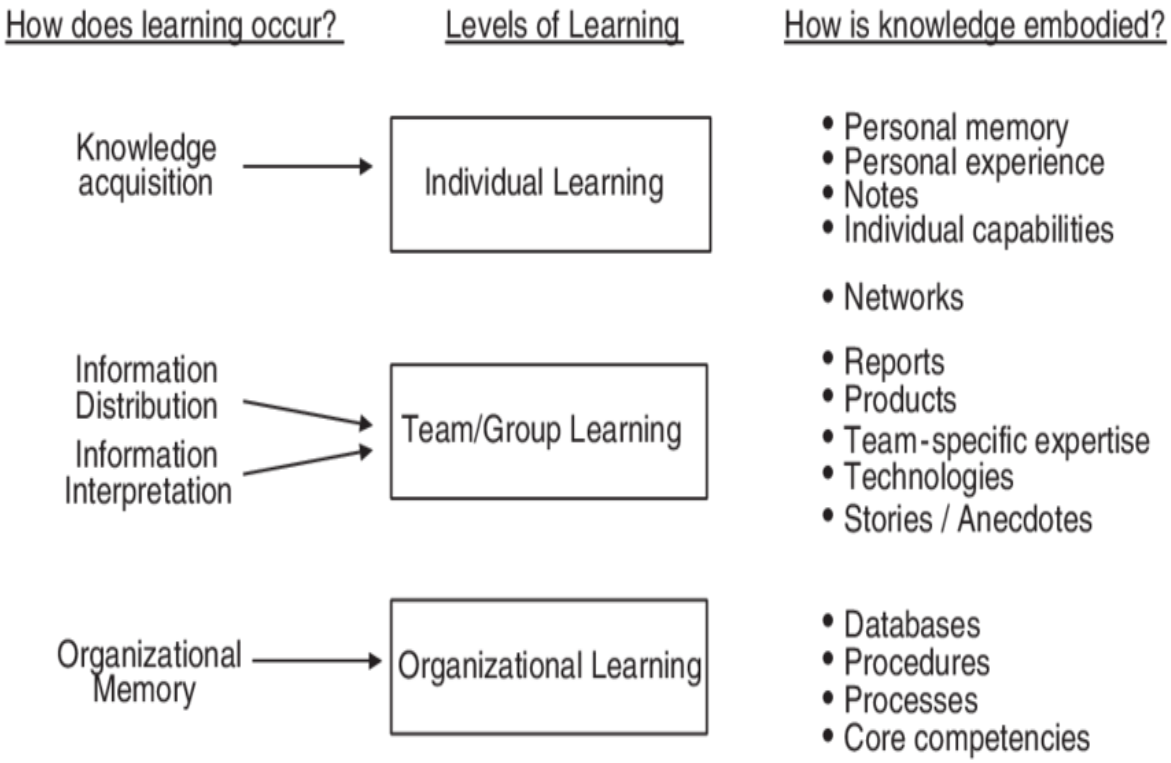
This study uses the perspective of "information processing" or the model of Huber (1991) to conceptualise organisational learning (see figure 2.8). Huber (1991) developed the OL framework using the perspective of information processing and the current study uses the same framework to investigate OL in the hotel industry. As discussed before, Huber (1991) defines OL as a process of four constructs: (1) acquisition of knowledge; (2) distribution of knowledge (information); (3) interpretation of knowledge (information); and (4) organisational memory. As mentioned above, according to Do and Mai (2020) majority of the studies and frameworks consider organisational learning as single-level phenomenon. However, the OL framework of Huber considers the concept as multiple levels or multilevel framework (it address individual, group and OL). Moreover, the framework involves the process that creates a link within these three levels of learning. Sometimes it is possible to consider learning as a cognitive process, whereas it is also common to understand learning in terms of behavioural process. The framework of Huber indicates that cognition learning affects the learning in behaviours. Consequently, the framework also effectively addresses how the learning occurs and describes the linkage between cognitive and behavioural learnings.

Different instruments have been developed by many scholars to measure and test the OL framework of Huber (1991) and other OL frameworks which were developed using the perspective of information processing. These instruments were developed by different scholars in the field such as Dimovski (1994), López et al.(2004) ; Skerlavaj (2007), López Sánchez et al. (2010) and Tohidi and Jabbari (2012). Those instruments which were developed by these scholars have been

tested and refined several times in different research contexts. Moreover, many of the instruments have a good reliability coefficient and thus, it indicates that the framework of OL developed by Huber (1991) is accompanied by the well-refined instruments.

**Figure 2.8**

*The framework of organisational learning*




Source: Huber (1991)

## 2.5 THE CONCEPT OF ORGANISATIONAL CULTURE

Organisational culture or the concept of "culture" in organisational context was first introduced in 1951 by Elliott Jaques in his book entitled as "The changing culture of factory". Jaques (1951) describes organisational culture (OC) as a habitual way of thinking and doing things which are commonly shared by existing members of organisations and learnt by their new members. One of the most widely known frameworks of OC was developed by Schein (1992) who points out that OC exists at three levels (artefacts, values and assumptions). Furthermore, Schein states that OC is a set of fundamental assumptions which is learnt through time as members of an organisation

attempt to overcome different external and internal challenges. The works of Denison (1990; 2000), O'Reilly et al. (1991), Schein (1992; 2010) and Cameron and Quinn (1999; 2006) were among the noticeable efforts in terms of advancing the concept of OC.

Organisational culture serves as a guideline for behaviours and actions of organisational members. Good culture is an asset for organisations and helps employees to magnify their affirmative behaviours which basically improve the performance of organisations. On the other hand, bad culture is a burden to organisations and is considered as a stumbling block to the success of organisations. Warrick (2017) states that different studies strongly justify the positive influence of culture on various factors or outcomes such as engagement of employees, morale, performance, loyalty, commitment, appealing to and retaining qualified employees in the organisation. Warrick (2016) states that low interest in enhancing the capacity of their employees, low commitment to excellence, leaders who provide little guidance to their followers and unclear vision, strategy and responsibilities characterise those organisations with low performance cultures.

Many organisations may have a dominant culture which describes or characterises behaviours and actions of a significant section of employees and the organisations at large. Moreover, these organisations fundamentally have different types of subcultures (a culture within a dominant culture) in different parts of the organisations. The dominant culture of organisations might be influenced by the philosophy of leadership and it may demonstrate the leadership's way of thinking and assumptions which are imposed on members of the organisation. Furthermore, O'Reilly et al. (2014) state that the source of OC can be leaders or founders of an organisation and their personal experiences and cultural history.

When the concept of OC is discussed, the implications of the discussion are always related to procedures, actions and protocols of organisational business and discourse. Warrick (2017) states that the concept of OC, in a comprehensive sense, is used by organisational researchers to describe the culture of an entire organisation or any group of individuals working together in the organisation. Since culture is related to the different parts and activities of an organisation, conceptualising the term is not easy and straightforward. Moreover, over the long period of time, scholars in the field have defined the concept from different viewpoints and developed numerous models. Consequently, there are various divergent views among the scholars of the filed regarding the definition of OC.

The seminal works of Schein (1992 and 2010) define OC as a collective assumptions and behaviours which are acquired over time and they are oriented to new members of an organisation as a commonly accepted way of thinking, perceiving and feeling. Furthermore, the other influential work in the field, Denison (2000) reinforces the fundamental elements discussed in the definition of Schein. Denison states that OC refers to a set of assumptions and beliefs which is reinforced by behavioural practices and patterns and shapes the actions and behaviours of organisational members. Schneider et al. (2013) define OC as norms and values which shape the way members of organisation adapt to the operating environment and the it forms the manners in which employees behave in their pursuit of achieving common goal of an organisation. The preceding definition of Schneider et al. is complimented by Fitria (2018) who states that OC refers to a set of values and norms which manages the acting and behaving styles of employees in an organisation.

Four different types of culture and dimensions are discussed in the pivotal work of Deal and Kennedy (1982) which define OC as the method in which things are carried out in vicinity of an organisation or around. On the other hand, Cameron and Quinn (2006) one of the most cited and influential works of OC, define OC as the fundamental assumptions, values, approaches and interpretation which describe the characteristics of organisations. The definition of Cameron and Quinn is strengthened by Warrick (2015) who defines OC as values, behaviours, beliefs, attitudes and practices which characterise members of an organisation. Moreover, Warrick et al. (2016) argue that, as far as the practical terms are concerned, OC characterises the working environment of members of organisation and it impacts the manner in which these individuals perform, contemplate and experience their daily activities.

### 2.5.1 Theoretical Background of OC

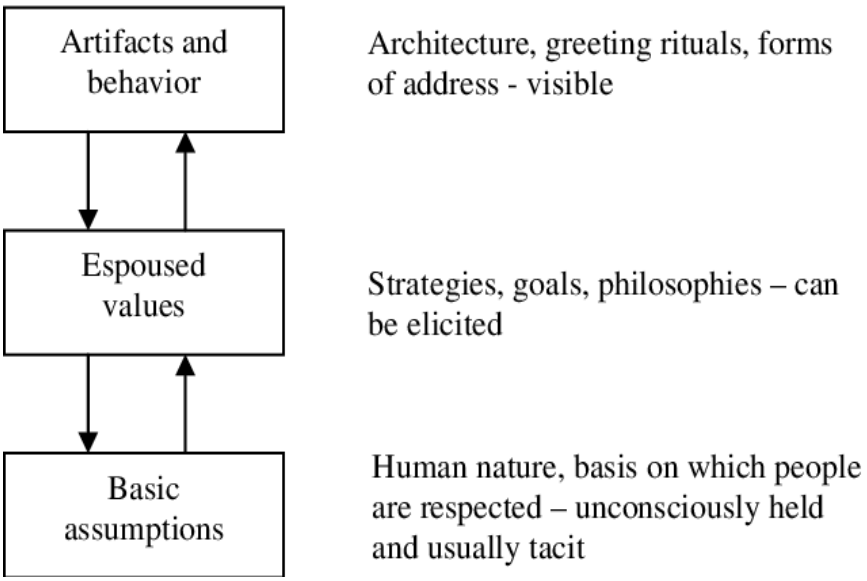
Warrick (2017) states that in order to describe culture of any organisations and the culture of any group of individuals who work together in a given organisation, the term “OC”, is used by organisation researchers. There are numerous ways of conceptualising the term “OC” and there is no a universally accepted single explanation of OC. Warrick (2017) states that there are different ways of conceptualising OC and scholars use various perspectives in their attempt to articulate OC.

Jaques (1951) as the first work of OC, uses the context of "business" to discuss the concept of OC. Schein (1992 and 2010) the leading and authoritative voice in the field, breaks down the concept of "OC" into three levels to conceptualise the term. The other leading work of the field, Cameron and Quinn (2006) use the perspective of "competing values" to conceptualise the term and the other very prominent work of the field, Denison (2000) uses four traits of an organisation in order to conceptualise OC. Lasrado and Kassem (2021) state that the models of OC by Schein, Denison, and Cameron and Quinn are the most prominent and widely used models of OC.

One of the most notable theories of OC was formulated by Schein (1992). This theory of Schein uses three distinct levels to define the concept: artefacts, values and assumptions as shown in figure 2.9. These three levels indicate the extent to which various phenomena of culture are viewed by different audiences.

**Figure 2.9**

*The three levels of OC*




Source: Schein (1992).

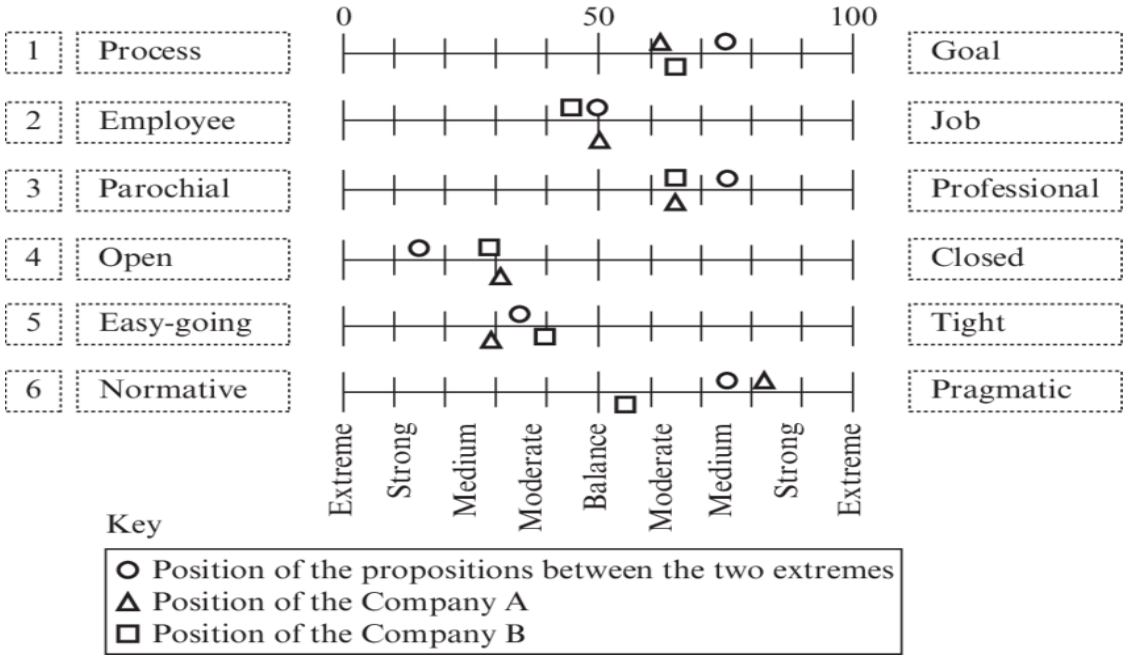
As presented in figure 2.9, the first level of OC is called artefacts which may represent any overt, tangible or visible elements of culture such as organisational structure or any other visible process or physical item. Different works of art or technology which are exhibited by employees of the organisation are good illustrations of tangible artefacts. The second level is called value or

espoused value which involves the organisation's stated goal, strategy, values and rules of behaviour. Espoused value is usually expressed in official statements and represents what employees aspire to become in the future and how the employees of the organisation represent themselves to other observers. The third level is known as basic assumptions which are hard to recognise, but deeply entrenched in members of an organisation and demonstrates well-accepted behaviours, thoughts and feelings.

The other notable theory of OC is proposed by Hofstede (2011). This theory uses six organisation and sociology-related dimensions to describe the concept of OC. Hofstede states that these six dimensions were identified by considering the contexts of only two countries, so further dimensions are required in other contexts to give sufficient description of OC from a wider perspective. The six dimensions of OC are briefly described below in figure 2.10;

**Figure 2.10**

*Hofstede et al.'s (1990) six dimensions of OC with theoretical estimates of two Dutch multinationals*




Source: Hofstede et al. (1990).

- Results-oriented vs. process-oriented: the bureaucratic and technical practices dominate the process-oriented dimension of culture and there is a difference in perceptions among the various parts of organisations, whereas the common concern for results can govern the results-oriented dimension and there is no difference in perceptions among members of organisations.
- Employee vs job-oriented: the job-oriented aspect focuses on job performance only, while the employee-oriented cares for the safety of members of an organisation rather than focusing on job performance.
- Parochial vs professional-oriented: the professional-oriented aspect indicates that the highly skilled employees of an organisation get their identity from their occupation, whereas the parochial dimension implies that employees identify themselves with their organisation.
- Closed vs open system-oriented: am open system shows the openness of an organisation to interact with the external operating environment, whereas the former indicates that the organisation does not interact with external actors.
- Loose vs tight control-oriented: the tight-control dimension implies that organisations are more formal and punctual in terms of dealing with their stakeholders than the loose-control dimension which is lenient and recognised by less formal characteristics.
- Normative vs pragmatic-oriented: this dimension illustrates the flexibility and rigidity level of different departments of organisations in their dealing with their stakeholders, i.e., those departments which engage in offering services to customer are flexible or pragmatic-oriented, whereas the rigid or normative-oriented dimension describes those departments which engage in the application of rules.

The model of O'Reilly et al. (1991) which investigated the person-organisation fit, defines the concept of OC using seven dimensions or factors. The first factor is called “detail-oriented” aspect of OC which gives careful attention to every detail of customer service. “Innovation” is the second aspect where employees are encouraged and given company time to come up with creative solutions.

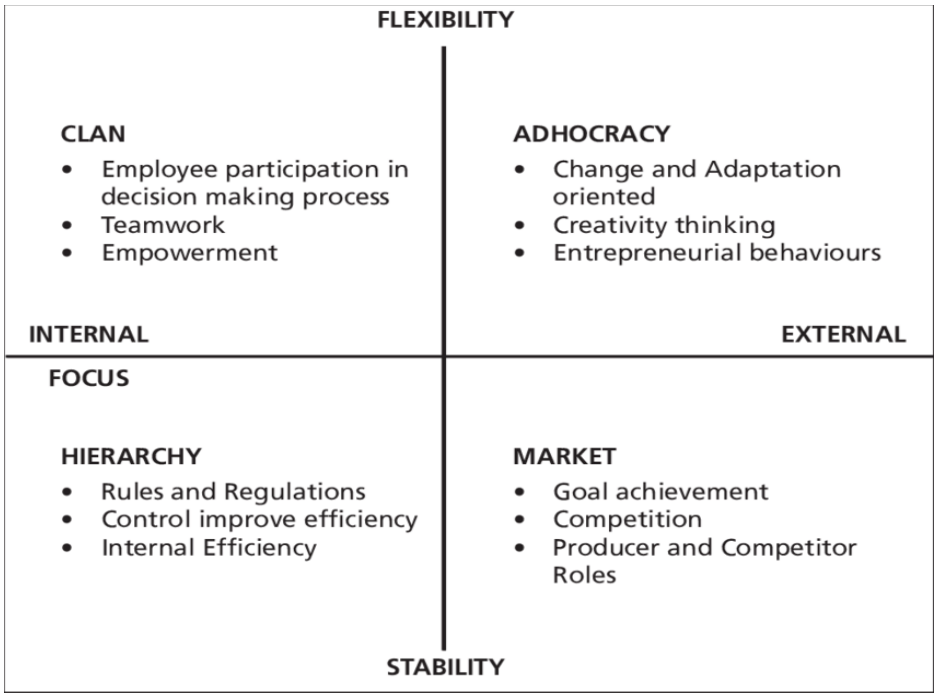
The third aspect is known as “aggressive” which upholds and greatly values aggressive competition in order to outperform rivals and sustain their dominance. The fourth aspect is “outcome-oriented” which values results or achievement, and employees are evaluated based on their ability to meet the expected outcomes. The fifth factor is “people-oriented” which promotes

respecting the rights of individual employee, supportiveness and fair-mindedness. "Team-oriented" culture is the sixth aspect in which collaboration among employees and teamwork are highly valued so that durable relationships will be created in a team. The seventh and last aspect of OC is called "stability", which is characterised by strong bureaucracy, predictability, and rule-oriented working environment.

The model of Cameron and Quinn (1999; 2006) conceptualises OC using the perspective of competing values which generate two polarities; internal vs. external focus and flexibility vs stability. Furthermore, these polarities create four types of culture: clan culture (flexible and internal focus); adhocracy (flexible and external focus); market culture (controlled and external focus); and hierarchy (controlled and internal focus). The model of Cameron and Quinn is a widely used model and the CVF questionnaire is one of the most verified instruments in the study of OC.

**Figure 2.11**

*The competing values framework of Cameron and Quin*




Source: Cameron and Quinn (2006)

As Figure 2.11 indicates, the upper left quadrant, which is characterised by internal focus and flexibility, refers to the clan culture which focuses on participatory decision-making and information sharing. Members of an organisation are considered as part of a clan or a shared social system and organisations with this type of culture motivates their employees to develop a sense of belongingness and affiliation. Moreover, leaders in this type of organisations are considered as mentors of their employees and they focus on personal development and forming an employee-focused organisation. The upper right quadrant is represented by an external focus and flexibility which refers to adhocracy type of culture. Organisations with an adhocracy culture encourage growth, creativity, external support and acquisition of resources and leaders are viewed as visionary and synergy-creators which can drive the organisation to the path of success.

The third quadrant, at lower right corner of the quadrant, is represented by an external focus and predictability which is also known as the market-culture dimension of the model. Organisations with a market culture meaningfully value competitiveness, achievement of common goals and adaptation to market mechanisms. Internal focus and predictability represent the hierarchy culture which is located in the lower left quadrant. Organisations with a hierarchy culture are characterised by order, stable structure, centralisation and formalised procedures.

In the seminal work of Denison (1990; 2000) OC is described in four dimensions – mission, adaptability, involvement, and consistency – and several sub-dimensions. The mission dimension involves various sub-dimensions such as goals, strategic direction, vision and objectives. Moreover, this dimension states that successful organisations have a shared vision and a clear mission statement which articulate the strategic directions of the organisation. The second dimension is adaptability which involves various sub-dimensions such as customer orientation, change creation and OL. Adaptability requires the assessment of customers' needs and perceptions in order to take actions that can meet their demand and adapt to changes.

The third dimension of OC is involvement which encompasses different sub-dimensions such as team orientation, empowerment and capacity development. The involvement dimension of this model creates sense of belongingness, nurtures commitment, instil collective responsibility in members of an organisation. The fourth and the last dimension is known as consistency which refers to an integration of structure, process and whole system of an organisation in order to create

an all-inclusive internal system of governance. Core values, agreement and integration or coordination are the sub-dimensions of consistency.

Another widely known model of OC,which is portrayed in figure 2.12, was developed by Deal and Kennedy (1982). This model defines the concept using two perspectives; the level of risk related to the activities of an organisation and the speed that organisations learn from their actions. Using these two perspectives, four types of OCs are identified in four quadrants. The first quadrant is represented by "Work Hard-Play Hard culture" which implies that employees take low-level risks, but they work as a team and are promptly informed about their action, should learn from it and sustain their high degree of performance as they are evaluated based on their high level of sales.

**Figure 2.12**

*Deal and Kennedy's risk–speed of feedback culture model (1982)*

Source: Deal and Kennedy (1982)

The second quadrant represents a “Tough-Guy, Macho culture” which implies that there is a high-risk level and quick feedback on performance in which some risk takers and successful employees who perform tirelessly can be become stars. The third quadrant is the “process culture” which is characterised by low feedback and risk level, so a single activity or transaction will not affect an organisation and the impact of the decision is not immediately known. The fourth quadrant represents “Bet-Your-Company culture” which indicates that there is a high risk, but is accompanied by slow feedback because employees of an organisation may need to wait for long time to received feedback on their actions.

### 2.5.2 Sources of Organisational Culture

Culture of organisations is established and shaped by different factors arising from the operating environment of organisations such as the view of leaders or founders, the behaviour of employees, organisational ethics (the beliefs and personality of top management team) and organisational structure (authority and responsibility relationship between various departments of an organisation). The philosophy of a founder, the learning experiences or new knowledge gained by existing members of an organisation, and the assumptions and beliefs introduced by new members of the organisation are identified as the principal factors in terms of shaping the culture of organisations. (Ruiz-Palomino & Martínez-Cañas, 2014; Uddin et al., 2013).

Although there are different arguments about the bodies responsible for creating or establishing OC, several scholars agree that the founder of an organisation is the one who establishes the culture of the organisation. Warrick (2017) states that the culture of an organisation predominantly reflects the thinking of leaders. Moreover, according to Steers and Shim (2013), the influence of leaders on OC is reflected in their leadership style, strategies, beliefs and action. According to O’Reilly et al. (2014), the founders of an organisation are believed to be the principal source for creating the culture of the organisation and they impose their beliefs, values, assumptions and personal experiences on members of the organisation.

Moreover, Schein (2010) states that using their assumptions and values, the founders of organisations establish the culture of their organisations and then communicate their beliefs and assumptions to members through various actions and decisions. Schein, furthermore, states that Apple Inc. and its founder, Steve Jobs, epitomise how personal beliefs and assumptions can

significantly shape the culture of organisation. The operating environment of an organisation and the knowledge and experience gained from it can also shape cultures of the organisation. The learning experience of employees increases as they interact with their external operating environment and allows them to acquire new knowledge, skills, experience and ways of thinking. The social trends in the business environment help employees in elevating their learning experience and the environment, where members of an organisation live, contributes its part in imposing its culture on the organisation through its members (Gibbs, 2012; Nguyen & Aoyama, 2014).

### 2.5.3 Strong, Weak, Dominant, and Sub-Cultures of Organisation

The culture of organisation can be classified as strong or weak culture, although a strong culture may not necessarily mean it is pleasanter and that the weak culture is unacceptable. According to Warrick (2017), a category of OC which significantly affects the actions and behaviours of employees is considered as a strong culture, whereas a weak culture refers to a type of culture in which the practices and norms are unclear, inconsistent or may not be well-understood. The majority of employees in organisations with a strong culture share a similar set of values and strictly follow the norms of the organisations and subordinate their individual goals to the common goal of the organisations. On the other hand, organisations with a weak culture are not governed by well-articulated goals, nor do their employees have a clear understanding on where they want to be in the future.

Those organisations which establish a strong culture are characterised by a very clear and well-defined communication systems, well-articulated common goals, superior professional quality, a well-structured set of procedures and rules for doing the day-to-day activities and letting employees know what is expected of them. An open and clear communication system is used by managers of organisations with a strong culture to motivate and enhance the performance of their employees so that all members of organisations can actively engage in the affairs of the organisation and promote teamwork and a culture of collaboration (Kohtamäki et al., 2016; Miguel, 2015). Moreover, professional quality, namely, the respect between manager and employees, high-level commitment in serving customers and exerting best effort to achieve goals of an organisation, is one of the fundamental characteristics of organisation with strong culture (Busse, 2014; Pinho et al., 2014). On the other hand, despite the widespread argument that strong

culture is related to better performance than weak culture, Warrick (2017) argues that an unhealthy but strong OC cannot generate success.

The weak OC might be manifested in those organisations which have no a goal shared by all members of an organisation. Furthermore, the different departments of those organisations with weak culture do not integrate their works as they work independent of each other rather than working together in order to achieve collective goals of their organisation. According to Eaton and Kilby (2015) as employees in an organisation with weak culture do not share common beliefs and prioritise the interest of their department over the organisation, the survival of the organisation is always in jeopardy. Moreover, Warrick (2017) states that since organisations with weak culture have no a clear expected outcome and have slight consistency in the practices, employees may find it problematic to work in this type of environment.

As there is no clear direction, consistent and transparent communication system in organisations with weak OC, employees perform in a way which does not prioritise the values and common interests of the organisations (Flamholtz &Randle, 2012; Schein, 2010). Furthermore, strong OC contributes for the stability of an organisation as it creates a common belief and interest among members of the organisation and establishes working standards for members, whereas in complete contradiction of this fact, the stability of organisation is always in question in those organisations with weak culture as there is no common beliefs and values among members (Eaton & Kilby, 2015; Simoneaux & Stroud, 2014). Nurturing a motivated employee is another feature of strong OC, which in turn helps the improvement of organisational performance. According to Simoneaux and Stroud (2014) and Schein (2010) improved performance of an organisation is a function of motivated employees which is one of the outcomes of strong OC.

Members of an organisation may share the same values, norms and preferences which are known as the fundamental components of culture. When these components of culture are well established in the organisation, the dominant culture will be established and employees tend to adapt to it irrespective of their interest. Robbins and Judge (2017) argue that OC has aspect of common interest which is instrumental for shaping and guiding behaviours of members of organisations. On the other hand, when some members of organisation accept a significant part of dominant culture, but deviate from it in some ways, subcultures will be established by some groups. Kuklenski (2021) states that subcultures emerge as a result of shared experience or common

problems encountered by members of a given department or location. Furthermore, Kuklenski states that a primary or dominant culture of an organisation becomes less influential, if the culture of the organisation is a mere collection of different subcultures.

Subcultures maintain their unique characteristics, preserve the major characteristics of dominant culture, promote a feeling of togetherness in an organisation and do not create any dangers on stability of the dominant culture. Moreover, subcultures have a significant impact on various factors and are considered as a value system which shares similar elements with dominate cultures. Copuša et al. (2019) consider subcultures of organisations as value system. They also argue that these subcultures, which are established by various groups, can influence the different management decisions of an organisation.

### 2.5.4 Functions and Dysfunctions of OC

OC has different functions which benefit organisations in several ways such as assisting a given organisation to establish peculiar features as compared to its competitors, creating a feeling of uniqueness for members of organisations, encouraging the subordination of individual interest to organisational interest, establishing set of standard and rules which guide the actions and behaviours of organisations and creating organisational stability.

In their description of the functions of OC, Robbins and Judge (2017) state that OC keeps the unity of organisational members by establishing a set of rules or standards for what they perform. Moreover, Robbins and Judge state that organisations get a unique purpose from their core value which is considered as a major component of OC. This argument is further reinforced by Kuklenski (2021) who states that if the core value is accepted throughout an organisation and held by a large number of its members, the organisation is believed to have a strong OC. The functions of OC are beneficial to employees and organisations at large. It is beneficial to employees because their abstruseness decreases and they would have a very clear understanding of how things are prioritised and activities are conducted. Moreover, OC is also advantageous to organisations as it augments the consistency of behaviour in employees and elevates the commitment of organisational community.

Kuklenski (2021) states that as culture of an organisation becomes stronger and well-established, comprehensive policies and prescribed guidelines are not required to guide and give direction to

employees as they easily understand the expectations of the organisation. On the other hand, Kuklenski argues that strong OC cannot be established using written core values only as long as the opinions and attitudes of employees differ extensively. For that reason, Judge and Robbins (2016) further argue that the behaviour of employees in a given organisation with weak culture should be guided with clear and robust set of rules and policies.

OC delivers a sense of uniqueness and serves as a uniting force for members of an organisation. A well-articulated OC is one of the greatest assets that organisations can have and give them a superior advantage over their competitors. On the other hand, when culture of organisations cannot improve the success of the organisations in the marketplace, it will become a liability and a dysfunction of OC will occur. Domagała (2017) states that a culture of each organisation has various dysfunctions which refer to abnormalities or a deviance of an actual operation of the organisation from its model operation. According to Domagała, these abnormalities emerge from the disorder with in various operational areas of an organisation and in its relationship with the surrounding environment. Thus, it is understood that organisational dysfunctions may occur in different areas of organisation and may arise from various sources.

Dysfunctional OC even occurs in a well-established organisation with strong culture. This situation is best illustrated when cultures become a barricade to organisational change and a barrier to diversify. The barriers to diversity manifest itself in different ways, for instance new employees from different backgrounds are not believed to bring unique quality to organisation having strong culture and these new employees are obliged to confirm to existing values, otherwise they will be considered as unqualified to meet the interest of the organisation. In an attempt to illustrate the characteristics of dysfunctional OC, Domagała (2017) states that dysfunctional behaviours, which are observed in organisational context, are related to compulsive behaviours which are characterised by retaliatory, dangerous, counterproductive, irreconcilable and organisational deviation. Furthermore, Domagała argues that a dysfunction refers undesirable phenomenon which deters the efforts of achieving organisational goal and destabilizes the normal operation.

### 2.5.5 Major Debates in OC Literature

OC is considered as one of the most important factors which determine the success or failure of organisations, consequently numerous studies have given a close consideration to investigate the

concept over the course of the last couple of decades. Tararukhina (2019) states that the importance of OC to organisation is underlined by enormous attentions given by scholars and practitioners who have conducted various investigations on the issue. Despite the various efforts exerted by researchers to investigate the concept, there is no a universally accepted definition of OC. Tararukhina (2019) states that there are multiple ways of conceptualising the concept of OC or there is no a generally accepted definition or understanding of the concept, and there is a variation among scholars in terms of the approach to the measurement of the concept and the depth of analysis.

Those organisations which establish strong culture are characterised by a very clear and well-defined communication system, articulated common goals, extraordinary professional quality and well-structured set of procedures. The concept of OC is frequently presented in the literature as a source of organisational success and a unifying force for members, but there are also some arguments which address both the pros and cons of the concept. Warrick (2017) states that there are some experts of OC who believe that many of organisational problems can be solved using culture. As opposed to this argument, Lorsch and McTague (2016) consider that OC is not a cause, rather it is the result or an outcome of various organisation factors.

Domagała (2017) states that the central challenge related to OC is the misleading popularity of the significance of the concept. Some scholars try to present the benefit of OC as a source of success and development for any organisation, whereas its drawback might be explained in predisposition of employees in resisting organisational change. Furthermore, Maamari and Saheb (2017) state that OC is presented as source of organisational strength and a barricade to growth of organisation in which its effect may range between productivity enhancement (the advantage of OC) and hampering the process of workflow (disadvantage of OC).

The types and the natures of data which are used by researchers to investigate OC is also another center of debate in the literature. Some studies exclusively rely on the survey data in conducting their study, while others attempt to supplement the survey data with some qualitative data in order to come up with a comprehensive conclusion and try to present the complete picture of the issue. Tararukhina (2019) argues that various studies make their investigation of OC predominantly on the basis of professed employees' survey data which are largely exposed to various interpretation and the result may not make sense, if it is not supplemented with the flavour of qualitative data.

There is also a very strong debate in the literature on the source of OC or how OC is established and the influence of a founder or a leader in shaping the culture of any organisation. One side of the argument states that the culture of organisation is influenced by their leaders and it demonstrates the leaders' way of thinking and assumptions which are imposed on members of organisations. O'Reilly et al. (2014) state that the source of OC is leaders or founders of organisations and their personal experience or cultural history.

Furthermore, Warrick (2017) states that OC predominantly mirrors philosophies of leadership of an organisation and the influence of leader on culture is specifically significant at the summit level of the organisation. In addition, the studies on the relationship between leaders or leadership and OC have been evolving in recent time. "Does leadership affect OC or is affected by OC?" is the centre of debate among the scholars in the field. Schein (2010) argues that OC can shape leadership as much as it is shaped by the leadership and Jabeen and Isakovic (2018) state that the leadership approach of leader is shaped by OC.

### 2.5.6 Theoretical Framework of the Study for OC

This study uses the model of Denison (2000) in order to investigate OC in the hotel industry. The model, which is considered as one of the most widely used models of OC, was developed with a robust grounded theory of OC and aimed at measuring the physiognomies of organisational performance.

As presented in figure 2.13, the model involves four components or key traits which are known as mission (having a clear idea on where an organisation plans to go) adaptability (ability to respond to changes taking place in the external environment) involvement (the extent that employees are engaged or aligned) and consistency (the extent that organisations have process, values and other components to generate leverage). According to Wahyuningsih et al. (2019), the model proposes that the scores of the four components should be high for best preforming organisation. Consequently, successful organisations are characterised by the types of cultures which are adaptive, greatly consistent and nurture high involvement.

**Figure 2.13**

*The framework of Denison's OC*

Source: Denison (2000).

Moreover, the model balances the competing needs of flexibility vs stability and internal vs external focus of organisations. Thus, the Denison's OC model is also divided into two dimensions (flexibility vs stability and internal vs external). Primarily, flexibility involves the adaptability and involvement components of the model in which flexible organisations are able to adapt to the dynamic environment, have robust focus on customers and employees, and are associated with creativity, whereas stability involves the mission and consistency components of the model in which stable organisations are predictable and associated with vigorous operation and high profit. Secondly, internal focus involves involvement and consistency components of the model where employees' satisfaction, internal accommodation of the system, and cherishing people can describe organisations with resilient internal emphasis. On the other hand, external focus involves adaptability and mission components of the model in which organisations with robust external concentration adapts to changing environment and affects the market share and revenue generation efforts of the firm.

The model of Denison is also known for being an all-inclusive and easy to comprehend and use. According to Sult (2013), the model of Denison is a business-oriented, extensively recognised and often used in academic study, despite lacking the elements of national culture (it should be noted that national culture is not a focus of this study). This characteristics of the model are very important as the likelihood of organisations to succeed in the contemporary complex and competitive business environment depends on their ability to balance the four characteristics or components of OC in the model of Denison (Denison et al., 2014). Furthermore, the OC instrument of DOCS was developed based on the model of Denison (2000). This instrument has been tested several times in numerous scenarios and it is considered as one of the most reliable instruments in measuring OC.

## 2.6 LEADERSHIP, OL AND OC IN HOTEL INDUSTRY

The leadership in hotel industry are now facing different challenges because of the complex nature of their operating environment. These challenges can be uncertainty of the market, the high demand of customers for quality service, government regulations, high employee turnover, regular change in customer behaviour and test (Hagos, 2017; Kebede, 2014; Tefera, 2018). In order to overcome the above-mentioned and other challenges, organisations need to engage in continuous learning. Boer (2015) states that learning becomes the centre of attention in the contemporary organisations for it is very essential in generating and sustaining competitive advantages over their competitors and enable organisations to easily adapt to the ever-changing operating environment.

Different research findings indicate that the size and categories of hotel affect their learning practice. For instance, according to Fernandes et al. (2018), the level of learning is better relatively in small level hotels than other categories of hotel. However, Kleefstra et al. (2020) are of the opinion that bigger hotels are well known in terms of providing several suitable circumstances for learning in a formal way. Moreover, Fernandes et al. (2018) argue that employees require much attention in the creation and management of knowledge in the entire process of learning. The above argument may also imply that if employees are not given enough attention in the learning process, organisations may miss the chances to learn from their seasoned employees.

In the study which investigated the relationship between TL and other outcome in large hotels operating in Spain, Maquieira et al. (2020) state that TL enables hotels in advancing the quality of

their operation. Furthermore, their results indicate that out of the four components of TL, idealised influence and inspirational motivation are the most highly valued or important components in the hotel sector, and the least one is intellectual motivation. However, the results of the study also show that the difference in importance among the four components of TL in the hotel sector is insignificant which implies that almost all components are evenly valued in the analysed hotels of the study. Therefore, the leaders in the analysed hotels of the research inspire their employees, integrate the works of their followers, engage in unceasing improvement and encourage robust communicative culture.

Like other business sectors of any economy, the features of operation, the approach of leadership and the relationship between employees and customers are some of the fundamental success or failure factors in hospitality industry at large. Specifically, the nature of leadership approach considerably determines the different outcomes in hospitality industry. The very nature of operation in hospitality sector requires employees to interact frequently with their customers, subsequently the employees must be nurtured in a best possible way to offer the finest customer services which satisfy their customers (Nazarian et al., 2021).

Nazarian et al. (2021) state that the approach of leadership in hospitality sector can potentially affect employees' turnover level, the level of job satisfaction, the loyalty of employees to their organisations and the different aspects of organisational justice. In addition, Tuan (2018) and Bavik (2020) state that any leadership approaches which do not incorporate the suggestions of their employees cannot motivate them in delivering the best customer service, negatively impacts the engagement of employees and it is one of the factors for exasperating the high turnover level of employees. Many of the above problems which result from inappropriate leadership approaches are a manifestation of weak culture of an organisation and the discussion manifests that there is a strong association between the leadership approach of organisation and OC.

Kaya and Karatepe (2020) state that different approaches of leadership have been studied in the hospitality sector to identify the most functioning style of leadership in achieving organisational goals. Kaya and Karatepe further state that different studies came up with different findings as to the relevant leadership style in hospitality industry. These scholars tried to make a comparison between the different leadership styles such as authentic leadership, transformational, servant, etc. and identified the effective one for the hospitality industry. According to Bavik (2020) and Kaya

and Karatepe (2020) servant leadership has received much more scholarly attention in hospitality industry.

Storing knowledge for future use is one of the most essential components in OL. Organisations may retain knowledge through forming an effective culture of knowledge-transfer, establishing a knowledge database, etc. As far as the methods of knowledge storing in the hotel sector is concerned, Hossain et al.(2020) state that the knowledge which is accumulated over a period of time is stored in their culture, guidelines and procedures. The stored knowledge in the hotel industry is a base for exploitation of previous certainties and exploration of new ideas. In relation to exploitation and exploration, Namada (2018) states that behavioural learning may come from internal factor (it can be experience of seasoned employees) and external factor (it can be partnership with different stakeholders of the organisation).

Hossain et al. (2020) state that knowledge should be applied and practiced efficaciously in the hospitality sector compared to other sectors because the sector on itself is characterised as knowledge inducement area. Moreover, Hossain et al. (2020) argue that professionals in hospitality sector should preferably be competent in developing OL by expanding on the longstanding approaches and establishing new-fangled process of learning. Specifically, it is the responsibility of leaders and employees of the hotel sector in elevating the standard and the efficiency level of learning, despite that the efficiency of the learning process in the hotel industry is different for employees and leaders owing to different reasons. Fernandes et al. (2018) indicate in their study that executives of hotel establishment are more efficient than employees in terms of acquisition of information, processing the acquired information and institutionalising the information for better use among different members of organisations.

OL in hotel sector may take different forms and the sources of learning are found to be many. Kleefstra et al. (2020) emphasis that informal learning is the major focus of hotels, but larger hotels give much more attention to formal learning and they state that learning at organisational level might take place in the form of reflection and experimentation where various thoughts are exchanged to overcome difficulties encountered by customers in the sector. Like other sectors, employees in the hotel industry learn from their co-workers and leaders. Kleefstra et al. (2020) also state that members of organisations in the hotel sector recognise that they can learn from their

peers and leaders. This notion indicates that leadership plays an important role in the learning process of organisations in the hotel sector.

Despite that Yumuk and Kurgun (2021) state that the hotel businesses have hierarchy and clan cultures, these findings somewhat are in contradiction with the previous research findings of Zoghbi-Manrique-de-Lara and Ting- Ding (2016) which state that the dominant types of OC in the hotel sector are adhocracy and clan cultures. On the other hand, the research findings of Seidu et al. (2022) indicate that those hotels with consistency, mission and involvement cultures demonstrate a good performance. However, Seidu et al. (2022) further mention that the adaptability component of OC does not have a positive relationship with the performance of the hotel sector which also contradicts the findings of preceding studies. This contradiction might be justified by that the hotels under the study many not have adapted their operations to various changes taking place in their operating environment.

Leaders and followers can be on the same page in organisations which established a good culture. An organisation with good culture enhances performance and engagement of employees. In the study which explored the relationship between OC and organizational performance, in the hotel sector, Seidu et al. (2022) state that the performance of hotels has a positive and significant relationship with the three components of OC of the Denison's model (consistency, mission and involvement) but the fourth component, adaptability, has no significant relationship with the performance, notwithstanding with the results of the different previously conducted empirical studies. This relationship is further explained in the study of Seidu et al. in various ways such as involvement of employees' idea helps the achievement of goals of an organisation, consistency of operation is carefully checked through adequate monitoring mechanisms and employees are able to get an appropriate direction through a clearly stated mission of the organisation.

## 2.7 CONCLUSION

The researcher conducted a comprehensive review of literature pertinent to the major constructs of the study. The scholarly works of different researchers have been critically analysed, knowledge gaps in the related literature have also been identified, various arguments and debates are also discussed in a detailed manner. The comprehensive literature review which is conducted in this chapter situates this study within the current body of knowledge, shows the understanding of the

researcher about the subject of the study, helps the selection of relevant theories for each construct, positions the researcher in relation to other scholars in the field and demonstrates the contribution of the study to the current debates and bodies of knowledge in all constructs of the study.

In this chapter, the detail discussions on the theoretical backgrounds of leadership (transformational and complexity) OC and OL are also conducted in which the research is able to evaluate the strengths and weakness of the different theories of the study's constructs, choose those theories which are relevant to the study and illustrate how these theories can be applied in this study. In addition, the current debates, knowledge gaps and other relevant issues on OL, the two types of leadership and OC are also discussed extensively.

In this chapter, the researcher discussed the widely known leadership theory (transformational) and the new one (CLT) and effectively demonstrated the research gaps in this aspect, strongly argued the need for an investigation or a study on these two leadership approaches. Specifically, the discussion on TL theory focused on the works of James Burns, Bernard Bass and other authoritative voices in the field. As addressed previously, the pioneering work of James Burns discussed TL in the political context and thus, its relevance for organisational leadership is limited.

In their different seminal research works, different scholars in the field made some significant contributions for the momentous development of TL, because it is their influential works discussed the theory in the organisational context, demonstrate how the charisma of leaders can influence their followers and make the theory more popular and let it influences many of the contemporary leadership theories and dominate the literature. In addition, the scientific research works of many other scholars and the various aspects of TL theory in relation to other theories of leadership are also discussed broadly in this chapter.

The other major discussion point of this chapter is the four major components of TL (idealised influence, inspirational motivation, intellectual motivation and individualised consideration). A comprehensive description of each component and their relationship with other types of leadership theories are also discussed. In addition, an evaluation of transformation leadership theory is also conducted including its various strengths, weakness, debates among the scholars on inclusion criteria for the four dimensions or components of the theory, distinct influence of each component on the outcome variables and many other issues.

This chapter also broadly discussed the CLT which bases on complexity theory. The CLT is not only considered as a new approach to leadership, but also it is a departure from the traditional leadership approaches. The relationship between the concept of leadership and complexity theory was addressed citing the early works of scholars as discussed earlier in this chapter. In addition, this chapter discussed the different seminal works of Uhl-Bien and Marion which are widely known in applying the complexity theory in organisational studies and leadership practice.

The three major dimensions or components of CLT (enabling, adaptive and administrative functions) and their different characteristics are also discussed in this chapter. Furthermore, an extensive coverage is also given for the evaluation of the theory in which different issues are discussed such as the acceptance and application of the theory in the organisation study, its strength and weakness in terms of developing an internally coherent and dependable explanation about the leader-follower relationship, the similarity and difference between CLT and TL theory and a thorough discussion was also conducted on other several aspects of the theory.

An in-depth literature review is also conducted pertinent to OL. The various theories, models and the conceptualisation of the construct from several perspectives are discussed extensively. Various theories of OL are discussed and evaluated taking into account their strengths and weaknesses. Since this study applies the Huber's theory of OL, the researcher evaluated the theory, tried to justify the selection of the theory for this study and illustrated the ways that the theory is applicable in the study.

The other construct of the study, OC, is also comprehensively discussed in this chapter in which definitions, different models and theories formulated by different commanding voices of the field are addressed. The different seminal works in the field including the work of Edgar Schein, the CVF, the Denison's model of OC, and many other models are discussed in this chapter. It is also stated that the researcher conceptualised OC in this study using the Denison's model of OC. Consequently, the researcher vindicated the selection of the theory and discussed the application of the theory in the context of this research.

The other emphasis of this chapter is a review of literature on the relationship between the approaches of leadership, OL and OC in the context hospitality industry taking evidence from the hotel sector. Different literatures on the above-mentioned constructs are reviewed where the results

of the empirical studies and other literature in the hotel sector indicate more or less a similar result like the other research contexts.

The different models related to leadership, OL and OC, and the conceptualisation of all constructs from multiple perspectives are broadly discussed in this chapter. In the course of presenting the theoretical background of each construct, the researcher presented and explained models and theories of different prominent scholars in the field.

As there are different theories and models for each construct, the researcher inquisitively assessed various theories and models, made a comparison among them, and selected the relevant theory which can fit the research context. In addition, the researcher showed the ways that the chosen theory for each construct can be applied in this study. Accordingly, the researcher is just able to frame each construct, presented a strong scientific rationalisation and presented the relevance of major theories and concepts which are applied in the context of this study.

The discussion in this chapter is limited to review of relevant literature, a discussion on theoretical background of different constructs and presenting theoretical framework for each construct of the study. The relationship between the different constructs such as the two leadership styles (complexity and TLs) and OC; the relationship between OL and OC, and other relationship among the constructs will be discussed in the next chapter. The next chapter (Chapter 3) is dedicated for the discussion of the conceptual framework of the study and formulation of hypotheses.

# CHAPTER 3: CONCEPTUAL FRAMEWORK AND HYPOTHESES FORMULATION

In the previous chapter, an extensive literature review on TL, CL, OL and OC were conducted. Moreover, the theoretical background, the evaluation and the selection of theory for each construct were also discussed. In this chapter, the discussion focuses on constructing the conceptual framework and formulating the hypotheses. The conceptual framework is established on the basis of the review of related literature and the theoretical framework of the study.

The conceptual framework describes the process of a study, illustrates the expected results of the study, describes the appropriate variables and outlines how these variables are related each other. According to Ravitch and Carl (2016), a conceptual framework demonstrates the assumptions underlying the entire process of a study and the correlation of variables. Furthermore, the relationship which is established among variables in the conceptual framework must complement the methodology and the entire process of a study. Therefore, the conceptual framework of the study is developed in a way that can fit the methodology and the research process.

Researchers may not always find suitable theories that can help them to establish the whole structure of research and investigate the research problems accordingly. Consequently, they aim at the development of a conceptual framework which combines different relevant theories and create a good structure for their study. Akintoye (2015) states that when researchers identify that the existing theories are not appropriate or cannot be meet the requirements in establishing the structure of a study, they ought to make use of their conceptual framework. Furthermore, Akintoye (2015) and Osanloo (2014) state that the conceptual framework assists researchers in terms of discovering and establishing their paradigm to investigate the phenomenon of interest and it enables them to present the appropriate remedies to the research problems.

Formulating a hypothesis is frequently described as creative process and an educated guess which attempt to comprehend, explain and test the phenomenon or predict the relationship among variables. A scientific hypothesis involves different characteristics such as testability and falsifiability. Allen (2017) states that a scientific hypothesis must meet four evaluation criteria: the hypothesis should describe the projected association among variables; it ought to be testable and falsifiable; it should not contradict the current body of knowledge; and it must be expressed in a

simple and concise way. The researcher considered these characteristics of scientific hypotheses in order to formulate the relevant hypotheses for this study. The following section is dedicated to discussing the relationship among the four constructs of the study and the emerging hypotheses developed in light of the review of related literature.

## 3.1 LEADERSHIP AND ORGANISATIONAL LEARNING

There is a pervasive belief that the competitiveness and growth of organisations depend on their capacity to learn. Moreover, employees develop their knowledge and skills through OL and learning at organisational level plays a significant role for effective operations and helps organisations in adapting to the contemporary complex working environment. According to Guinot et al. (2016), organisations can create and sustain their competitive advantages through OL. Moreover, Dixon (2017) argues that it is through OL that employees develop and share knowledge or information and cultivate positive behaviours which promote a better way of doing things in an organisation. Kim and Park (2020) state that organisations can build their capacity and overcome various challenges when they engage in the development of their employees' learning capability and accelerate the globalisation skills of the workforce.

Scholars have extensively investigated the relationship between the concepts of leadership and OL in the course of the last two decades. Khurosani (2018) state that various leadership approaches influence and form OL in several ways and OL is motivated and shaped by various leadership styles of an organisation. Specifically, Salas-Vallina et al. (2017) argue that OL is a function of leadership as the level of inspiration and backing for learning and growth come from the leadership of an organisation. Furthermore, there are different empirical studies which have investigated the cause-and-effect relationship of different approaches of leadership and OL in different research contexts.

As the results of different scientific studies including Kim and Park (2020) and Imran et al. (2016) indicate, TL significantly affects the learning capacity of different types of organisations. According to Sattayaraksa and Boon-itt (2016), TL is considered as the major leadership approach in terms of stimulating OL. Furthermore, Imran et al. (2016) state that TL is the main motivating factor for employees to create knowledge and engage in learning process of an organisation. Kim and Park (2020) further argue that TL affects the learning capacity and behaviour of employees in

addition to stimulating them to share their knowledge, preserve and nurture the learning effort of organisations. Kim and Park, moreover, state that the findings of their study complement that the knowledge sharing and conducive learning environment are primarily reinforced by the role of leadership.

Designing and implementing an effective OL system provides a way for organisations to achieve their communal goals and augment the individual and group performance of the organisations. The recent study of Abubakar et al. (2024) complements this importance of OL as they state that employee performance or what they call adaptive performance is a function of OL, i.e., OL has a strong impact in improving the performance of employees and other related aspects.

Contemporary organisations operate in a dynamic and complex environment. The leadership of these organisations should be watchful of changes occurring in this ever-changing environment as these changes can significantly affect their existence. Chou and Ramser (2019) consider leadership as internal stakeholder of organisations and they argue that the learning capacity of organisations is shaped by the leadership approach of organisations. Despite TL has a widespread influence in terms shaping the learning and other aspects of an organisation, scholars such as Hazy and Uhl-Bien (2015) argue that CL is getting prominence in those organisations that operate in a dynamic and complex environment. Gibbs et al (2019) argue that CLT emerged in response to the complex and dynamic natures of the contemporary organisations.

Learning in organisations occurs during the effort of employees and leadership in acquiring and making use of knowledge for their further improvement. In CL, the interaction of independent agents creates a conducive environment for the occurrence of OL. According to Uhl-Bien and Marion (2009), in CL, learning continuously occur as agents interact with their various functions. Emergence occurs in general during the clash of preferences which is resolved through correlation, so it is the responsibility of the leadership to empower or enable dynamics which eventually leads to the emergence of learning. Furthermore, in order to enable or empower individual members of an organisation, leadership interactions should familiarise them with the complex circumstances and let the learning occur and employees should make sense of the learning situations in their own context.

Ambidexterity (deviation pursuing and experimentation centric form of learning) focuses on exploration (seeking new knowledge) and exploitation (learning from existing or stored knowledge of an organisation). In the context of hotel industry, ambidexterity strikes a balance between exploitation and exploration learnings which in turn assures a continuous novelty in organisations and contextual ambidexterity requires the collective efforts of employees, suitable leadership of the organisations and well-established norms and values (Úbeda-García et al., 2018). The appropriate arrangement of exploration and exploitation learnings in the hotel sector are the result of a well-established culture of organisations. Úbeda-García et al. (2018) support that idea that the rules and values of an organisation in the hotel industry are the basis for establishing appropriate circumstances for the purpose of striking a balance between exploitative and exploratory learnings.

OL in CL involves raising questions, experimenting, investigating results and discussing the deviations between expected and actual outcomes in the CAS. Moreover, this situation indicates that effective applications of CL stimulate the learning practice of an organisation. Mendes et al. (2016) state that adaptive tension and interaction among enabling, administrative and adaptive functions of the CL shape the nature of OL. In addition, it is known that CL has a direct relationship with team or group learning and it enables collaborative learning (it is also associated with group innovation) in which employees comprehend and share knowledge among themselves using their contact and interdependence. Furthermore, an organisation's absorptive capacity is elevated through collaborative learning as new knowledge is acquired, disseminated and used by members of the organisation.

The academic studies on the relationship between leadership and OL in different research contexts has flourished in recent times as stated by Do and Mai (2020) . However, Do and Mai (2020) argue that scholars have emphasised on the relationship between familiar leadership styles and OL rather than focusing on the emerging leadership style such as CL. Tourish (2019) acknowledges that CLT is attracting a wider attention in the study of organisations, but its application in investigating the concept of leadership is only at the initial stage. Furthermore, in their empirical literature review of leadership and OL, Do and Mai (2020) state that there is no a single empirical study that has investigated the relationship between CL and OL. Accordingly, this is a significant literature gap which should be given due attention by researchers in the field.

The leadership approach of an organisation significantly impacts the different aspects of the learning process in any organisations. This circumstance is not an exception in the hotel sector as the relevance of leadership in promoting and shaping the learning process is discussed in some research works. According to Kleefstra et al. (2020), the leadership approaches in the hotel industry have an important role for OL in terms of providing directions for employees, supporting them in generating and improving their ideas, working closely with them to evaluate the practicability of the ideas. Furthermore, Kleefstra et al. state that the leadership in the hotel sector provides their employees with freedom to create novel things and let them shoulder the responsibility as part of informal learning. Complementing the above-stated idea, Stoffers and Mordant-Dols (2015) emphasise that the efforts of employees in creating new ideas, their willingness to try something new and demonstrating creative behaviour in their work are influenced by the leadership style of an organisation.

Members of organisation can share information, expertise and skills among themselves when they are able to work in a conducive learning environment. Consequently, it is mainly the responsibility of leadership or an organisation to create this environment and stimulate employees in order to share important information among themselves, because this situation can potentially increase the productivity of employees and arouse employees to elevate their efficiency in doing their daily activities. Kleefstra et al. (2020) state that the likelihood of retention of employees in the hospitality sector improves, and the quality of service offered by those organisations in the sector can increase when organisations create the appropriate platform for their employees to learn and nurture themselves.

In a study which investigated the relationship between OL,OC, TL, and employee performance, Greimel et al. (2023) state that the relationship between TL and OL is positive and significant. In addition, the results of Greimel et al. show that OC mediates the relationship between TL and other factor (employee performance). In addition to the above results of Greimel et al. about the positive relationship between TL and OL, Sharma and Lenka (2024) indicate that TL has a significant impact on organisational unlearning.

The importance and the effect of learning at one level on the other levels (the impact and contribution of individual level learning on group level or organisational level learning) is the other issue which should be addressed to comprehend the entire process of OL. However, in their review

of empirical studies on the relationship between leadership and OL, Do and Mai (2020) state that the significant number of studies conducted on OL view the concept as a single-level phenomenon. This study makes use of the model of information processing (known for its multiple-level learning) to conceptualise and measure OL. Accordingly, the multiple level phenomena of OL (individual, group and organisational) are effectively addressed in this study.

CLT is evolving and maturing over a period of time but there is a strong argument from different scholars whether it can be applied alone or together with other approaches of leadership. Brown (2011) and Gibbs et al. (2019) unambiguously discussed and reinforced the idea of Marion and Uhl-Bien (2001) which implies that CL can successfully be applied, if it is used together with other styles of leadership such as transformational and charismatic leadership approaches. Thus, it implies that CL may not still be resilient or appropriate enough to be applied on its own in organisational context, but it can lead to an effective result by combining it with other existing or emerging approaches of leadership. Accordingly, this study investigates the combined effect of TL and CL on OL in order to address the wider aspects of the issue.

The context of this research is the hotel industry in which organisations in this sector operate in a very volatile and uncertain environment. As stated above by different scholars, CL is a relevant leadership style for those organisations operating in the complex environment. Consequently, this study is believed to be one of the breakthrough investigations in terms of investigating the relationship between CL and OL. Based on the above discussion, the researcher formulates the following two hypotheses showing the relationship between the two leadership styles (CL and TL) and OL.

***H1: Transformational leadership positively affects organisational learning***

***H2: Complexity leadership positively affects organisational learning***

## 3.2 LEADERSHIP AND ORGANISATIONAL CULTURE

One of the most determinant factors of the success or failure of organisations is their leadership approach or behaviour. Depending on the concern of leaders for task or employees, the leadership behaviour of the organisation can be task-oriented or employee-oriented. Task-centric leaders focus on directing their subordinates to achieve organisational goals through application of strict

rules and regulations, whereas employee or relationship-centric leaders focus on keeping a good relationship with employees, stimulating them and creating cohesion. Cho et al (2019) state that the commitment, performance and motivation of employees are positively or negatively affected by the leadership behaviour of an organisation.

TL aims at setting a common goal and motivate followers to achieve or exceed goals set by an organisation. TL has been the centre of attention in the leadership literature for the last some decades for it is widely recognised as the determinant factor of organisational success. It also positively influences the behaviour of employees, and different individually and organisationally esteemed outcomes. Cho et al (2019) state that employees' sense of belongingness to their organisations and their emotional attachment are nurtured by the behaviour of transformational leaders. It is also understood that, in TL, both leader and followers are assumed to be high achievers and they improve themselves in the process.

Many organisations operate in a complex and sometimes in a messy environment. Thus, the leadership of organisations ought to learn about the alignment and circumstance of complexity and need to focus on the complexity process which leads to the final outcome. In CL, the process is the most important thing because leaders emerge from the process through interaction of various agents in the system. Tourish (2019) states that unlike TL, which gives too much emphasis on individual leaders, the CL scholars argue that leadership emerges through interaction of individual actors or subsystems. In addition, Alfoqahaa and Jones (2020) state that in the course of establishing order from chaotic environment, leaders should know the conditions of complexity and its process rather than focusing on the final result. Moreover, they state that leaders in the complex environment should also stimulate the emergence of bottom-up approach and innovativeness.

According to Rahimi (2017), the four components of DOCS have a significant and positive impact on the different aspects of customer related issues in the hotel industry. Specifically, he states that organisations in the hotel industry with a consistent culture can achieve a high level of accomplishment. This argument clearly indicates that in order to attain these objectives, improve the harmony of followers and let employees develop the sense of belongingness to their organisation, the leadership in this sector ought to provide their employees with common assumptions, shared values, collective beliefs which are a manifestation of a consistent culture.

However, the focus of organisational leadership should not be limited to a consistent culture; rather, adapting to the ever-changing environment and articulating the mission of an organisation to their stakeholders will also lead to success.

OC is a foundation of many organisations' identity and it is considered as essential features in accomplishing objectives of an organisation. A strong culture, which can be shaped by the leadership of an organisation, stimulates job satisfaction, improves performance of employees, cherishes innovation and augment efficiency of employees and the organisations at large. Tran (2021) states that the job satisfaction or dissatisfaction of employees is considered as a function of OC. The above view implies that the culture of organisation can determine and shape the different types of outcome variables in organisations.

The negative or positive impacts of OC can be illustrated based on the strong or weak nature of culture in any organisation. According to Warrick (2017), strong OC affects and shapes the behaviours and actions of employees, whereas weak culture is characterised by inconsistent and unclear organisational norms and values. In addition, Pujiono et al. (2020) state that the behaviour of employees is effectively directed and their performance is enhanced in any organisation with a strong culture.

There is strong evidence of the impact of TL in shaping OC, stimulating the innovative behaviour of employees and impacting the values and ethics of employees. According to Afsar and Umrani (2019), TL plays a significant role in nurturing the interpersonal capability, scholarly expertise, stimulating the innovative working behaviour of employees and promoting the culture of organisations. On the other hand, the ability of leadership in adapting to the dynamic changes of the operating environment encourages the innovative behaviour of employees which will eventually motivate them to engage in continuous learning. This ability of leadership is important in the hotel industry more than ever as the sector is trying to cope with the testing times of pandemic and other challenging factors.

The relationship between leadership behaviour and OC has been studied by different scholars and the results are always found to be divergent. As many of the studies reveal, a leadership construct sometimes may have a positive relationship with some types of OC, but it has also a negative relationship with other types. In their study, Jabeen and Isakovic (2018) found the significant

impact that OC has on improving the leadership style or behaviour. However, they argue that this impact varies depending on the types or components of OC because adhocracy and clan cultures positively affect the leadership style, while market or hierarchy types of culture are not positively related to leadership behaviour.

OC might be a source of strength for organisations, but it can also be an impediment to their growth. Strong OC dictates the actions of employees and the relationship among employees of the organisation. Maamari and Saheb (2017) argue that a strong OC indicates that there is a commonly accepted and a compulsion to adapt the style of leadership in the organisation which in the long run may create inflexibility and constrain change. They further argue that the leadership behaviour of organisation determines the nature of employees' relationship with their leader. This argument illustrates that culture of an organisation shapes the behaviour of leadership and different elements of OC are affected by the leadership style of the organisation.

Despite many research findings support the influence of leadership styles on OC, the impact of TL is more instrumental in transforming the culture of organisations. Pradhan et al. (2017) emphasis that lack of autonomy and participation in decision-making process may decrease the employees' psychological empowerment and these problems occur because of inflexible culture of an organisation. Consequently, transformational leaders can solve this problem through establishing a more malleable and open OC. In addition, Pradhan et al. (2017) state that the positive relationship between OC and leadership style has been well been established and the leadership behaviour largely affects the culture of organisations.

Sometimes the success story of organisations can be related with the established culture which also governs the capacity of the organisations to adapt to the changing environment. One of the important basics to establish successful OC is a strong leadership behaviour of the organisations. Leadership behaviour can be effective or ineffective, but it establishes and affects the OC. According to Schein (2010), OC is created and shaped based on the personality and background of their leaders or top management of the organisations and thus, organisational values and norms are reinforced by the behaviour and action of leaders or founders of the organisations.

In their study on the mediating role of OC (using the DOCS) in the relationship between TL and organisational excellence, Lasrado and Kassem (2021) found that TL has a positive impact on the

OC. However, their results reveal that out of the four components of OC in the DOCS (consistency, mission, adaptability and involvement) only adaptability and involvement are positively related to TL. According to Denison et al. (2014), organisations and their leadership that score highly in involvement and adaptability cultures encourage employee engagement, cultivate a sense of belonging, effectively respond to environmental changes, and reorganise processes as needed. The above argument clearly shows a strong relationship between leadership style and OC.

In their discussion on OC and leadership research debates, Chong et al. (2018) review the work of various scholars and propose several hypotheses, including: a strong relationship between team culture and supportive leadership behaviour; a positive correlation between task leadership behaviour and detail-oriented culture; and a significant link between innovation culture and change-oriented leadership style. In their results, strong correlations are observed between task/supportive style of leadership and team/innovation types of culture. Furthermore, Chong et al. (2018) state that an innovation culture has a strong correlation with all categories of leadership behaviours since it is viewed as the most functional type of OC in augmenting the different categories of leadership behaviours.

According to Kargas and Varoutas (2015), OC and leadership are two of the most essential factors which determine the success of many organisations and serve as the source of competitive advantage. Kargas and Varoutas further state that there is a strong correlation between leadership and OC, but they state that further investigation is required on the relationship between these two constructs focusing on the emerging leadership theories such as CLT. where OC involves rules, beliefs, values and norms. The rules and norms governing the interaction of independent actors in CAS are important, but their impact is limited.

According to the influential work of Marion and Uhl-Bien (2001) in CL, there is a heterogeneity norm which is also known as a correlation of first order in which the interests of individual actors and group are intersected or accommodated. In addition, DeLia (2011) states that heterogeneity norm in CL is associated with a given type of interaction which indicates where the arrangement of behaviour and the common understanding of individuals emerge and lead to stability in the CAS. He further explains that the relationship between complexity leadership (CL) and norms may not follow a straightforward cause-and-effect pattern. Instead, CL facilitates the dynamics that allow norms to emerge from the interactions among actors within the system.

The results of many scientific studies indicate the reciprocal relationship between leadership and OC. There is a predominant argument stating the fact that leadership style is a predictor of OC and also it is often stated the culture of organisations is a function of the leadership approaches or behaviours. On the other hand, there is also a strong argument that leadership behaviour of an organisation is shaped and determined by culture of the organisation and consider OC as a predictor of the leadership style.

Edgar Schein, arguably the most authoritative figure in the field of organisational culture (OC), asserts in his 2010 work that leadership is influenced by organisational culture (OC) as much as it shapes it. As a result, the relationship between these two constructs is interconnected and reciprocal. Accordingly, it is possible to observe an interplay between OC and leadership style in organisations. However, volume of research as discussed above suggests that OC is determined and shaped by the leadership factor. Based on the above detailed discussion, the researcher proposes the following hypothesis about the relationship between OC and leadership.

***H3: Transformational leadership positively affects organisational culture.***

***H4: Complexity leadership positively affects organisational culture.***

## 3.3 ORGANISATIONAL CULTURE AND ORGANISATIONAL LEARNING

OL serves as an important tool in enhancing the capability of organisations to improve their performance and frame their future commendably. Moreover, OL is a very important tool to overcome various challenges at the time of precariousness as it shows the ways of doing things differently and approach problems creatively. Consequently, the relevance of OL for organisations' success and competitiveness is highly valued. Improving and preserving the sustainable performance of organisations can be achieved by those organisations which use learning as an effective strategy for their success and OL is viewed as the determinant factor for improving the performance of organisations particularly at the time of instability (Al Dari et al., 2021; Tortorella et al., 2020).

Clear objectives and expectations dictate the work environment of those organisations which embrace and apply effective OC. This in turn increases employees' engagement, elevate the interpersonal interaction of employees and encourages and stimulates employees to discharge their

responsibilities prudently. According to Rezaei et al. (2018), OC is one of the major factors in stimulating and empowering employees and it helps organisations in creating a conducive working environment. A strong OC encourages employees to take part in substantial decision-making process of an organisation and it is acclaimed that managers ought to promote and establish a functioning OC to augment the performance of employees.

Generally, scholars agree that OC positively stimulates and affects OL as long as acquisition and usage of knowledge complements the values and norms of an organisation. The relationship between OL and OC has been investigated by some scholars. According to the study conducted by Oh and Han (2020) there is a strong and positive relationship between OL and adhocracy and clan types of OC, but no significant relationship is observed between OL and market and hierarchy types of culture. Clan and hierarchy cultures are internal factors such as inspiring the act of knowledge sharing and promoting friendly environment, whereas adhocracy and market culture represent the external environment or factors which focus on increasing profit and competitiveness of the firm.

Alsabbagh and Khalil (2017) found in their study that OC significantly impacts OL which indicates that learning in a given organisation is driven by a conducive OC. However, they state that hierarchy and adhocracy types of culture are negatively and positively associated with OL respectively. In addition, they did not find a positive relationship between OL and clan and market cultures. On the other hand, Dajani and Mohamed (2017) found a positive relationship between OL and adhocracy, market and clan types of culture. In addition, they state that the strength of adhocracy relationship with OL is better than market and clan cultures.

The development in OL can also be observed because of social interaction occurring in different contexts created by the culture of organisation. Furthermore, the interaction among employees and the process of knowledge creation and dissemination are also defined by the culture of organisations. According to Janićijević (2015), OC is key factor of the context whereupon OL occurs. In addition, he states that the different components of OC such as values and assumptions affect OL and knowledge management in different ways such as it outlines relevant knowledge and know-hows to organisations, governs organisational capability to acquire and disseminate knowledge and shapes the process through which OL takes place.

In the study which investigated the effect of collaborative culture and knowledge sharing on OL, Nugroho (2018) found that a collaborative culture has a significant and positive impact on OL, which indicates that OL gets better and better as the organisation experiences higher collaborative culture. Furthermore, he states that the positive and significant relationship between the two constructs found in his research complements the theoretical frameworks of preceding studies conducted on a similar topic. As a result, the above argument indicates that a collaborative culture is also found to be one of the determinant factors for establishing effective OL practice. Elshanti (2017) studied the mediating role of OC in the relationship between TL and OL in which a strong empirical relationship was established between OC and the learning practice the case organisations.

Hosseini et al. (2020) used the models of DOCS and Huber's OL to investigate the relationship between the two constructs. These two models are similar to the models chosen by the researcher of this study to conceptualise the two constructs. They indicate that with a 95 percent confidence level, the relationship between OC and OL is significant. Furthermore, they state that besides the direct effect of OC on OL, it also mediates the relationship between leadership approach and OL. Thus, in this study, it is evident that the direct and indirect effects of the four components of OC in DOCS (consistency, adaptability involvement, and mission) on the four components of OL in Huber's model (information acquisition, interpretation, application and institutionalisation) are well observed and the associated hypotheses were also supported with strong evidences.

The measurement tool of OC differs depending on the nature of unit of analysis and the context of research. Some scholars have tried to measure OC in the hospitality industry taking evidence from the context of hotel sector. Bavik (2016) states that those studies measuring OC in the context of hospitality sector are scarce unlike other sectors, but there are two major measurement tools or approaches which attracted the attention of scholars. The first of the two approaches make use of the scales of OC previously developed by Denison (2000) and Cameron and Quinn (2006) and can measure the relationship between culture and other different constructs such as OL, whereas the second approach focuses on developing industry related scale for measurement of OC in the context of hospitality sector.

Alsabbagh and Khalil (2017) argue that as long as effective OC does not exist, the presence of all relevant factors or components of OL cannot make the learning process successful. In addition,

they state that based on the values it promotes, OC may facilitate or impede the learning process of an organisation. However, different studies have come up with divergent results in this regard. Al Dari et al (2021) state that hierarchical culture has a positive impact on OC, whereas Alsabbagh and Khalil (2017) argue that hierarchical culture is a barrier for OL. On the other hand, both studies agree that adhocracy culture nurtures learning and it is thus positively related to OC as this type of culture is associated with continuous change, frankness and elasticity.

Despite the fact that there are plenty of evidences that established a strong relationship between OC and OL, Al Dari et al. (2021) argue that the theories of these two constructs should be aligned more to improve the practice of management and implementation of strategies. Moreover, Al Dari et al. reiterate the arguments of other scholars (Lindquist and Marcy, 2016; Palos and Stancovici, 2016) on the need for further empirical investigation of the impact of different types of OC on the learning practice of organisations as only some researchers examined this relationship based on empirical evidences.

The relationships between OC and OL have been investigated by some scholars, but the theories used for each construct vary from one researcher to the other. Consequently, the nature of the relationship between the two constructs varies depending on the researchers' choice of model or theoretical framework. For instance, many of the studies which have been conducted based on the CVF of OC, do not establish an undisputed strong relationship between all components of OC and OL. In many studies, the hierarchy component of OC does not encourage the learning practice of an organisation, whereas adhocracy component has strong relationship with learning. On the other hand, this variation among the components of the DOCS model in affecting the learning practice of organisations is not significantly observed in the literature. Based on the above discussion, the researcher proposes the following hypothesis about the relationship between OC and OL:

***H5: Organisational culture positively affects organisational learning***

## 3.4 LEADERSHIP, ORGANISATIONAL CULTURE AND ORGANISATIONAL LEARNING

As extensively discussed so far, leadership has a strong relationship with both OC and OL. The strength of the relationship depends on the choice of theory for all constructs and the context in which the study is conducted. For example, the impact of TL on OL is different from transactional

or other types of leadership styles. In addition, the relationship between OC and OL does not generate the same result in the CVF model or in the DOCS.

In the results of Dajani et al. (2017), the learning capability of organisation is significantly and positively affected by both OC and the leadership style of organisations. They further state that the research context of their study is higher education institutions and thus, the results of their study imply that the leadership styles of university managers should be adjusted to establish OC which is favourable to stimulate an effective learning practice in the institutions.

Leadership has a significant impact on OL according to the majority of research findings and the overwhelming majority of studies reveal the strong impact of OC on learning practice of organisations. However, the relationship between OC and leadership is different from these types of relationship as there are many studies which state that the leadership behaviour shapes the culture of organisations and the behaviour of leadership can be shaped by OC.

Schein (2010) states that as founders of an organisation, leaders create and shape the culture of organisations based on their beliefs and assumptions which are imposed on the group. He further argues that if that group is able to succeed, the beliefs of leaders will be acceptable and will define the type of leadership needed for new members of the organisations. Thus, OC is defined by the leadership behaviour and philosophy at the early stage of the organisation's lifespan and OC defines the leadership of organisations at the later stage of the firm's lifecycle.

Abbasi and Zamani-Miandashti (2013) studied the relationship between TL, OC and OL along with the construct of performance. They classified TL and OC as contextual components and OL as a process component. The results of their study indicate that the process component is largely explained by the contextual components. In addition, they found a significant and positive relationship between OL and the contextual components of TL and OC. This result is additional evidence of the existence of a positive effect that leadership and OC have on the learning practice of the organisations.

The mediating role of OC in the relationship between TL and one other factor (change management) was examined in the recent study of Bagga et al. (2023). The results of their study indicate that the relationship between these two factors was mediated partially by OC. The results indicate that TL impacts different factors indirectly through OC. In addition, in a study which

investigated the role played by OC and TL in improving the performance of employees, Tianingrum (2022) states that OC is influenced and shaped by the leadership styles of organisations.

The study of Şahin and Bilir (2024) which examined the role of OC and TL in the formation of a learning organisation, indicates that the different dimensions of OC and TL are instrumental in the establishment of learning organisations. They make use of collectivism and power distance as the dimensions of personal culture and being an inspiration to others, accepting communal objectives, consideration of specific needs of individuals, and setting high standards to be achieved by followers as the dimensions of TL.

The recent study of Ur Rehman et al. (2019) shows the mediating effect of OL and innovative culture in the relationship between organisational performance and leadership style. They state that leadership styles have a positive and significant impact on the innovative culture as the leadership behaviours establish the culture of organisations. Furthermore, OL is also affected by the leadership behaviour of an organisation and both innovative OC and OL mediate the relationship between the leadership style and organisational performance. Organisations with passionate leaders stimulate an effective learning dynamic and innovative OC which will eventually affect the performance of an organisation.

In a study which investigated the mediating role of OC in the relationship between OL and leadership style, using the DOCS in their study, Hosseini et al. (2020) state that the leadership styles (transformational and transactional) have a significant and positive impact on OC. Furthermore, the results of their study reveal that OC has a significant and positive impact on OL. The results of the study show that OC is affected by the leadership behaviour and affects OL and thus, the OC mediates the relationship between OL and leadership style or behaviour of the organisational leadership.

The relationships between leadership, OL and OC have not been adequately researched in the hotel sector. However, there are some studies which investigated these constructs in relation to other constructs in the hotel industry including Hosseini et al. (2020) and Pawirosumarto et al. (2017) which examined the combined effect and implication of leadership and OC on other outcomes. The results of their study indicate that leadership style has a significant and positive impact on

different outcomes such as the performance and job satisfaction of employees. Furthermore, the significant and positive impacts of OC on job satisfaction was also observed in the study. However, the impact that culture of organisations has on employee performance is positive but is not significant. Furthermore, Pawirosumarto et al. (2017) discuss the various types of relationship among these variables in their study and the correlation between the constructs of leadership style and OC in the chosen hotel sector is intertwined.

OL has different components or sub-processes which are interdependent or interrelated and the creation of interdependency of these components is influenced by different factors. Hekneby and Olsen (2024) state that orchestration (creating optimism and good faith) persistence (continuous focus) and sponsoring (dedication through structural change) are the components of OL and the leadership style of an organisation plays its own role in creating a link among these components which ultimately helps in achieving organisational goals.

Employees exert their best effort and assume some additional roles, when an organisation has a culture of appreciating and including the relevant opinions of their employees in the final decisions of top management. The leadership approach plays its own role in establishing this sort of OC and getting the best out of their employees. This role of leaders appears to be more important in the hotel industry as the leadership approach determines multiple outcomes of an organisation in the sector. According to Yumuk and Kurgun (2021), leaders in the hotel sector assume the role of mentors and promote a culture which accommodates the diverse opinions of employees and include their recommendations in the final decision of organisations. They further contend that organisational leadership in the hotel sector motivates employees to go beyond their assigned responsibilities.

The various arguments of scholars in the above discussions show that the learning process in the hotel sector is a function of various factors such as suitable leadership style of organisations, a widely accepted OC and willingness of employees to engage in the process. In light of the above discussion about the relationship between the two leadership approaches (CL and TL) OC and OL, the following two hypotheses are formulated. Unlike the previous five hypotheses, which are intended to conduct direct impact analysis, the following two hypotheses deal with indirect analysis or measurement of the mediation effect of OC in the relationship between the two leadership styles and OL.

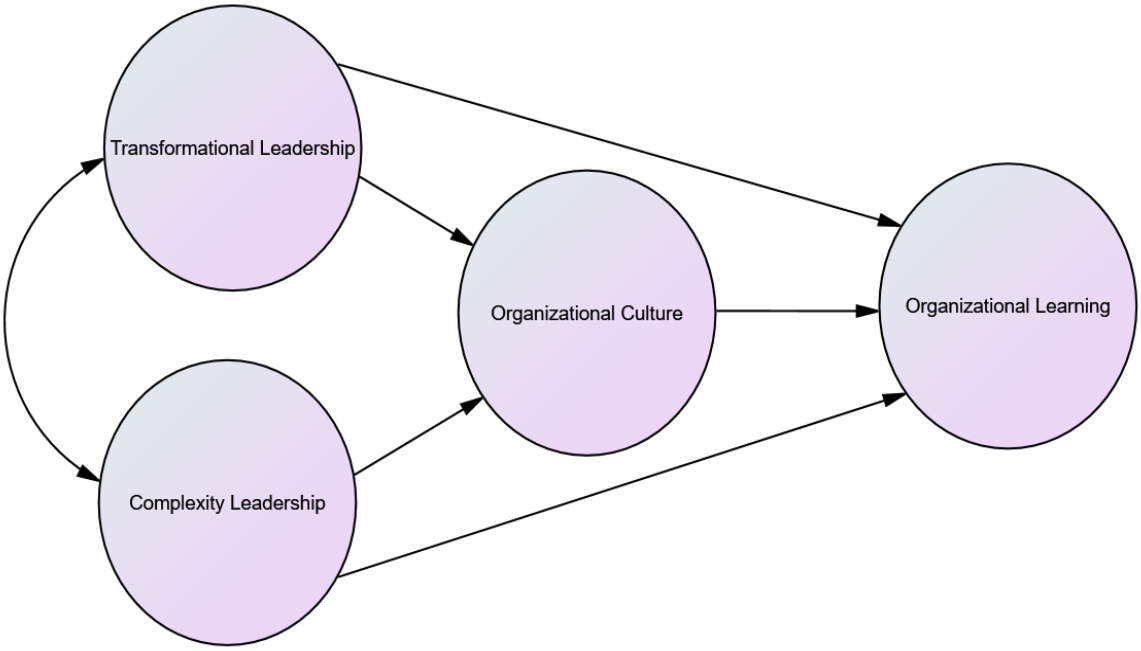
***H6: Organisational culture mediates the relationship between transformational leadership and organisational learning.***

***H7: Organisational culture mediates the relationship between complexity leadership and organisational learning.***

Based on the extensive discussion on the relationship between leadership (transformational and complexity) and OL; leadership and OC and OL and OC, seven different hypotheses are developed. Furthermore, the relationship among these variables is discussed in the different hypotheses presented at different stages of the discussion in this chapter.

**Figure 3.1**

*Conceptual framework of the study: developed based on the review of literature*




The visual representation in figure 3.1 depicts the expected or possible relationships existing among the four variables of the study. The preliminary conceptual framework of the study which was presented at the proposal stage of the thesis has been refined and the final conceptual framework is presented below. As the conceptual framework demonstrates, CL and TL are exogenous variables, whereas OL is an endogenous variable. In addition, OC mediates the

relationship between the exogenous and endogenous variables and thus, it is a mediating variable of the framework.

## 3.5 CONCLUSION

In this chapter, the relationship between the four major constructs of the study was extensively discussed. As the discussion indicates, the different leadership approaches including TL and CLs have a strong and significant impact on OL. Specifically, all four components of TL have a positive relationship with the OL construct. The relationship between CL and OL has not been empirically studied by scholars. However, one component of CL (administrative leadership) is a manifestation of familiar leadership styles which can shape the learning process of organisations. Moreover, as many of leadership styles positively affect the learning process of organisations, CL is not an exception in this regard. Consequently, the researcher hypothesised that both CL and TL have a positive association with OL.

As many research findings indicate, OC positively affects OL. However, the relationship between the two constructs does not unanimously generate the same result in all research and the findings are not the same. The very nature of relationship between the two constructs sometimes depends on the researchers' choice of model and research context of the study. In the CVF, the different findings of the study on the relationship between OC and learning are divergent.

Among the four components of the CVF model, clan and adhocracy have a strong and positive relationship with OL. However, many of the research results indicate that the hierarchy component of the model has a negative impact on the learning process of organisations. On the other hand, many of the scholars who used the DOCS to investigate the relationship between OC and OL found a positive relationship between the two constructs as all four components of the DOCS have a strong and positive relationship with different aspects of OL. Generally, the comprehensive review of research works specifies that OC shapes and positively affects OL.

The relationship between leadership and OC is different from the relationship between leadership and OL and the relationship between OL and OC. In many empirical studies, scholars state that the leadership styles or approaches of an organisation largely shape the nature of OC. On the other hand, there are also strong arguments of scholars and many research results which state that the leadership style of an organisation is shaped by OC. As understood from some seminal works on

leadership and OC, the leadership style can create and shape the OC based on the assumptions and beliefs of founders of organisations at the early stage of an organisation's establishment, whereas at the later stage, the established OC can define and guide the leadership behaviour.

The positive relationship between leadership styles and OC depends on the types of OC model and types of leadership style. Some studies indicate that clan and adhocracy types of culture positively affect the leadership style of an organisation, whereas the leadership behaviour of the organisation has no a positive relationship with market and hierarchy types of OC. As some scholars consider leadership as a predictor of OC and many other take leaderships as a function of OC. Schein (2010) argues that the relationship between the two constructs is reciprocal or intertwined.

The researcher also reviewed the scientific research works of scholars who studied the relationship between leadership, OC and OL. As discussed in this chapter, some scientific research results indicate that OL is shaped by the combined effect of leadership style and OC. In other research results, scholars found that OC plays a mediating role in the relationship between leadership style and OL. In this notion, the leadership styles directly affect OL and indirectly affect it through OC.

The relationship between leadership, OC and OL in the hotel sector has also been discussed in this and the preceding chapter. There are some scientific studies which investigated the relationship between the above-mentioned constructs in which the findings of the study were no different from the other research contexts. Many of the research results reveal that the learning process of organisations is a function of OC and the specific leadership style of the hotel establishments. Moreover, results of some studies revealed the intertwined relationship of OC and leadership styles. In addition, the findings show the direct and indirect effect of OC and leadership approaches on OL in the hospitality industry. Although some studies address the major four constructs of this study, the relationships between leadership, OL and OC have not been adequately researched in the hotel sector.

Finally, based on the comprehensive literature review of each construct and the relationship among the constructs of the study, the researcher developed the conceptual framework of the study. In the conceptual framework, the construct of leadership is represented by TL and CLT in which TL involves four components (idealised influence, inspirational motivation, intellectual motivation and individualised consideration) and CLT has three elements (administrative, adaptive and

enabling). On the other hand, OC is conceptualised based on the DOCS which involves four major elements or components known as consistency, mission, adaptability and involvement. Lastly, the fourth construct of the study, OL, is defined based on the Huber's model of OL which involves four components (knowledge acquisition, distribution of information, interpretation of information and organisational memory).

The cause-and-effect relationship among the four constructs of this research is illustrated in the conceptual framework in which OL is dependent on the two types of leadership (TL and CL). Furthermore, the conceptual framework illustrates the mediating effect of OC in the relationship between OL and the two types of leadership. In addition to the conceptual framework, the relationship between the four constructs is also shown in seven hypotheses.

As discussed, the first and second hypotheses state that both TL and CL positively affect OL. Moreover, the third hypothesis indicates that OC positively affects OL. Moreover, the fourth and fifth hypotheses indicate the positive effect of TL and CL on OC. The sixth and seventh hypotheses highlight the mediating effect of OC in the relationship between OL and the two leadership approaches. The next chapter (Chapter 4) of this manuscript discusses the research context of the study, i.e the hotel sector in Ethiopia.

# CHAPTER 4: CONTEXT OF THE RESEARCH/ BACKGROUND OF THE HOTEL SECTOR

## 4.1 INTRODUCTION

This chapter provides an extensive discussion on the background, the characteristics, the current status and other related issues of the Ethiopian hotel sector focusing on international chain hotels. The discussion clarifies the choice and application of theories in the study. Moreover, it provides readers with clear picture of the background of study, the choice of methodological tools, and other related aspects of the study.

As discussed in the preceding two chapters, the relationships between CL, TL, OC and OL have been studied in different research contexts such as the agricultural sector, higher education institutions, health sector and the hospitality industry. The relationship between the four constructs is varied. Consequently, it is important to discuss and articulate research settings in order to easily comprehend analysis of data and findings of the study.

## 4.2 HOSPITALITY INDUSTRY

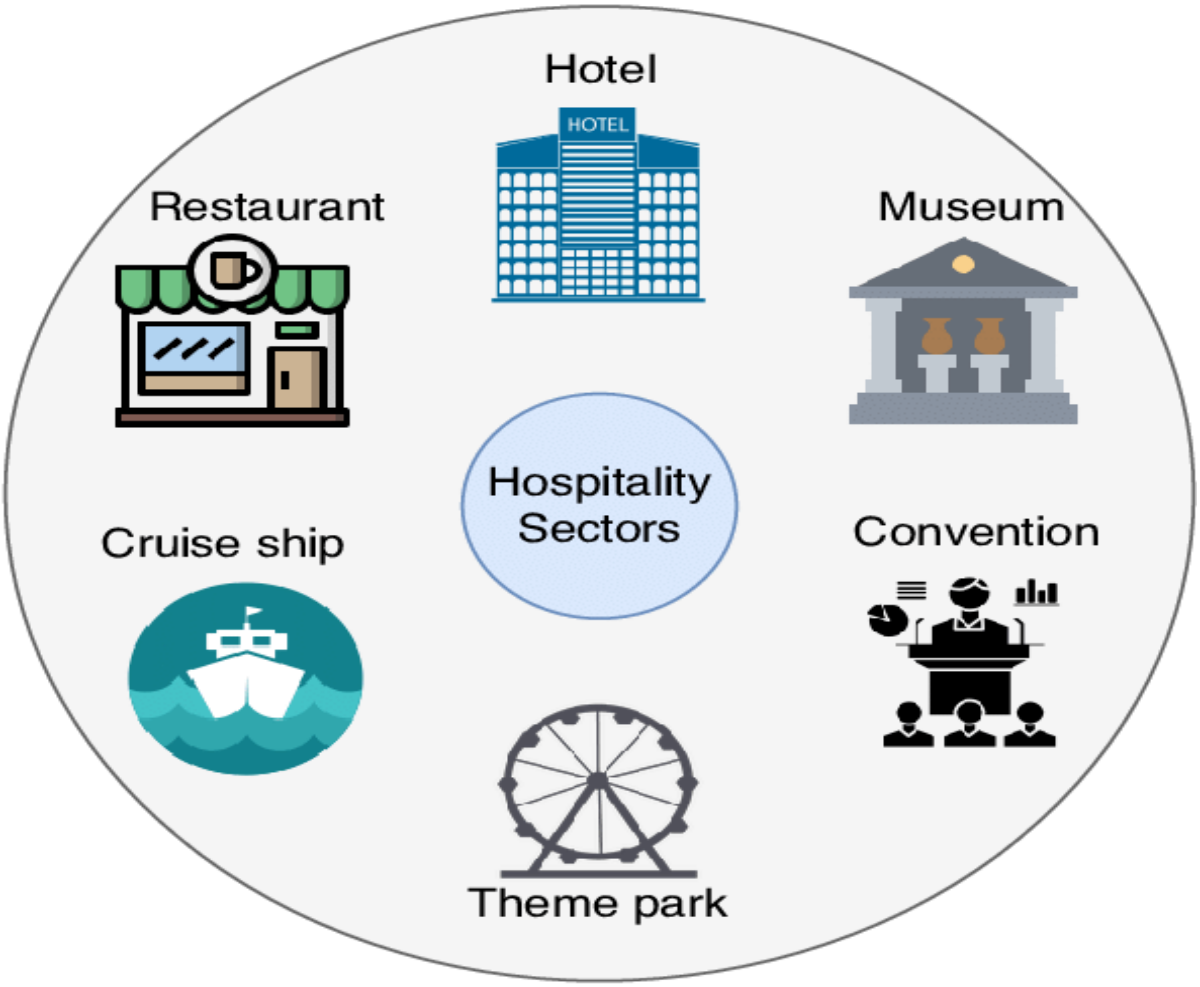
The hospitality industry is considered as an umbrella terminology representing different interrelated business sectors. These sectors involve tourism, hotels, travel and recreation. Furthermore, the term “hospitality” is understood as creating an environment where individuals feel comfortable and relaxed through entertainment, visiting, catering or other forms of welcoming acts. Consequently, many of the business sectors (hotels, parks, resort, transportation) are categorised under the broader umbrella of the hospitality industry. However, there is a strong argument that hospitality industry has evolved from simply consisting of tourism and accommodation and has now become a very complex and diverse sector offering a variety of services.

In order to clearly comprehend the nature of the hospitality industry and relationships among the different business sectors within it, one should consider the so-called “Big-Four” which are known as lodging (hotels, hostels, small B&Bs.); food and beverage (restaurants, lounge, bars, coffee bars); recreation or entertainment (spas, sporting activities, fitness, wellness); and travel and

tourism (various mode of transports, tour agencies, sight-seeing). Figure 4.1 provides a pictorial overview of the sectors.

**Figure 4.1**

*Business Sectors of Hospitality Industry*




Source: Mercan et al. (2020)

The growth of world-wide hospitality industry has been slowing down because of the Covid-19 pandemic, but before that, the growth had been remarkable, and the contribution of the industry to the global economy is still significant. This contribution of the industry is expected to increase in the years ahead. Despite the travel and tourism sector being one of the business sectors in hospitality industry, it is common to use the term “hospitality and tourism industry”. The contribution of tourism and travel sectors to the global GDP is projected to be more than 10% in

the year 2026 (World Travel and Tourism Council, 2016). Furthermore, the reports of World Travel and Tourism Council indicate that tourism is becoming one of the leading business sectors around the world and its contribution to global gross export and GDP is increasing over the course of time.

According to Rasool et al. (2021), developing countries are now realising that their economic capacity is growing and they are appearing on the world stage as influential actors in different economic activities including the hospitality sector. Moreover, there is high optimism for the growth of hospitality industry and the long-term benefits of the hotel and tourism sectors in developing countries particularly in African countries, despite that the pandemic has had a massive negative impact on the hospitality industry across the continent.

## 4.3 THE HOTEL INDUSTRY

The hotel industry is commonly identified as one of the most essential constituents of the broader service industry. Hotels provide their customers with catering services, a place to spend some time and other accommodation services. The broad definition of the hotel industry is not restricted to services offered only by hotels: it includes various forms of accommodation provided by inns, motels, guest houses and other related service-providing establishments.

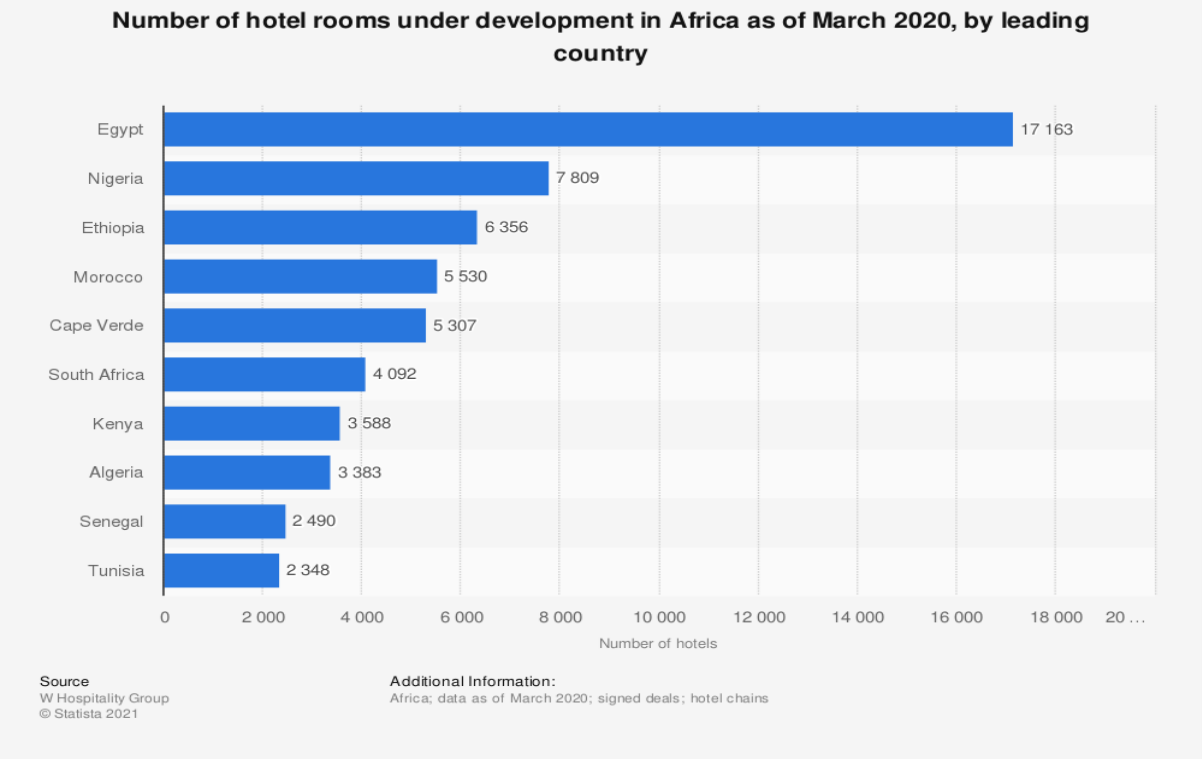
Hotel and hospitality are inseparable terms, but they are different in several respects. The hospitality industry involves various sectors including hotels, and it is much broader than simply hotels, in terms of its area of operation. The hospitality industry includes all segments engaged in the provision of catering services, accommodation, tourism, transportation, entertainment and event management. However, the hotel industry focuses on the provision of catering services, accommodation and other related services.

By their very nature, hotels may have different classifications. There are different factors which are taken into account in order to classify hotels into different categories. Some may use levels of service, others use location, ownership or affiliations to categorise hotels into different groups. On the basis of ownership and affiliation, hotels can be classified as independent hotels (these hotels have no affiliation, do not need to adhere to the rules of the affiliate company, and can be owned by individuals or family) and chain hotels (these hotels must follow the rules of affiliate company).

Depending on the types of market that they intend to serve, hotels can also be categorised into different groups such as business hotels (they target business tourists, and operate mainly in business cities); resort hotels (they are located away from central areas, and offer recreational services); airport hotels (they target airline passengers, airline crews, and business clients); suite hotels (they are rapidly growing types of hotel, have distinct bedroom, and living room); B&B ( they are also called Bed and Breakfast, or homestays which offer overnight facilities, and serve breakfast to their customers); and casino hotels ( these hotels offer lavish beverage, and foods along with gambling facilities).

**Figure 4.2**

*Countries in Africa which are developing highest number of hotel rooms*




Source: Sasu (2021)

It is also quite common to classify hotels based on a star rating. Five-star hotels are lavish and offer high quality services; four-star hotels, also called first-class hotels, provide quality services; three-star hotels are middle-class hotels and offer moderately-priced services; two-star hotels are called budget hotels focusing on cost efficiency without luxury features; and one-star hotels known

as low-budget hotels provides essential facilities with minimal frills. It should be noted that there are no universally accepted criteria to classify hotels based on stars as different countries use different criteria.

According to assessments and predictions of various stakeholders operating in the Africa hospitality industry, various business sectors in hospitality industry are contributing positively to the continent's economic growth and is expected to increase. According to Kenney (2021), the number of branded hotels grew eight-fold during the last decade in the African hotel sector. Figure 4.2 illustrates the provision of hotel accommodation per country in Africa.

Individually branded or independent hotels constitute more than half of the hotel sector in Africa. However, as the demand for better and high-quality hotel service is growing in Africa, independent hotels are being overstretched to meet the growing demands of their consumers. Consequently, a large number of investors and internationally known chain hotels are targeting the African hotel market. Furthermore, as the market for hospitality industry is untapped in the continent and the interest in joining the industry is growing, investors have the opportunity to operate with prominent and branded chain hotels or can open their own independent hotels.

## 4.4 ETHIOPIAN HOTEL INDUSTRY

The history of the modern hotel business in Ethiopia started with the establishment of Itegue Taitu Hotel at the beginning of the twentieth century. The hotel was named after the then Ethiopian Empress, the spouse of Emperor Menelik II. According to Hagos (2017), the hotel was built with the purpose of providing catering and entertainment services to foreigners residing in Ethiopia. The establishment of Itegue Taitu Hotel was the breakthrough in the history of the country's hotel sector and served as stepping stone for the proliferation of high-quality hotels in the country. However, it is only recently that high-standard, international chain hotels started their operations in the country.

The country witnessed the establishment of the first global brand hotel in 1969 with the opening of Hilton Hotel which is commonly known as "Hilton Addis Ababa". After that, no international brand hotel operated in the country for the next three decades. The establishment of "Sheraton Addis" in 1998, the prominent international brand and chain hotel, cleared the way for the rapid expansion of high-quality and five-star hotels in Addis Ababa and other parts of the country. As

the country is the seat of African Union's headquarter sand houses many other continental and international diplomatic missions, the government of Ethiopia, private developers and international star groups have pursued an aggressive move in the construction of internationally branded hotels. According to Berhanu (2015), between 2009 and 2015, the number of hotels grew by 12 on average every year.

The star rating of hotels and standard of hotels in Ethiopia had not been effectively measured and was not well known for a long period of time in the country. However, in 2015, the Ethiopian Ministry of Culture and Tourism in collaboration with the World Tourism Organisation of the United Nations started classification and certification of different hotels operating throughout the country. The evaluation and classification of hotels were conducted based on 12 criteria such as building, gardening, kitchenette, tidiness and maintenance. Abdu (2015) mentions that 95 hotels were found to be suitable for the evaluation out of the planned 136 hotels, but only 38 hotels were able to get a star status. The results of the evaluation indicated that "five star to one star" indicate extraordinary, outstanding, very good, good and an acceptable standard respectively.

In the second round of hotel evaluation and classification, local experts from the Ministry of Culture and Tourism were able to participate. According to Getnet (2019), out of more than 150 hotels registered for evaluation, 83 of them were able to get a star level. However, in the second round of assessment, no hotel was given a five-star rating. Furthermore, after two rounds of grading and accreditation of hotels, fewer than 10 hotels got a five-star rating. According to Abdu (2015), some owners of the rated hotels expressed their dissatisfaction with the subjectivity of the evaluation process and grading of hotels.

The Ethiopian hotel sector has shown some improvements during the course of the last two decades as the government implemented various policies for expansion of hotels in the capital and other regional cities and different measures were taken for advancing the existing hotels' quality through conducting auxiliary monitoring and appraisal activities. Moreover, star-rated hotels have been privileged with duty-free importation of materials which are required for their operation. It seems that this effort paid dividends as the hotel development in the country was ranked fourth in the 11$^{th}$ World Heritage Group's annual survey. However, the country's hotel sector is marred by various challenges which are considered as the stumbling blocks for the advancement of the sector.

Shortage of skilled human resources, incompetent leadership and unskilled employees are some of the most noticeable challenges of the Ethiopian hotel sector.

According to the first and the second grading and certification of hotels, there are at least 8 ‘five star’, 26 ‘four star’, 38 ‘three star’, 50 ‘two star’, and 34 ‘one star’ hotels in the country (Getnet, 2018; 2019). As the country houses many international diplomatic missions, there is a growing demand for high-standard hotels. According to Tefera (2018), even though Addis Ababa, the capital city of Ethiopia, is a gateway for thousands of travellers, there are few international chain hotels which are able to satisfy the growing demand of customers. Moreover, employees in the Ethiopian hotel sector are not good enough in serving customers and the industry has an insufficient number of highly qualified specialists and leadership professionals who can effectively run their business (Getnet, 2018; Hagos, 2017; Yibeltal, 2014). Moreover, hotels in the country function in an unpredictable and uncertain environment, and numerous external factors emerging from this unstable environment have affected the performance of the sector for several years.

## 4.5 LEADERSHIP, ORGANISATIONAL LEARNING AND CULTURE IN HOTEL SECTOR

Currently, stakeholders in the country’s hotel sector and its leaders are struggling to cope with challenges posed by the complex nature of their operating environment. The international pandemic, volatility of the sector, the high demand for quality service, government regulations, employee turnover, and frequent changes in customer behaviour are the some of the challenges in the sector. Continuous learning an essential instrument to overcome the challenges of the hotel sector as it enables hotels to adapt to changes in their operating environment. OL is being given the highest priority in contemporary organisations because it is indispensable in producing and enhancing their competitive advantage over their competitors and helps organisations to adapt to the ever-changing operating environment (Boer, 2015).

In a discussion on the impact of leadership approach on different outcomes, Bavik (2020) states that the leadership styles which neglect the recommendations and ideas of their followers adversely influence the commitment of employees, fail to inspire employees in providing the finest customer service, and is one of the factors for increased turnover levels of employees. Furthermore, Nazarian et al. (2021) state that ineffective styles of leadership in the hospitality industry influence employees’ turnover level, level of job satisfaction, loyalty to their organisation and different

aspects of organisational justice. Many of the above-mentioned problems or issues resulting from unsuitable leadership approaches in the hospitality sector are the manifestation of a weak OC.

Hotels establishments in the country operate in volatile environment. Political violence, lack of financial support to the hotels, the pandemic and the limited capacity of hotels are some of the factors which make the operating environment of the hotel sector in the country unpredictable. Specifically, the pandemic and the brutal conflicts among the different warring factions in the country have taken a massive toll on the hotel and tourism sectors of the country. For these reasons, specifically, local and independent hotels are still struggling to cope with the challenges. Moreover, those hotels operating outside Addis Ababa have been in dire straits for several years. According to Lloria and Moreno-Luzon (2014), OL supports organisations operating in uncertain business environments because it inspires changes and motivates organisations to take appropriate actions to deal with any challenges. The leadership approach, like OL, is also an influential tool to initiate and implement changes in those organisations operating in complex environment.

Williams (2020) states that almost 90% of hotels in Addis Ababa were partially closed during the pandemic's peak time, and the support of financial institutions to the hotels was limited. The leadership and other stakeholders in the sector requested an augmentation package from the government which provided more than USD66 million, despite being far less than the demand of hotel owners in the country. Furthermore, hotel establishments in Ethiopia had various problems affecting their continuous growth such as lack of trained human resources, competent professionals at leadership positions, shortage of customer-friendly facilities, deficiencies in continuous and professional support which can offer input to modernise the sector, ineffective human resource management, poor customer relations and high employee turnover ( Hagos, 2017; Kebede, 2014; Tefera, 2018).

The leadership in the hotel industry in Ethiopia are now under tremendous pressure to introduce changes and overcome challenges as the performance in the hotel industry needs improvement. One of the central facets of OL is a process which creates an action to solve problems of an organisation (Kim & Par, 2020). Moreover, the performance of leadership can be measured in terms of its ability to apply appropriate leadership styles and take quick responses in this type of volatile business environment. Moreover, a leadership which establishes and nurtures a suitable culture in an organisation facilitates acceptance by its employees in its effort to overcome

challenges and implement changes. This is what appears to be lacking in the hotel industry of the country.

## 4.6 SPECIFIC CONTEXT OF THE STUDY: INTERNATIONAL CHAIN HOTELS IN ETHIOPIA

This study is conducted in the context of Ethiopian hotel sector focusing on international chain hotels. Because of the continuing political stalemate among the various warring factions, the brutal civil war in the country, the subsequent economic deterioration and accompanied by the international pandemic, the hotel sector of the country, particularly the local hotels, have been hit very hard. There are hundreds of local hotels and less than 10 international chain hotels in the country. It is not possible for the researcher to cover all types of hotels at different levels which operate in various regions of the country. The researcher opted for international chain hotels for the following reasons:

- International chain hotels in Ethiopia, unlike local hotels, have relatively a well- established system involving structured policies, procedures and structures which appear to be instrumental for effective OL and its employees understand a learning process as a result of their structured system. Thus, unlike the local hotels, the context of international chain hotels provides a good opportunity for the researcher to evaluate the application of OL theories effectively.
- Many of the local hotels operate in volatile regions of the country because of the ruthless civil war and political standoff in the country, and thus, it is difficult to portray the true picture of their operations. On the other hand, the international chain hotels operate in a stable region of the country which makes the context convenient for the study.
- International chain hotels and their leadership have a good exposure in applying various leadership styles and their employees have a good capacity to comprehend the application of different leadership styles, unlike many of the local hotels which are characterised by personal management and fragmented system.

## 4.7 GENERAL FACTS ABOUT THE FOUR INTERNATIONAL CHAIN HOTELS

There are few international chain hotels in Ethiopia, despite the country hosting many international institutions. It was 50 years ago that the internationally branded hotel started its operation in the

country as Hilton Addis became the first international chain hotel. The government of Ethiopia (GoE) and "Hilton Worldwide" entered a half-century contract then to run the hotel in the country. At the end of 1990s, the second internationally branded hotel and member of Startwood Hotels and resorts (Sheraton Addis) joined the market, followed by the third international hotel chain which is known as Radisson Blu. Recently, the Louvre Hotel Group opened the Golden Tulip hotel and the Wyndham Hotel Group opened Ramada Addis hotel. In 2019, another internationally famed hotel group namely Hyatt Hotels and Resorts launched its first hotel in Ethiopia called Hyatt Regency Addis Ababa.

According to Mulugeta (2019), Ethiopia has eight international franchise hotels including Hyatt Regency Addis Ababa, Marriott Executive Apartment, Best Western Addis, Golden Tulip and Ramada. Furthermore, he states that hospitality experts welcome the expansion of international brand hotels because the country is a gateway for many international tourists and hosts different international events throughout the year. Moreover, the presence of these international hotels improves the image of the country's accommodation sector and elevates the standard of service in the hotel sector.

A chain hotel involves a group of hotels run by a similar establishment or proprietor. Chain hotels, where different hotels operate in different locations under one brand or same chain, are supposed to provide the same level of service to their customers. The customers or guests in chain hotels are able to get uniform service, know what to anticipate and avoid surprises in their stay at hotels. Hoteliers are governed or guided by sales volume, yield administration, marketing and promotion principles of the chain. Consequently, the hotels in the chain have no independence to make their own decisions and cannot operate independently.

A franchise hotel uses a standardised business model. The individual business person or hotel pays to use the brand of another organisation or brand name of a hotel. The franchise business model involves the franchisor who creates or establishes brand name and the franchisee who makes an initial payment to use and operate under the brand name of franchisor. In addition, the franchisor designs policies guiding hotel operation and the franchisee hotels implement the policies.

The fundamental difference between chain and franchise hotels is ownership. Franchise hotels have individual owners, while the chain hotels have one owner for all hotels operating in different

places. The chain assumes risk, takes profit, and bears the expenses of all hotels in the chain as opposed to the franchise hotels which share the risk, the profit and expenses between the franchisee and a franchiser based on their agreement. Furthermore, the chain has complete control over all hotels operating in the chain and can easily enforce all rules and procedures across the chain, whereas the franchiser hotel has no far-reaching control over all the activities of the franchisee hotels although franchiser designs policies and procedures and enforces them based on their agreement with the franchisee hotels.

This study aims at investigating the mediating effect of OC in the relationship between the two types of leadership style (TL and CL) and OL in the hotel sector of the country. Among the eight internationally branded hotels operating in the country, four long serving representatives of the international hotel chains in Ethiopia are included as the sample cases of the study. These hotels are the Hilton Addis, Sheraton Addis, Radisson Blu and Hyatt Regency Addis Ababa.

### 4.7.1 Hilton Addis

Hilton Addis was the first international hotel chain in Ethiopia. It started its operation in 1969 and for the long period of time, the hotel was the country's only international brand in the hotel sector until the arrival of other hotels in the market. According to Tadesse (2017), based on the 50-year management contract, the hotel is owned by the GoE, and Hilton Worldwide runs the hotel business and the contract is renewed every 10 years. The hotel has the largest number of rooms (more than 400); its main building has 12 stories and its compound covers 60,000$m^2$.

According to Tadesse (2017), Hilton Addis is located in the downtown of the capital, known for its car park, its gym services which are frequently visited by many of its customers, and has a good reputation in offering various recreation services. However, during a recent assessment and grading of hotels in the country, its status was demoted to three stars. This fact clearly shows that the recent performance trajectory of the hotel has not been promising and requires an urgent turnaround. The current condition of the hotel might be a function of many factors which can be related to the major constructs of the study such as TL. CL, OC and OL.

### 4.7.2 Sheraton Addis

Sheraton Addis was the second international hotel chain in the country which was built by MIDROC Ethiopia and is a member of Starwood Hotels and Resorts. From the start of its operation in 1998, it has been considered as the most prestigious, luxurious and top-performing hotel in the country. Like Hilton Addis, it is located in the centre of the city, and between the country's two palaces. Sheraton Addis is part of the luxury collection and member of Starwood Hotels and resort (recently acquired by Marriott International) but it is not a member of the international hotel chain called Sheraton Hotels and Resorts. Despite disputes on some issues, employees of the hotel are some of the best-paid workers in the sector. The hotel covers more than 1500$m^2$ of space with 10 conference rooms, around 300 rooms, high-standard dining rooms, a luxurious sauna, swimming pools and many other recreational facilities.

### 4.7.3 Radisson Blu

Radisson Blu is the third international chain hotel in Ethiopia. It is also located in the centre of Addis Ababa. The hotel in Addis Ababa has more than 200 stylishly designed rooms and suites with first-class facilities. Some customers have commented about professional, friendly, conversant and first-class service offered by the staff of the hotel. Despite this superior facilities and services offered in the hotel, the hotel has limited space for outdoor pool and spa and gym services.

### 4.7.4 Hyatt Regency Addis Ababa

Hyatt Regency Addis Ababa started its operation in 2019. It is one of the most luxurious and distinguished international hotels operating in the country. The hotel is run by the Hyatt Hotels Corporation. Like the other three international hotel chains, it is located in the centre of the city and it has 200 rooms including presidential and executive suites. The compound of the hotel covers an area of 1,700$m^2$ including a large area which is dedicated to social events and dining. According to Mulugeta (2019), the Hyatt Regency Addis Ababa is the second non-national owned hotel franchise after Sheraton Addis Hotel.

## 4.8 SUMMARY OF THE CHAPTER

This chapter provided the background of the hotel sector in which the discussion specifically focused on hospitality industry, types of sectors in hospitality industry, the Ethiopian hotel sector and the specific case organisations. Furthermore, the researcher tried to address briefly the four constructs of the study (OL, OC and TL an CL) in the context of the hotel sector.

The discussion on the hotel sector of the country and the specific discussion on the selected international hotel chain is helpful in articulating the broad area where the study is conducted. Furthermore, the discussion on the context of research and the background discussion on the selected international hotels (case organisations) helps the researcher and audiences in understanding the application of the chosen theories of all four constructs of the study. Furthermore, the discussions on the research context in this chapter serve as important inputs in shaping the various methodological components of the study.

The next chapter of the study (Chapter 5) is dedicated to the discussion of methodology of the study.

# CHAPTER 5: RESEARCH METHODOLOGY

## 5.1 INTRODUCTION

Addressing research problems appropriately and distinctly through reliable evidence or data is the major purpose of research design. Accordingly, researchers need to design their studies in systematic manner and in a way that can warrant scientifically rigorous results and thus, research questions can be fittingly addressed. McGregor (2018) argues that relevant methods to generate data and deciding up on types of data that need to be gathered in order to answer research questions are effectively addressed in research design. Moreover, Labaree (2016) states that the general strategy of reasonably and consistently integrating various components of the study in order to appropriately address the research questions is described by the research design. As opposed to the above arguments, Creswell and Creswell (2018) use the term "research design" to refer "strategy of inquiry or procedure of inquiry" which can take different forms such as explanatory sequential, ethnography or experiment.

According to McGregor (2018), the research method involves or discusses sampling techniques, data collection instrument development and data analysis tools of a study. Ngulube (2019) argues that the different techniques which are used to collect and analyse data are called research methods. All these components of research method vary depending on the chosen research methodology (quantitative, qualitative and mixed). Creswell and Creswell (2018) consider the above three types of research methodology as types of research approach. The probability sampling technique which is used for the quantitative approach is different from the qualitative approach which uses non-probability sampling techniques. Moreover, researchers may use different data collection and analysis methods for different research methodologies or approaches.

The choice of research methods, design or methodology is correlated to the choice of research paradigm. The paradigm of research may let researchers make use of different perspectives or set of beliefs to carry out their studies. Depending on research practices, researchers differ in their choice of paradigm (Mertens, 2010) or called as worldview by Creswell and Creswell (2018). Creswell and Creswell argue that researchers may choose qualitative, quantitative or mixed methods depending on their worldviews which are classified as constructivism, post-positivism, pragmatism and transformative.

This section or chapter of the study discusses the various aspects of research methodology such as paradigm of the study including its axiological, ontological and epistemological stances, sampling techniques, the nature of data collection instruments, strategy of inquiry, methods of data analyses and other issues of research methodology. Moreover, adequate justifications are also provided for the researcher's choice of various methods or techniques.

## 5.2 PHILOSOPHICAL PARADIGM OF THE STUDY

Researchers may get a lending hand from the philosophical assumptions or paradigms regarding the type of problems to investigate, research questions to answer, theoretical framework to formulate and overall research methods which can be used in the study (Cecez-Kecmanovic & Kennan, 2013). Research paradigms may articulate a framework of beliefs which can be used by researchers to interpret realities. Scotland (2012) states that ontology, epistemology, methodology and methods are the major and essential components of research paradigm.

The paradigm of this study is pragmatism because the researcher believes that social realities cannot be understood and articulated suitably using mono-paradigmatic approach. Furthermore, the pragmatism view is regarded as a practical and pluralistic worldview which can lessen the limitations posed by those researchers adhering to mono-paradigmatic approach. Moreover, the pragmatism view is related to the philosophical framework of mixed method research methodology which combine the strong features of positivism and interpretivism so that research questions can effectively be addressed and get adequate answers. Creswell and Creswell (2018) mention that the pragmatism worldview does not consider or articulate the world in terms of complete unity or as a single entity. In addition, Creswell and Creswell state that the pragmatism paradigm is not devoted to a single philosophy and its emerging research methodology (mixed method) makes use of various approaches to gather and analyse data.

According to Creswell and Creswell (2018), worldviews or paradigms of research stand for the overall metaphysical view of the world or research problems in conducting studies so that the inquiry for phenomena of interest is guided by the chosen world view. Moreover, Ngulube (2019) argues that paradigms of research refer the theoretical lenses which provide researchers with standpoints to study their phenomena of interest suitably. He further argues that the philosophical foundation of a research framework embraces the paradigm of the study. In an effort to show the

importance of the paradigm in the research, Kivunja and Kuyini (2017) point out that every decision and action taken in the research process is influenced and shaped by the chosen paradigm of study.

Contemporary research works are well thought-out and structured by multiple forms of worldviews or paradigms. The three most established types of research paradigm are positivism (quantitative), interpretivism (qualitative) and pragmatism (quantitative and qualitative or mixed). The positivist paradigm advocates that reality or truth is singular and can be measured objectively, whereas interpretivism believes that reality or truth is not singular and can be investigated subjectively. Ngulube (2019) states that without departing from its major views and by acknowledging the relative nature of reality, the research paradigm of positivism has advanced into its new form which is known as post-positivism. The post-positivism paradigm is usually related to quantitative approaches; it understands research as interrelated steps, and it states that knowledge is acquired through deductive approach, reasoning and objectivity (Creswell & Clark, 2011; Creswell, 2016).

Some of the most common paradigms in social science are post-positivism, participatory action frameworks or commonly known as pragmatism, and constructivism. According to Creswell and Plano Clark (2011), interpretivism is a qualitative approach which is shaped from the bottom to the top (it starts from the point view of individual and then to wide-ranging arrangement and finally, to comprehensive considerate). Interpretivism and positivism or post-positivism are fastened on contrasting ends. Kivunja and Kuyini (2017) argues that the conflict of paradigm between the two polarised worldviews (positivism and interpretivism) led to the emergence of pragmatism. Pragmatism rejects that either positivism or interpretivism alone is sufficient enough to comprehend and interpret the reality of world, and it further states that a combination of the two paradigmatic approaches should be used for accurate description of reality. In support of the above-mentioned view, Gray (2021) claims that using the combined methodologies of qualitative and quantitative paradigms can make any study more reasonable and meaningful.

These worldviews are metaphysical by their very nature and incorporate some collective components such as axiology, ontology, epistemology, methodology and rhetoric. According to Creswell (2009) and Lincoln, Susan and Egon (2011), axiology outlines the philosophy of value and its role in scientific studies; the assumptions of nature or characteristics of reality is described

by ontology, whereas epistemology refers to the philosophy of how knowledge is acquired, and methodology indicates the common comprehension of ways or methods of acquiring the knowledge and rhetoric is the common understanding of etymology of research.

### 5.2.1 Axiology of the Study

The concept of axiology is also understood as "worth" or "value", i.e., axiology deals with the philosophical view of value. Despite it is comparatively the latest inclusion to the viewpoint of inquiry, Li (2016) states that axiology has important contributions to studies as it makes an evaluation of researchers' values at each step of the entire research process. According to Kaushik and Walsh (2019), axiology of studies explains the philosophies pertinent to the role of morals and values in one's study. Furthermore, the axiology indicates the aim of study and makes an attempt to articulate the intention of researchers on whether the study focuses on understanding or explaining or predicting the phenomenon of interest. Consequently, how a researcher conducts the study and which issues are highly valued by the researcher are described by the axiological stance of the researcher.

The choice of axiological stance is a function of a researcher's specific choice of research paradigm or world view. Positivism or post-positivism paradigm is free from the consideration of value and a researcher conducts the research without being part of what is investigated or the researcher is independent of the data and assumed to have an objective position. In the case of interpretivism paradigm, researchers maintain a subjective stance, the study is a value-centric and a researcher is a part and parcel of research. As opposed to the extreme stances of positivism and constructivism on the axiological choice, the pragmatism paradigm assumes a mixed concept of the two stances as it adopts both subjective and objective perspectives and values play a central role in understanding the research findings.

This study is guided by the pragmatism paradigm which is a mix of quantitative and qualitative outlooks. Accordingly, the axiological stance of this study is the value philosophy of the pragmatic paradigm which is a combination of axiological stances from interpretivism and positivism which makes use of both subjective and objective perspectives in interpreting the results of the study.

### 5.2.2 Ontology of the Study

As mentioned before, the paradigm choice of this study is pragmatism. Consequently, the associated ontological stance of the study is pluralism. The pluralist view takes into account both the objectivism of positivism and subjectivism of constructivism. Accordingly, the ontological stance of this study enables the researcher to make an assessment of reality through consideration of the existence of entities in reality which is external to the social actors and internal with in the social actors.

Ontology is believed to be one of a starting point in conducting research and focuses on the characteristics of "being" or "reality" and it focuses on what is known about the reality. When we search for the definition of a certain idea, we are searching for the nature of reality, so ontology is related to the theory of reality or study of realty. Kivunja and Kuyini (2017) state that ontology explains a conjectural investigation of a nature of reality or the nature of existence and it focuses on studying the different parts of things and the relationships among the things. Kivunja and Kuyini further state that ontology helps researchers to scrutinise their principal set of beliefs related to the characteristics of a reality or being. Moreover, according to Scotland (2012), researchers ought to differentiate their stance regarding a view of reality because a foundation of reality is the major focus of ontological assumptions.

When a paradigm of a study is positivism, the associated ontological assumption will be realism which implies that what is perceived is not trickery; rather, it is a real. Bryman (2015) argues that positivism and realism are undistinguishable and Scotland (2012) claims that a reality exists irrespective of the researcher's knowledge. Constructivism is an ontological assumption of interpretivism paradigm of research as Kivunja and Kuyini (2017) states that this paradigm focuses on comprehending the subjective aspect of social reality and reality is believed to be constructed socially. On the other hand, the ontological stance of pragmatism is pluralism which advocates that the interpretation of reality is not dependent on one specific paradigm; rather, multiple aspects ought to be taken into account.

### 5.2.3 Epistemology of the Study

Epistemology of the research explains the way that knowledge is solicited or how something is known. Singh (2019) states that the epistemological stance of the positivist paradigm of research

is objectivism where there is an impartial (objective) interaction with the social reality to discover knowledge. He further states that subjectivism is the epistemological stance of the interpretivism paradigm where there is a collaborating and subjective interaction with the social reality under investigation. The epistemological stance of this study is “situational or practical” where the interaction with the social reality or the way of soliciting knowledge is determined based on the situation on the ground.

The requirements to identify and design what do and do not establish the knowledge, and this act is best explained by epistemology of a study. Accordingly, what is recognised as correct or true is the focus of epistemology in any inquiries. Consequently, based on the above discussion, it is understood that this study embraces a pragmatic research paradigm or worldview, a combination of subjective and objective perspectives of axiological stance, pluralism ontological position and a situational or practical epistemological stance.

## 5.3 RESEARCH DESIGN

According to Quinlan (2013), a research methodology is positioned understandably after the paradigm of the research because the former is the outcome of the later. Creswell and Creswell (2018) as well as Van Wyk and Taole (2015) prefer to use the term “research approach” in place of “research methodology”. However, the researcher in this study prefers to use the term “research design” as widely used in research.

Quantitative, qualitative and mixed methods research are the three types of research methodology. The choice of a research methodology depends on the chosen paradigm of research. Furthermore, it is possible to determine an emerging type of research methodology once the preferred type of research paradigm is known. Accordingly, quantitative research is driven by a positivism or post-positivism research paradigm, whereas the emerging type of research methodology for an interpretivism paradigm is qualitative. On the other hand, mixed method research is related to the pragmatist research paradigm.

A type of research methodology which is applied for this study is a mixed method research (MMR) study because of its convenient nature to produce strong and reliable results. Moreover, the study focuses on the specific case of international hotel chain making the study "A case study-MMR”. Creswell and Plano Clarke (2018) state that a mixed method case study is one category of MMR

where qualitative and quantitative data are integrated to provide a strong evidence for the chosen case/s. MMR is also in alignment with the overall objective of the study as the purpose of the study is related to conducting a comprehensive investigation on the relationship between CL, TL, OC and OL using multiple cases in the context of Ethiopian hotel sector focusing on internationally branded hotels. In addition, the MMR takes the strong and relevant components or aspects of qualitative and quantitative studies with the objective of strengthening and extending the conclusions of the study, and it makes contribution to the body of knowledge and strengthens validity of a study (Schoonenboom & Johnson, 2017).

Quantitative and qualitative inquiries represent two diametrically opposite worldviews or paradigms of research, but in MMR, these two contrasting paradigms are addressed in a single study so that the comprehensive aspects of the phenomenon of interest are effectively investigated. The positivism or post-positivism paradigm is represented in quantitative research, whereas qualitative research represents the constructivism type of worldview. According to Fetters and Freshwater (2015), the issues of generalisability, the extent of impact and the causativeness of constructs are addressed in quantitative research, while the description and exploration of a phenomenon of interest and formulating hypotheses or theories are the major interest of qualitative studies.

Several scholars in MMR emphasises the significance of mixing quantitative and qualitative data. In contrast to the above notion, many researchers are unable to establish an effective mixing between the quantitative and qualitative data and present the findings from the two sections of studies distinctly (Anguera, 2017). The inherent characteristics of the two sets of data might be one of the stumbling blocks for the researchers to mix the two types of data. However, researchers ought to understand the ways of overcoming these challenges as mixing has plenty of importance in elevating the value of studies. Creswell and Plano Clark (2011) mention that the dramatic enhancement for the value of MMR is observed, when the researchers are able to integrate the qualitative and quantitative data. Accordingly, MMR enables researchers to examine results from the quantitative research based on the qualitative results and one can use the findings of qualitative research to generate hypotheses and develop instruments.

The purposes of selecting mixed methods or expanding the design of research into mixed method are many by their nature. Schoonenboom and Johnson (2017) discussed the five objectives of

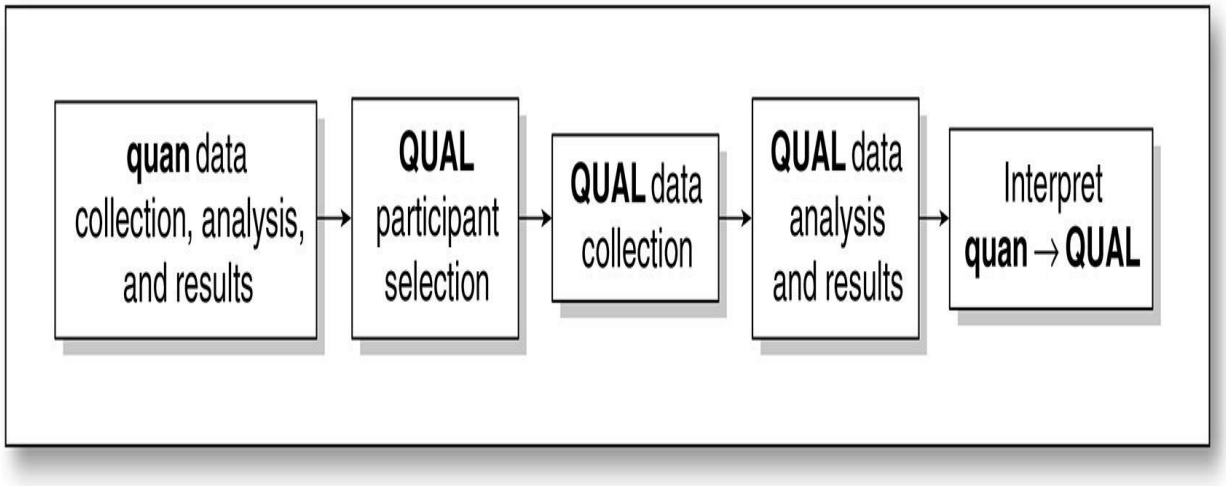
MMR identified by different works of scholars. These objectives involve triangulation (converging or triangulating the findings of quantitative and qualitative methods); complementary (elaborating the results of one method with the help of the other method); development (developing one method using the result of the other method); initiation (ascertaining new point of view in light of the other method's result); and expansion (extending the range of investigation using various techniques found in different components of research).

The purpose of the MMR design in this study is complementary, i.e., it aims at explaining the results of quantitative part of the study based on the qualitative part of the research. Creswell and Creswell (2018) specifically point out that researchers may use MMR with the objective of validating the result of one method with the help of another method, or it may aim at explaining the result of one method using the findings of the other method or building one method based on results of the other method.

## 5.4 STRATEGY OF INQUIRY

**Figure 5.1**

*Explanatory-Sequential Approach of the study*




Source: Edmonds and Kennedy (2016)

The strategy of inquiry for this study is an explanatory sequential mixed method, which complements the above-mentioned design-related objective of this study (complementary). The

chosen strategy of inquiry is explanatory because the quantitative research is conducted first and then based on the results of the study in the first phase, the qualitative research is done in order to explain the results obtained in the prior stage. The strategy of inquiry for this study is called sequential because the quantitative and qualitative types of the study are not conducted concurrently; rather, the former type is conducted in the first phase followed by or qualitative study in the second phase. According to Schoonenboom and Johnson (2017), in the case of sequential design of mixed method, the collection and analysis of data in one strand or phase of inquiry depend on the results of the other strand. The process is illustrated in Figure 5.1.

Explanatory sequential mixed method is also called 'Sequential Quan'' or QUAN → qual which indicates that the focus of the study is a quantitative strand or it is quantitative-dominated research and the qualitative strand is used to explain the quantitative data. Despite that this strategy is time-consuming and there may be difficulty in reaching out to the participants frequently, it has the advantage of furnishing a good opportunity for conducting a comprehensive assessment of quantitative database using the follow up strand and the sequential nature of the two strands in the study can make the strategy easy for implementation (Creswell &Plano Clark, 2011; Morgan, 2014; Plano Clark & Ivankova, 2017). According to Edmonds and Kennedy (2017), researchers use explanatory sequential method in order to follow up the quantitative outcomes with the qualitative data. Accordingly, the qualitative data are used for elaborating and comprehending quantitative results. The quantitative design is given a major emphasis in this study and the qualitative type of study plays an explanatory role.

## 5.5 ARTICULATION OF CONSTRUCTS, MEASUREMENT ITEMS, AND INSTRUMENTS

As extensively discussed in the preceding chapters, this study involves several constructs. The operational definitions of all constructs were already discussed in the literature review part, and the appropriate theoretical frameworks were developed for each construct. The researcher discussed how each theory should be applied in the research context. In this section of the chapter, the researcher articulates each construct, presents the measurement items of all constructs of the study and then provides a description of data collection instruments for both quantitative and qualitative studies.

### 5.5.1 Articulation of Constructs

The major constructs of this study are TL, CL, OC and OL. The operational definitions of these constructs were comprehensively discussed in Chapter 2. The researcher conducted a detailed evaluation of different theories before selecting the relevant theories and then gave operational definitions of each construct. In this chapter, the researcher discusses the measurement items of these constructs and the reliability and validity of the measurement items for these constructs.

As discussed in Chapter 3, the conceptual framework of the study outlines the relationship among the constructs. Consequently, OL is depicted as a dependent or outcome variable, whereas TL and CL are the predictors of the dependent variable, and lastly, OC mediates the relationship between the independent and dependent variables. In this study, the concept of OL is defined or conceptualised using the theory of Huber (1991), whereas the concept of OC is defined based on the DOCS theory (Denison et al., 2004). Moreover, TL and CL are conceptualised in light of Bass and Riggio (2006) and Marion and Uhl-Bien (2001), respectively.

- **Organisational Learning**

Huber (1991) conceptualises OL as a process of acquisition of knowledge, distribution of knowledge (information), information interpretation and organisational memory.

- **Organisational Culture**

According to Denison et al. (2004), OC is described in terms of four aspects such as mission (having a clear idea where an organisation plans to go); adaptability (ability to respond to changes taking place in the external environment); involvement (the extent that employees are engaged or aligned); and consistency (the extent that organisations have process, values and other components to generate leverage).

- **Transformational Leadership**

It is a leadership approach focusing on inspiring and influencing followers to enhance their performance and go beyond their supposed capabilities. It has four components: idealised influence (acting as a role model); inspirational motivation (motivating followers to achieve or transcend the goal); intellectual stimulation (encouraging intellect and objectivity); and

individualised consideration (giving consideration to the specific need of individuals) (Bass & Riggio, 2006; Park & Kim, 2018).

- **Complexity Leadership**

The concept of complexity is defined as the interaction of a set of objects and processes which may emerge in regular and dynamic ways. Uhl-Bien et al. (2007) propose a model for CL which is constructed around three functions, which are known as administrative leadership, enabling leadership and adaptive leadership.

5.5.2 Data Sources and Data Collection Instruments

As discussed earlier, the strategy of inquiry for this study is an explanatory sequential mixed method where the study is a quantitative-dominated study and uses qualitative data to explain the output of the quantitative study. The quantitative data were collected in the first phase of the study using a questionnaire. Furthermore, the study adopted well-known questionnaires for each construct (OL, OC, TL and CL) and came up with one comprehensive quantitative data collection instrument. The reliability and validity of the adopted instrument for each construct have already been confirmed in different research contexts, and acceptable results have been reported in different scientific works.

As discussed so far, this study uses both qualitative and quantitative data. These data were collected from primary and secondary data sources using various data collection instruments. Questionnaire and semi-structured interview are the two instruments that the researcher used to collect data from the primary sources. The questionnaire was distributed to employees working in the four selected hotels (cases) in order to gather quantitative data in the first phase of the study. Moreover, in the second phase of study, the qualitative data were gathered from primary data sources using semi-structured interviews where employees from the four case organisations participated in different interview sessions and provided qualitative data explaining the results of the first phase of the study were collected.

This study also uses secondary sources of data in order to collect both qualitative and quantitative data. The sources of secondary data that have been used for this study provided important input for answering the research questions. Since the data from secondary sources are readily accessible

and need little research in comparison to the primary sources, the researcher can refer to plentiful sources. Consequently, the researcher has consulted many secondary data sources such as regulations and directives related to the hotel sector, websites of the case organisations, performance reports of hotel associations, scientific journal articles pertinent to the research context, various magazines and newspapers narrating the performance of the hotel sector, different strategies, manuals, and policy statements of the case organisations and the hotel sector and other manuscripts and archival materials which are relevant to the study.

#### 5.5.2.1 Questionnaire

One comprehensive questionnaire was developed by adopting the following well-known and validated instruments;

- The instrument which was developed based on the model of Huber (1991): this instrument measures the four dimensions of OL construct.
- The DOCS – this instrument measures the OC construct.
- MLQ – this instrument measures transformational, transactional and laissez faire leadership styles. The researcher has adopted only the four dimensions which measure the TL approach.
- The Complexity Leadership Interaction Mode (CLIM) of Hazy and Prottas (2018) – this instrument was developed some years ago and addresses two dimensions or scales of complexity leadership.

Some of the subscales and measurement items of each construct have been modified to make them suitable for this study. Accordingly, the questionnaire was developed by combining the modified items of the above-mentioned instruments. Once the first phase of the study or the quantitative phase is completed, the next phase or the qualitative research was started. The second phase is important in explaining the outcomes or results of the first phase. According to Liem (2018), in explanatory-sequential MMR, represented by "QUAN → qual", the quantitative study has more weight in addressing the purpose of study and followed by the qualitative study which explains the results of quantitative study. In order to collect the qualitative data for the second phase of the study, the researcher used a semi-structured interview.

5.5.2.2 Semi-structured interview

The semi-structured interview guide was developed based on the various aspects or dimensions of the constructs. Liem (2018) states that the questions and aspects of interview guides in sequential explanatory should be based on the empirically grounded results of quantitative research. Moreover, as the main objective of the qualitative study is comprehending the results of the quantitative study, the interview guide was prepared based on the dimensions of the four constructs and the results of the quantitative study. Primarily, a tentative study interview guide was developed at the beginning and was modified after completing the analysis of the quantitative data and at the culmination of the quantitative research phase.

5.5.3 Measurement Items of the Constructs

The researcher makes use of different instruments to measure the constructs of the study. There are reliable instruments for OL OC and TL. However, scholars have not conducted an extensive empirical investigation on CL and there is no a widely used instrument to measure the construct. However, Hazy and Prottas (2018) and Khan et al. (2021) recently introduced an instrument for conducting an empirical investigation on CL. Accordingly, the researcher has adopted those instruments which had been developed and tested by these different scholars to measure the constructs of this study.

**A. Measurement Items of OL**

The concept of OL is conceptualised based on Huber (1991) OL model. Huber operationalises the concept using the perspective of information processing. Different instruments have been developed by many scholars to measure and test the OL framework of Huber (1991) including López et al. (2004), López-Sánchez et al. (2010), Skerlavaj (2007), Tohidi and Jabbari (2012) and many others. Those instruments which were developed by the above-mentioned scholars have been tested and refined several times in different research contexts. Moreover, many of the instruments have an acceptable reliability coefficient and thus, it indicates that the framework of OL developed by Huber is accompanied by the well-refined instruments.

Four multidimensional aspects or dimensions of OL are established for the purpose of measuring OC. These dimensions are knowledge acquisition, knowledge dissemination, interpretation of

knowledge and organisational memory. In each dimension of the construct, there are different measurement items which are presented below. The choice of the four dimensions was made based on the model of Huber (1991) and the different instruments refined by different scholars such as Sanchez et al. (2010), López et al. (2004) and Nugroho (2018). The researcher adopted the measurement items of these scholars for this study and used a five-point Likert scale ranging from strongly agree to strongly disagree.

López et al. (2004) and Nugroho (2018) reported that the uni-dimensionality of OL is measured using CFA and the measurement model can fit the data within an acceptable range. Furthermore, Nugroho (2018) examined the validity of instruments based on discriminant and convergent validity and the results show that the instrument meets the requirement of validity. Nugroho further reports that the average variance extracted (AVE) composite reliability, Cronbach's α, and communality of the instrument are above 0.7, 0.9, 0.9, and 0.7 respectively.

Based on the model of Huber (1991) and the different refined instruments of those scholars mentioned above, the four dimensions of OL and their measurement items for this study are presented below.

**Dimension 1: Knowledge acquisition**

- There is a coordinated and creative research and development policy in the organisation.
- Novel thoughts and methods on job performance are nurtured and tested uninterruptedly.
- Partnership with other establishments is encouraged.
- Employees recurrently partake in meetings, conference and training.

**Dimension 2: Knowledge distribution**

- Meetings are intermittently held to enlighten the workforce about the up-to-date inventions in the organisation.
- The organisation has proper methods to assure the distribution of best practices to employees.
- There are employees in the institution who participate in various groups and act as liaison amongst them.

**Dimension 3: Knowledge interpretation**

- Employees of the organisation share the same vison and strive to achieve it.
- Teamwork is encouraged and practised in the firm.
- Employees share their experience through discussions.

**Dimension 4: Organisational memory**

- The organisation possesses an up-to-date database to retain useful information and experiences.
- The organisation has an e-mail or directory for each department to let anyone simply access professionals or employees.
- Employees frequently use internal information or the database to sort out their difficulties.

**B. Measurement Items of OC**

The construct of OC is operationalised in light of the DOCS developed by Denison et al. (2004). This instrument has been tested several times in numerous contexts, Furthermore, the instrument is considered as one of the most reliable instruments in measuring OC. This research adopted the instrument and its measurement items in order to measure the construct of OC.

The DOCS is a popular instrument to measure OC. The instrument provides a simple and extensive description of the cultural characteristics of an institution and measures the various aspects of culture in predicting different business-related outcomes such as sales growth and customer satisfaction. The instrument involves four aspects or dimensions which are known as adaptability, consistency, mission and involvement. These four dimensions are important drivers of an organisation's high performance and are believed to be indicators of the focus area for organisations. Compared to other instrument, DOCS is known for being behaviourally grounded and makes use of business terms in studying the concerns of business organisations (Kabigting et al., 2019).

Lawry (2002) states that the confirmatory factor and reliability analysis for the scales of DOCS have been conducted by different scholars in which the alpha value ranges between 0.87 and 0.92 for the four dimensions of OC. Thus, the value indicates that the consistency levels within scales are logically adequate. Furthermore, Lawry states that the results from a sample of more than

35,000 participants indicate that the internal consistency within the four aspects of OC is more than 0.85 which shows that the reliability of the instrument is good.

Denison et al. (2014) conducted validity and reliability tests of the instrument based on the second-order CFA analysis and internal consistency was measured in which the results showed that the instrument is within an acceptable level. The DOCS has no elements of national culture, but according to Kabigting et.al. (2019), the four dimensions of the instrument in the framework can be a base to address the gaps in this regard. However, this study is related to measuring OC and the discussion on national culture is not within the scope of this research.

The four dimensions of OC in DOCS and the measurement items in each dimension are presented below.

**Dimension 1: Involvement -** Constructing competence of employees, proprietorship and accountability.

- Empowerment - Employees have the power, imagination and capability to handle their own job.
- Team orientation - Value is instilled in employees to work as a team and employees strive to achieve common goal of the organisation.
- Capability development - The company consistently spends enough time in capacitating their employees to make them competitive and satisfy the requirements of their organisation.

**Dimension 2: Consistency -** Outlining the principles and schemes which are a base of resilient culture.

- Coordination and Integration - Various divisions of the company can operate collectively for achieving the common goal without intervention.
- Agreement - There is a consensus among members of the organisation on the right ways of doing things and dealing with issues.
- Core values - Employees share common values which produce a feeling of character and anticipations.

**Dimension 3: Adaptability –** Interpreting the requirements of operating environment which can assist organisations to take action.

- Creating change – The company assesses its operating environment and react swiftly for any changes.
- Customer focus – The company assesses the feeling of customers and operates towards the satisfaction of their needs.
- OL – The company acquires and interprets indicators to change them into opportunities in order to develop the capacity of members.

**Dimension 4: Mission –** Outlining an evocative longstanding direction of the institution.

- Strategic direction and intent – Vibrant strategic objectives express the purpose of the company and articulate the contribution of each employee.
- Goals and objectives – the objectives and goals are linked to vision and mission of the organisation and articulated to every employee on how to integrate them with their work.
- Vision – the anticipated future state of the organisation gives a direction to employees and it is appealing and shared by all employees.

### C. Measurement Items of Leadership (Transformational and Complexity Leadership)

As discussed in the previous chapters, the researcher uses the theories of TL and CL. The instrument and measurement items of each theory are discussed below.

- **Transformational Leadership**

The theory of TL has a predominant and widely accepted version to which many scholars subscribe. Moreover, the most popular instrument of TL, MLQ, has been tested several times and verified in different research contexts. According to Ng and Rivera (2018), MLQ is a robust and reliable instrument to measure TL as it has been extensively tested and validated by many scholars.

MLQ is a principal survey instrument to investigate the concept of leadership focusing on the leadership model of Bass and Avolio. This survey instrument has been used to measure leadership in different studies and in the domain of organisational behaviour (Batista-Foguet et al., 2021). In the beginning, the instrument was called MLQ-5X and known for its ability to measure various styles of leadership using one instrument. MLQ involves various items which measure the three aspects or approaches of leadership; TL, transactional leadership and laissez faire. Boamah and

Tremblay (2019) state that MLQ-5X consists of 12 items in which nine items measure the three aforementioned leadership styles, whereas the remaining three factors measure the outcome variables of leadership such as satisfaction and effectiveness.

Many of previously conducted studies investigated the psychometric characteristics of the instrument and the reliability and validity of MLQ have been well established. Moreover, the five items of MLQ address the various aspects of TL which are known as inspirational motivation, idealised influence behaviours, idealised influence attributed, intellectual stimulation and individualised consideration. The internal consistency for TL is found to be high as the values of $\alpha$ for individual consideration, intellectual stimulation, inspirational motivation and idealised influence are 0.86, 0.91, 0.84, and 0.92 respectively and the overall $\alpha$ for TL is 0.96 (Braathu et al., 2022).

Boamah and Tremblay (2019) state that five items of MLQ which measure TL are highly correlated and can form a factor in a high-order CFA. Furthermore, they state that the higher correlation values extend between 0.7 and 0.87. Moreover, the coefficient $\alpha$ for summative internal consistency reliability of each dimension of the leadership approach including transformation leadership ranges between 0.7 to 0.94 for entire scales of instrument (Bass & Riggio, 2006; Avolio & Bass, 2004). Boamah and Tremblay (2019) indicate that researchers report a solid internal consistency with $\alpha$ of 0.82 among the scales of TL.

Braathu et al. (2022) report a strong convergent validity for scale of TL in MLQ. Based on the research of different scholars, Tharnpas and Sakun (2015) report that the convergent validity of TL is strong as the estimates of AVE are above 0.5 and the loading factors of all items are highly related to the construct. Moreover, they state that the discriminant validity of TL is also well verified and acceptable as the square roots of AVE of the construct is above the correlation of inter-construct.

The four dimensions of TL in MLQ and the measurement items in each dimension are presented below.

**Dimension 1: Idealised influence**

- Leaders let others or followers feel good to be around their leaders.

- Employees have complete trust in their leaders.
- Employees are honoured to be linked with their leaders.

**Dimension 2: Inspirational motivation**

- Leaders articulate what should and could be done with simple and few words.
- Leaders offer an attractive description of what can be done.
- Leaders assist others in finding significances in their work.

**Dimension 3: Intellectual stimulation**

- Leaders empower others to reflect innovatively on old problems.
- Leaders offer others with creative techniques of observing at puzzling issues.
- Leaders let others rethink concepts never examined previously.

**Dimension 4: Individual consideration**

- Leaders assist others in nurturing themselves.
- Leaders inform others on how he/she thinks of what they do.
- Leaders offer particular thoughtfulness to those who look excluded.

- **Complexity Leadership**

The theory of CL is not as popular and extensively investigated as TL. This theory has developed over the course of time, but many of the studies conducted on CL are limited to the conceptual level. Accordingly, empirical confirmations which support the practical applications of CL are limited. However, the recent works of Hazy and Prottas (2018) and Khan et al. (2021) presented and validated a survey instrument which associates the concept of CL and other constructs.

Hazy and Prottas (2018) developed the CLIM instrument. The instrument was based on a well-known theory of CL and the scale items reveal the double dimensions or aspects of the construct. Five scale items are included in each of the two dimensions of the instrument which are known as generative leadership and administrative leadership. On the other hand, the survey instrument of Khan et al. (2021) was developed based of the five dimensions or functions of CL which have been discussed in the work of Hazy and Uhl-Bien (2015).

According to Hazy and Prottas (2018), the validity and reliability characteristics of the instrument for both dimensions and subscales and for the overall scale are strong. They further report that the two subscales or dimensions of CL construct have strong correlation with the 10 measurement items as the coefficient results are virtually 0.9. Furthermore, Khan et al. (2021) reported that all reliability and validity measures of the instrument are above the acceptable level (the composite and maximum reliability are greater than 0.7 and the AVE is greater than the minimum acceptable value of 0.5).

The two dimensions or scales of CL in the CLIM and the measurement items in each dimension are presented below.

**Leadership interaction= The relationship between leaders and followers**

**Dimension 1: Generative leadership**

- The leadership interaction promotes opinion diversities.
- The leadership interaction offers resources to generate or attempt novel ideas.
- The leadership interaction inspires creative approaches.
- The leadership interaction tolerates failures.
- The leadership interaction nurtures learning visits to other institutions.

**Dimension 2: Administrative Leadership Mode**

- The leadership interaction sets precise targets and deliverables.
- The leadership interaction initiates others to take responsibility.
- The leadership interaction sets standards for success or failure.
- The leadership interaction silences voices diverting from objectives of a firm.
- The leadership interaction quests employees to devote more effort and time in discharging their responsibilities.

## 5.6 POPULATION AND CASE SELECTION (MULTIPLE CASES)

The researcher considered eight international hotels for cases selection. According to Mulugeta (2019), these are Hilton Addis, Sheraton Addis, Radisson Blu, Hyatt Regency Addis Ababa, Marriott Executive Apartment, Best Western Addis, Golden Tulip and Ramada. Among the eight

international chain hotels operating in the country, four cases (hotels) with a population size of 1100 were chosen for this as they are among the long serving international hotels and they are considered as a good representative of the international chain hotels in Ethiopia. This study is a multiple case study which involves multiple hotels (multiple cases) and thus, there is a very high chance of creating reliable and strong results which can be generalised to the larger population (to the country's international chain hotels). Baxter and Jack (2008) state that in order to comprehend and compare different cases, researchers should examine multiple cases so that the study can produce reliable results. Furthermore, the multiple cases approach enables researchers to understand the context of research from a wide standpoint. Consequently, this research uses multiple cases to provide strong and reliable results and to investigate similarities and difference among the different cases of the study.

The selected four cases are unique compared to the others because of some justifiable reasons mention in parentheses below.

- Hilton Addis (the first international hotel chain)
- Sheraton Addis (the member of Startwood Hotels and resorts and the most luxurious hotel in the country)
- Radisson Blu (the third longest serving international hotel in the country)
- Hyatt Regency (a world-renowned hotel brand with high customer attraction in the country)

## 5.7 SAMPLE SIZE AND SAMPLING TECHNIQUE

This part of the chapter discusses a sample size, the process of determining a sample size, and the sampling technique which was used to select participants from the target population to form a sample. Since the study uses SEM to analyse the data, the sample size determination should consider the various aspects of the model. Furthermore, the choice of sampling technique depends on the nature of the target population and cases of the study.

### 5.7.1 Sample Size

Determination of sample size is one of the most essential and difficult steps in designing a quantitative study. This study is a quantitative-dominant MMR so that it requires a careful approach in determining the sample size. The sample size should be optimal but should not be too

small or too large. Despite that a large sample size is a good representative of the population and gives fewer error margins, it increases the time and cost of doing a study. On the other hand, the realities or features of the population under study will not be sufficiently represented or accurate research results will not be acquired if researchers make use of too small size.

In SEM, the accurate association of variables can be detected from a given dataset through the application of an acceptable statistical power. Kyriazos (2018) describes statistical power as a sample size estimation which is relevant for analysis of data. Furthermore, Kyriazos states that statistical power, beta, alpha, and effect size are the four parameters which are associated with power analysis in any types of study involving SEM. These parameters are also a precondition for determining the size of the sample. For the purpose of achieving replicability and getting accurate research results, indices of goodness of fit and chi-square tests (parameter estimates of SEM and CFA) and a large sample size are required for SEM and CFA.

According DeVellis (2017), the nature of data (strong or weak data) and the number of variables and subjects are some of the determining factors for the sample size in factor analysis. Moreover, they state that no cross-loading, high commonalties or number of items are some of the manifestations of strong data. Brown (2015) and Kline (2023) state that that SEM and CFA (a category of SEM) are among those methods which require a large sample and the size of sample for these large sample methods depends on several factors such as data-scaling (continuous or categorical) a number of associations between indicators, types of study design, etc. Accordingly, they argue that the size of sample can be approximated by a power analysis. Power refers to the chance of avoiding false negative or Type II error. 80% is generally set as a power, meaning that 80 out of 100 tests detect the true effects given that the true or correct effects are found in 100 studies. Thus, insufficient power cannot identify the true effect and more than desirable power indicates that the test is very sensitive to a true effect. Accordingly, power analysis is instrumental in setting an optimal level of effect.

This research is an SEM-based study which requires a consideration of many factors. As a rule of thumb, at least 200 cases or participants are enough to conduct data analysis using a statistical power. In addition, Wolf et al. (2013) mention that some scholars suggested that 10 cases or observations are required for each item or indicator and, thus, a sample size of 140 would be enough for this study because 10 cases or 10 participants are required for each of 14 indicators

which will constitute the sample size of 140. The rule of n: q (number of observations to number of estimated parameters) is another proposal for determining a sample size in SEM in which the n to q ratio can be 10:1 although, according to Kline (2023), this ratio should be 20:1. The rule of n: q is considered as biased and Kline further mentions that lower ratios are less reliable.

In place of different rules of thumb, scholars are now suggesting that determining the minimum sample size requires considering models, empirical context and relevant data (Wolf et al.,2013). Soper's (2020) "a priori sample size for SEM" method involving different factors is becoming a noticeable application for determining sample size for SEM. This application is an online procedure which was introduced by Soper (2020) based on the work of Westland (2010) and it computes the required sample size based on a significance level, a statistical power, an effect size, and a number of latent and observable variables. An a priori sample size can be used for any studies employing any types of sampling technique and has the capacity of determining the required sample size based on the specific requirement of a study.

#### 5.7.1.1 A priori size

This study used the criteria of a priori sample size for SEM to determine the sample size. Ryan (2020) discusses the revised algorithm of Westland (2012) for computing sample size and argues how the Soper algorithm simplifies the process of determining sample size in SEM. Finally, the following values were assigned for each criterion to compute the sample size of this study. Moreover, based on the algorithm tool of Soper, a minimum sample size for this study was found to be 207 and the researcher approximated it to 208 for the sample size for each of the four cases must be whole number.

The process of determining the sample size is described below;

- Desired statistical power level = 0.95
- Level of significance = 0.05
- Anticipated effect size = 0.3
- Number of observed variables or indicators = 14
- Number of unobserved or latent variables = 4

5.7.1.2 Desired statistical power level = 0.95

According to Coolican (2017), a study's statistical power refers to the probability of identifying a truly existent effect. Referring to the various scientific works, Kyriazos (2018) reports that a minimum statistical power is 0.5 and a desired level is 0.8. A larger statistical power would result in a larger sample which is a good manifestation of SEM which is assumed to be a larger sample method. Accordingly, the researcher took a statistical power level of 0.95 which is above the desirable level as it helped to uncover every vital effect.

5.7.1.3 Level of significance = 0.05

Alpha or level of significance in many studies can be 0.01,0.05, and 0.1. There is no a magical value for $\alpha$ that a researcher can select. As the significance level changes or varies from 0.01 to 0.05, a chance of rejecting a true null hypothesis will also increase, but the statistical power will decrease. Kyriazos (2018) and many other scholars state that an $\alpha$ value of 0.05 is the most commonly accepted value. Accordingly, the researcher opted for the significance level of 0.05.

5.7.1.4 Effect size = 0.3

The strength of relationship between variables is measured using effect size. The effect size can be large ($\geq$0.8) medium (0.5) and low (0.2) and may vary based on the nature of statistical test (Barker et al., 2015). A large effect size indicates a strong relationship among the variables, whereas a weak relationship of variables is described by low effect size. Trujillo-Hernández et al. (2021) argue that the effect size of 0.30 is recommended in determining priori sample size for instrumental SEM-based research. Accordingly, the researcher selected the effect size of 0.3 for this study.

5.7.1.5 Number of unobserved or latent variables = 4

This study has four latent variables (TL, CL, OL, OC). However, as the latent variable of leadership is described in terms of TL and CL, the number of latent variables can also be considered as four in the determination of sample size.

5.7.1.6 Number of observed variables = 14

As discussed in the articulation of constructs and measurement of items, each construct has different dimensions or observed variables. OL, TL, and OC have four observed variables each, whereas CL has two observed variables. Accordingly, a total number of observed variables for the determination of sample size is 14.

The cases or observations were selected from the four case organisations or international chain hotels. The sample size for each case organisation, the estimated population size or sampling frame of each case, the composition or percentage of elements from each case to the total sample size are presented in Table 5.1.

*Table 5.1*

*Estimated population size and sample size*

| S.No | Case | Estimated population size (%) | Sample Size |
|---|---|---|---|
| 1 | Hilton Addis Ababa | 300 (27%) | 0.27*207=55.89 ≈56 |
| 2 | Sheraton Addis | 300 (27%) | 0.27*207= 55.89≈56 |
| 3 | Radisson Blu | 250 (23%) | 0.23*207=47.61≈ 48 |
| 4 | Hyatt Regency Addis Ababa | 250 (23%) | 0.23*207=47.61≈ 48 |
| | | 1100 (100%) | 208 |

5.7.1.2 Sample size for qualitative research

The researcher gathered the qualitative data in the second phase of the study using semi-structured interviews. The determination of appropriate sample size for qualitative research is an area of scholarly debate in research. As opposed to quantitative research, the sample size in qualitative research is always found to be small which enables researchers to carry out an in-depth investigation of cases. According to Baker and Edwards (2012), scholars of qualitative research state that it is not possible to determine an optimal sample size in qualitative research.

In qualitative research, unquestionably, saturation is the most extensively applied standard in sample size determination and evaluation of its efficiency (Vasileiou et al., 2018). As widely known, grounded theory have risen to the saturation concept. The grounded theory saturation or

simply called theory of saturation deals with a repetitive process of gathering and analysis of data and development of theory. The process continues until a fresh data cannot generate new theoretical understandings. On the other hand, sample size for qualitative research can also be determined using pragmatic considerations, based on the preceding experience of researchers with qualitative research to determine the sample size.

Theoretical sufficiency or data saturation might be achieved with a small sample size. For effective thematic saturation, the sample size must be sufficiently large to ensure that no new concepts emerge from additional interviews. According to Green and Thorogood (2004), saturation is typically achieved after 20 interviews, while Ritchie et al. (2003) suggest it may require up to 50 interviews. However, Clark and Braun (2013) state that a sample involving a minimum of 12 individuals is enough to achieve data saturation. Accordingly, there is no convergence among scholars about the desirable sample size for qualitative research and data saturation can be attained at different stages.

The interviews were conducted with employees of the chosen case organisations (the four international hotel chains). Data saturation was the determinant factor for the number of individuals who participated in the interviews, i.e., the researcher conducted interview sessions until the attainment of data saturation or until no new concepts emerged from a subsequent interview.

### 5.7.2 Sampling Technique

One of the essential activities of a researcher is an implementation of proper sampling technique to choose participants from a population in order to select a sample for the study. The sample is assumed to be and should be a good representative of population to which the results of research will be generalised. After a selection of appropriate source list (sampling frame) and determination of a suitable sample size, a researcher should choose the right sampling technique in order to get a representative sample. The sampling technique which is used by a researcher to select observations from the population can be probability or non-probability. Furthermore, the choice of sampling technique is a function of several factors such as features of a sampling frame, nature of a research question, a chosen research design, a sample size and a geographical area.

The first phase of this study is quantitative in which quantitative data were collected from the sample of elements or observations across the four cases. In order to select participants or observations from the target population, the researcher used a combination of stratified and simple random sampling techniques. In stratified sampling technique, the population is divided into different groups (strata) with the purpose of creating homogeneity within a group, and then each group (stratum) is sampled using the other sampling technique which is known as simple random sampling technique. The researcher used stratified sampling technique to make sure that each case (hotel) was appropriately represented in the sample and then simple random sampling was used to sample each stratum (hotel). Since individuals making up the subgroup of the larger group were selected randomly, the simple random sampling technique potentially removed biasedness.

All participants for the sample were not selected randomly from all cases; rather, each case (hotel) was treated as stratum and the participants were randomly selected from each case based on their relative size of the population; i.e., the hotel with a large number of staff contributed more to the sample, and the contribution was less for smaller cases. Accordingly, the four strata are the four hotels of the study, Cases 1 and 2 were the larger as they had more employees whereas Cases 3 and 4 were smaller.

The researcher also used simple random sampling technique to select employees randomly from each stratum (case) and thus, there was a fair representation of each stratum in the sample. Consequently, the planned sample size of 56 employees from Cases 1 and 2 each and 48 employees from Case 3 and Case 4 each were considered which initially constituted a sample size of 208. However, the researcher was able to reach out to more than 208 participants to gather the quantitative data as discussed in Chapter 6.

In the second phase of the study (the qualitative research phase) the researcher gathered qualitative data from the purposively selected participants in the four cases. As discussed before, the qualitative data were gathered using the semi-structured interviews. A purposive or judgement sampling technique was used in order to select relevant participants from the four selected cases of the hotel sector. These purposively selected individuals participated in individual interview sessions. In the purposive sampling method, a researcher makes use of own judgement or knowledge in selecting the best-fit participants from the target population. Since the researcher gathered the data from the relevant and well-informed participants, the results were expected to be

pertinent to the context of research and potentially lead to a better insight about the phenomenon of interest. Furthermore, this study was designed as an explanatory sequential mixed method study where the qualitative database should explain the quantitative results. Accordingly, purposively selecting those participants who had a good understanding of the context allowed the researcher to acquire relevant qualitative data which can best explain the quantitative database.

## 5.8 MODEL DESCRIPTION AND DATA ANALYSIS

This study used both quantitative and qualitative data in the first and second phases of the study respectively. The analysis methods for the two types of data are explained in this section of the chapter. The most extensively used and SEM was used to analyse the quantitative data in the first phase of the study, whereas the qualitative data were analysed using the thematic data analysis method. The justification for the researcher's choice of the two methods to analyse both sets of data is presented below.

### 5.8.1 SEM for Quantitative Data Analysis

This study made use of SEM to analyse the quantitative data. SEM is considered as a testing or confirmation method and thus, this model is preferable for conducting hypothesis testing for the study involving latent variables such as TL, CL, OL and OC. Furthermore, the model is used to explain the relationships between multiple latent variables and the relationships between latent variables (unobserved variables or constructs) and measured variables (observed variables or indicators which are measured directly). Ullman and Bentler (2012) state that SEM is a set of statistical methods which enables an investigation of predictor variables (independent) and an outcome variable (dependent) relationship. Both predictor and outcome variables can be measured variables or factor variables.

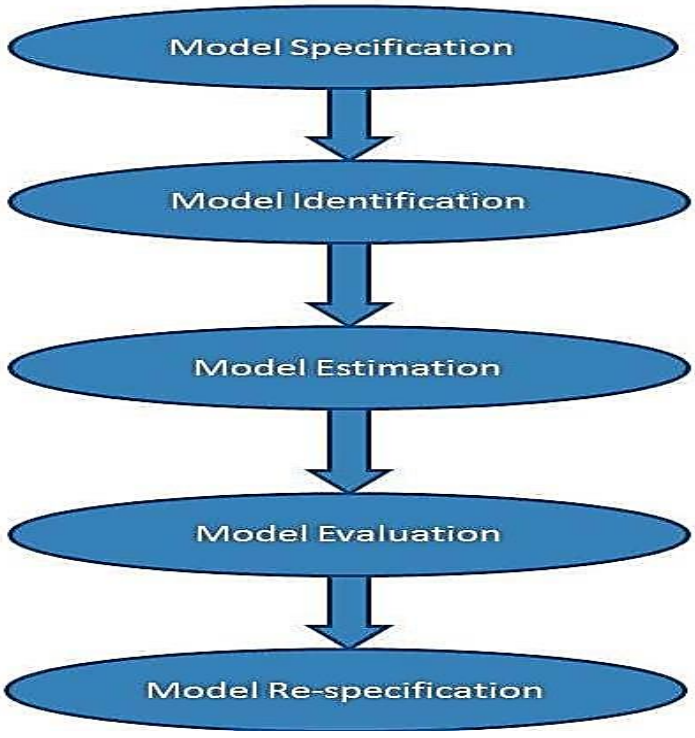
SEM has two parts which are known as the measurement model and the structural model. The measurement model explains the relationship between indicators or measured variables to the latent variables or factors. For example, the relationship between TL (latent variable) and its components, i.e., idealised influence, inspirational motivation, intellectual stimulation, and individual consideration (all these four components are indicators) is explained in the measurement model. The structural model explains the relationship between multiple constructs or latent

variables. For instance, in this study the relationship between TL. CL, OC and OL (all latent variables) is explained in the structural model.

SEM is considered as an ideal tool for analysing data as it assists researchers to learn the various ideas that affect latent or unobserved phenomenon. Furthermore, making use of SEM in order to analyse the relationship among the constructs has multiple benefits. In explaining these benefits, Ullman and Bentler (2012) state that the model is the only analysis tool that let researchers conduct concurrent and wide-ranging tests on all forms of relationships involving multidimensional and multifaceted phenomena of interest. Furthermore, they argue that it is at the level of measured variables along with measurement error that construct-level hypotheses are tested in other statistical methods, but hypotheses in social science studies are outlined at construct level and thus, it is SEM that has the best features to conduct a hypotheses test at construct level.

**Figure 5.2**

*Steps in structural equation modelling*




Source: Haleem (2020)

It was also desirable to examine the group differences in this study as there were four cases or groups. There are various tools which can be used to test the differences between groups such as SEM and MANOVA. Dimitrov (2006) states that, like MANOVA, SEM is an appropriate tool in conducting a test on the difference between groups. However, according to Dimitrov (2006), it is more appropriate to make use of SEM rather than MANOVA in the study involving latent variables' causal effect on the observed variables. Consequently, SEM is also relevant for this study rather than other tools in testing the difference between multiple cases (hotels) and the difference within other sub-groups.

The modelling process of SEM involves five analytical steps (See figure 5.2.) which are known as specification, identification of model, model or parameter estimation, evaluation of model and model modification which are commonly known as the framework of SEM. A brief description of each step of the model is presented below.

#### 5.8.1.1 Model specification

It is the first step in performing a test of SEM. It is at this stage that the model is specified, i.e., the hypothetical relationships among the constructs are defined. The model specification is outlined using a diagram (commonly known as path notion or path diagram) which illustrates both measured and latent variables.

In the diagram, the latent variables are designated by circles, whereas squares are used to represent measured or unobserved variables. The relationships among the variables are converted into equations and then the model is estimated. Parameters of the model are represented by the variances which are free (based on various previous studies) or fixed (equal to some constant values such as zero). Bentler-Weeks method, a technique of specifying model, uses regression coefficients, and the independent variables' variance and covariance to estimate the parameters.

#### 5.8.1.2 Model identification

For properly identified model and for an analysis to proceed in which the parameters are to be estimated, a number of data points should be greater than a number of parameters, otherwise it is recommended to reduce one of the paths to zero.

5.8.1.3 Model estimation

The third step in SEM processing is estimation of parameters. The estimation is carried out through making a comparison of an actual and estimated values of covariance matrices and thus, the estimation aims at reducing the difference between the actual and predicted values of the matrices for population covariance. The quantitative indices, which are computed for the whole goodness of fit test, are used in order to evaluate the fitness or performance of the model. Weight (W) is one of the major components in the function (F). The difference between the population and sample variances is measured using W. The nature of model estimation techniques which are used in SEM depends on the selection of W. The Maximum Likelihood (ML) and generalised least squares (GLS) are two of the default methods in various programmes for parameters estimation under normality and these two methods yield a small variance and have a similar characteristic.

A variable with observed results refers to a data point (it may refer frequency of consumption) whereas the value of interest such as a factor loading or a coefficient of regression between dependent (endogenous) and independent (exogenous) variables refer to a parameter. The number of parameters (the aggregate value for a number of estimated values of variances, regression coefficients, and covariance) and a number of data points (a number of essential covariance and variances) that should be estimated in the model should be taken into consideration by a modeller. This estimation helps a researcher in identifying the model for the study.

5.8.1.4 Evaluation of model

Model evaluation aims at inspecting an estimated model's fitness in modelling of data and the two features of the estimated model are assessed using path analysis. The two features are known as the model's overall fit and the implication of specific parameters such as coefficients of regression and covariance of constructs. Model evaluation is a fundamental activity of SEM modelling as it involves an assessment of various contending models to make a decision of accepting or declining the model. Furthermore, the effect of constructs and observed variables is evaluated and illustrated using path model.

The predicted relationship among variables is acquired from the output of SEM and the fit assessment between the estimated and actual data is done in the evaluation of model. Assessing

the model fit with small sample size is not as difficult as large sample size and various types of fit indices are used in order to conduct model fit.

The noticeable approaches for measures of fit are chi-square ($\chi^2$), comparative fit index (CFI), standardised root mean residual (SRMR) and root mean square error of approximation (RMSEA). A $\chi^2$ with a large sample size might generate an absence of model-data fit and thus, the issue of sample size should be taken into account in this regard and proceed with the next step.

5.8.1.5 Model re-specification

When a model is not found to be fitting for the analysis, it should be modified in order to improve its level of fit. The modification on the model might be made on a measurement or structure side. The modification on the measurement model may require a change in the indicators of latent variables which may not be the pure measurement of latent variables, whereas the structural model modification means an adjustment to the chosen theory and recognising the drawbacks of the chosen theory which is tested in the study.

The model modification is conducted with the help of various methods. According to Ullman and Bentler (2012), the Wald test, Lagrange multiplier and $\chi^2$ differences are the three fundamental methods which are used to carry out the model modification.

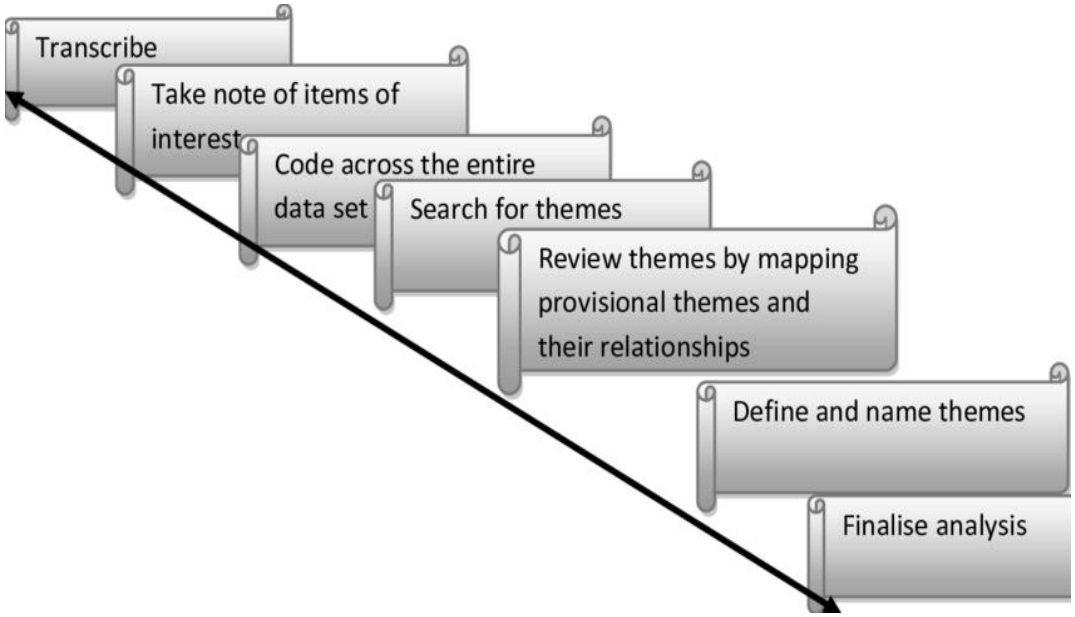
5.8.2 Qualitative Data Analysis

In the second phase of the study, the researcher collected qualitative data for the purpose of explaining the quantitative data of the study. In order to analyse the qualitative data, the researcher used a thematic data analysis technique which is an appropriate technique to find out experiences, opinions or views of something or somebody. The main feature of thematic data analysis is a methodical process of coding and investigating the significance of reality using an explicitly identified theme and focusing on a less abstract interpretation of the data. According to Sandelowski (2010), thematic and content data analysis techniques focus on overt explanations of the content or data with limited consideration of the imbedded implication of the content. Furthermore, Ozuem et al.(2022) state that the thematic data analysis technique is a systematic but flexible approach in terms of finding out, investigating and describing patterns, and develop thoughts and implications using coding procedure as shown in figure 5.3.

Despite that a thematic approach has been comprehensively used as a qualitative data analysis method, Tomkins and Nicholds (2017) argue that the approach has also encountered some criticisms for its lack of effectiveness and some researchers have not been able to comprehend the ways of making a meaning out of qualitative data using the thematic approach. However, Ho et al. (2017) counter-argue that these criticisms are the result of limited understanding on the application of the approach. Furthermore, Ozuem et al. (2022) discuss the argument of scholars about the strong features of the thematic approach as they state that it is a bridge for creating a relationship between the quantitative and qualitative types of research and argue that analysing both categories of data increases the validity of study.

**Figure 5.3**

*Basic steps of thematic analysis*




Source: Braun and Clarke (2006)

As discussed above, the thematic approach can create a relationship between quantitative and qualitative research or a bridge between positivism and interpretivism. Ozuem et al. (2022) state that it is through the thematic approach that researchers with a positivist stance can help researchers with an interpretivism stance with the unique characteristics of the observations. Furthermore, they state that both types of research can help each other by offering relevant data in the form of numeric computation of the codes or text-based analysis of the data. As this research is an explanatory sequential study, the quantitative data in the first phase of the study serves as a base to generate

codes and perform other types of analysis in the second phase of the study which is the qualitative research part.

The model developed by Braun and Clark (2006) presents guidelines for thematic analysis which involve six steps such as acquainting oneself with the data, producing preliminary codes, searching for themes, reviewing the themes, defining and naming the themes, and generating a report.

### 5.8.3 Data Integration

In the context of MMR, different stages are proposed for the integration of qualitative and quantitative data. Moreover, there is a dominant view stating the fact that that there should be at least one point of integration (sometimes called point of interface) for a true MMR. Where and how the two strands should be integrated is considered as one of the essential decisions that researchers are supposed to take in designing the MMR. A point of integration might be described as any point in research where the components or strands of a study are brought together. Researchers can conduct the integration at different times in the research process such as at a point of formulating research questions or developing the purpose of study or conducting analysis of data.

A researcher can mix the two strands at any stages or components of the study such as research questions, paradigms of the study, theoretical drive, etc. Schoonenboom and Johnson (2017) state that having at least one point of integration is the distinctive feature or the best manifestation of a mixed method design and the two components are not simply mixed, rather they ought to be integrated cautiously. Furthermore, they state that the data integration process can be facilitated through a joint display which implies that the findings of quantitative and qualitative studies are listed along with integrative statement.

According to Guest (2013), the quantitative and qualitative strands should be integrated at a specific point of interface. Integration is known as one of the major aspects or characteristics of a true MMR. Furthermore, Schoonenboom and Johnson (2017) mention that the term ‘mixed’ is misleading; accordingly, the two strands (qualitative and quantitative approaches) should be integrated in a very careful way at a relevant point of integration rather than simply mixing them. Lack of sufficient integration or interface between the quantitative and qualitative components is one of the major problems affecting the quality of MMR and achieving a balance between the two

components might be challenging as they emerge from two polarised research paradigms (Anguera et al., 2017).

As it is often mentioned and reiterated, data integration describes any points of the investigation in which some form of connections is established between the various components of a given study. Teddlie and Tashakkori (2009) identify four potential phases of data integration: conceptualisation, data collection phase, data analysis phase and the inferential phase. Researchers can integrate sets of data at any one of this four stages.

Creswell and Plano Clark (2011) propose that data integration may occur in the form of various data collection and analysis linking approaches. They state that the linking or connection of components in the mixed design occurs in different ways such as connecting, building, merging and embedding approaches. In the "connecting approach", data integration occurs when the sampling frame is used to create a link between quantitative and qualitative types of data, for example, in explanatory sequential design (involving a survey in the first phase and a qualitative interview in the second phase), the population of participants who replied to the survey serves as a base to choose participants for the interviews. In the "building approach", the data collection method of the second phase is informed by the data from the first phase. In the "merging approach", the two sets of data are mixed at the analysis stage, whereas in the case of the "embedding approach", one set of data is embedded within the larger procedure and thus, the data gathering and analysis can occur at multiple stages of a study.

#### 5.8.3.1 Data integration approach for the study

The "building approach" of data integration was the method selected for integrating the qualitative and quantitative data sets of this study. The quantitative database of the first phase of study and the study participants is a base for designing the qualitative part of the study and thus, an integration of the two data set occurs at that stage. Creswell and Clark (2011) identify different points of integration in mixed research such as integrating the analysis or results of the first database to data gathering stage of the second strand; merging the data sets of the two strands; the theoretical binding of the data sets; and incorporating a smaller database with in a larger one. As discussed before, this study was designed as an explanatory sequential mixed method study where

the outcomes of the quantitative component were a base for data collection in the qualitative component of the research.

## 5.9 PRETESTING AND PILOT TESTING

In order to prevent errors at the later stage of investigation, the researcher ought to focus on the revision and reflection of the research components by pretesting and pilot testing the instruments. The pretesting stage of a study helps researchers to detect various problems related to the data collection instruments such as the issue of language, articulation of questions, relevance or appropriateness of items to a given construct, structure, scale or types of data to be collected. Furthermore, pretesting aims at collecting initial data to determine the comprehension level of participants related to the data collection instrument, potential problems they may encounter in the process and their capacity to respond to questions self-sufficiently. On the other hand, pilot testing aims at identifying those matters that potentially affect the reliability and validity of data collection instruments. The pilot testing is carried out prior to administering the final instrument to the entire sample. Furthermore, a small part of the sample in the study may take part in pilot testing for checking reliability and validity of the instruments.

### 5.9.1 Pretesting

Pretesting enables researchers to identify vague expressions which can frustrate participants in the actual process, the response latency and the time to complete the questionnaire in the full-scale administration. Failure to conduct the pre-test could have a negative impact on the accuracy of questionnaire and reliability of the research results. According to Chaudhary and Israel (2017), there are different methods of pretesting recommended by scholars such as cognitive interviews (an extensive interview with members of target population to comprehend how the participants arrive at a given answer); participant debriefing (it probes participants with the follow-up questions for evaluation of their comprehension level about a given question); panel of experts (professionals in the field evaluate the questionnaires or instruments); and focus group interviews (a group of participants is asked to air their views on what other participants say).

5.9.1.1 Pretesting process of this study:

Making use of the combination of various methods of pretesting produces a useful and reliable result (Chaudhary & Israel, 2017). Consequently, the researcher used the following process involving three steps in order to conduct a pretesting.

- **Informal testing:** in this method, the researcher tried to play the role of participants in the target population and answered the questions listed in the data collection instrument and conducted a simulated discussion with some colleagues. This method assisted the researcher in comprehending the potential impression of the participants about the list of questions presented in the data collection instrument.

- **Expert driven pre-test:** Campanelli (2008) and Chaudhary and Israel (2017) recommend that a panel of three or four professionals is enough to conduct an expert driven pertest. After conducting informal testing, the researcher consulted relevant professionals and invited them to participate in the expert driven pre-test stage of the study. Accordingly, five highly celebrated professors working in the country's top university (Addis Ababa University), specialised in the areas of leadership, organisational behaviour and strategic management were invited for the second stage of pretesting to comment on the data collection instrument. Consequently, very fruitful comments and recommendations were acquired such as expressions that may provoke confusion among participants, the logical arrangement of the questions, the allotted time to fill out the questionnaire, the pattern of possible answers for different questions. Accordingly, the researcher took the given recommendations into consideration in order to prepare an improved version of the questionnaire.

- **Cognitive interviews**: pre-test using a subsample of the study's sample is dubbed the most important phase of pretesting. Accordingly, the researcher reached out to some hotel professionals and conducted interviews in order to determine their thinking process about the various components of the data collection instruments. The participants were chosen using a combination of convenient and judgement sampling methods. Campanelli (2008) and Chaudhary and Israel (2017) state that a small sample size and convenience sampling method are recommended for cognitive interview.

Different methods were used by the researcher in the cognitive interview to capture some useful information such as think-aloud (asking participants how they arrived at a certain answer for a particular question) and probing (interrupting the participants for taking relatively long time to answer a certain question and asking them the reason). Howard (2018) suggests that researchers should make use of probing, think-aloud or a combination of the two methods in conducting a cognitive interview. The researcher took essential notes from the interviews and included the noted points in preparing the improved version of the data collection instrument.

### 5.9.2 Pilot testing

A researcher is also required to conduct a pilot test, taking a small subsample of a study's sample, to make sure that the full-scale administration of the questionnaires can be carried out appropriately. This helps the researcher to figure out the pitfalls which potentially affect the success of the study. In conducting a pilot test, focus group discussion and cognitive interviews are not required as the aim here is not to identify the relevance of concepts and items for the data collection instrument.

Scholars suggested various methods for the determination of a sample size to conduct a pilot testing and there is no a commonly agreed sample size. Chaudhary and Israel (2017) state that the minimum required sample size for pretesting is 10-15 and 20-50, but they further argue that the researcher should make the final decision on the basis of the available time and budget. In this study, the researcher randomly selected five participants from each of the four cases comprising a sample size of 20. The researcher reached out to this subsample and collected the data based on the data collection instrument.

The researcher was able to evaluate the clarity and reliability of the instrument based on the results of the pilot test. On the basis of the results, some minor corrections and adjustments were made to the draft instruments such as rearticulating some questions using simple words or changing the regular font of some major questions into bold. In general, the participants found that it was easy to understand the instrument and were able to reply to the questions without a significant intervention by the researcher.

## 5.10 VALIDITY AND RELIABILITY OF THE INSTRUMENT

The content and face validity of the data collection instrument for this study were assessed in the process of conducting the pretesting and pilot testing. Since the researcher adopted the most widely tested instruments in order to collect the quantitative data, the issue of content and other forms of validity for the questionnaire has already been effectively addressed. As discussed before, the instruments have an acceptable score of content validity ratio and content validity index. Moreover, the researcher conducted a pre-test on the survey instrument to assess the validity and the results of the pre-test were effectively used in improving some aspects of the instrument.

The researcher was also able to assess the reliability of the questionnaire in the pilot testing, where the internal consistency of the items was measured, and the result indicated that the score was more than acceptable. Researchers may evaluate the reliability of the instrument focusing on “across the observer” (reliability of interrater); internal consistency (measuring the reliability of across items); and over time reliability (consistency of reliability through time). The reliability measurement of the instrument in this study focused on “the across items measurement” which is also known as internal consistency. Internal consistency of the instrument is widely measured using Cronbach's $\alpha$. The pilot test of this study shows the survey instrument had an acceptable value.

The researcher developed a draft semi-structured interview guideline which was revised once the first phase of the study (quantitative study) had been completed. The researcher evaluated the various aspects of the interview guide using the pretesting process involving three steps such as informal testing, expert driven pre-test and cognitive interviews. Accordingly, the researcher aimed to improve the content validity of the interview guideline based on the comments of some experts and the results of discussions and cognitive interviews. However, it should be noted that the discussion about the test of the data collection instruments at this stage was only preliminary and the details of further tests and the associated discussion are presented in the next chapter.

## 5.11 SUMMARY OF THE CHAPTER

This chapter discussed the issue of research methodology which is one of the essential components of a study. Specifically, the discussion focused on various characteristics and components of research methodology. The paradigm of the study including its axiological, ontological and epistemological stances were extensively discussed and the researcher selected a pragmatic

research paradigm, a combination of subjective and objective perspectives of axiological stance, a pluralist ontological position and a situational or practical epistemological stance.

The type of research methodology which is applied in this study is known as MMR as it is convenient to generate strong and reliable research results. Moreover, the MMR aims at explaining the result of quantitative part of the study using the qualitative part. In addition, the strategy of inquiry for this study WAS explanatory sequential mixed method which supports the complementary objectives of MMR.

In this chapter, the researcher described the measurement items for each constrict (TL, CL, OL and OC) and the reliability and validity of the data collection instruments was also discussed. In addition, the researcher presented a detailed discussion of the primary and secondary sources of data from which the relevant data were collected for the study and the types of data which were collected through questionnaire and interviews.

The discussion in this chapter also focused on the characteristics of the target population, the selected cases for the study and the process of determining the sample size and the technique used to select participants from the target population. Furthermore, the analysis methods for the both qualitative and quantitative data were comprehensively explained in this chapter. The researcher discussed the SEM which was used to analyse the quantitative data of the study. Lastly, the discussion also focused on how to integrate the quantitative and qualitative components of the research and the researcher emphasised the issue of data integration as a lack of sufficient integration between the quantitative and qualitative components is one of the reasons in limiting the quality of MMR.

The next chapter deals with the discussion on the entire process of data preparation and construction of measurement model which is one part of SEM.

# CHAPTER 6: DATA PREPARATION AND MEASUREMENT MODEL

## 6.1 INTRODUCTION

This chapter predominantly discusses the process of data preparation and the procedures followed by the researcher in running the CFA for the measurement model. In addition, other related and important aspects of the database which are essential for effective data analysis are discussed. In order to ensure the attainment of reliable research findings, the researcher applied a careful approach in designing the data collection instrument.

The discussions on data preparation in this chapter focus on the ways and procedures of data entry and cleaning and identification of missing values, outliers, background of participants, validation of the normality of the collected data, multicollinearity and other issues which are pertinent to get a clean and reliable data for further analysis. The validity and reliability of the data collection instrument were already tested at the pilot and pretesting stages of this study. Moreover, the researcher conducted a reliability and validity tests after completing the full-fledged administration of the questionnaires. The tests were conducted to validate the database using different methods such as convergent and discriminatory validity, internal consistency and composite reliability.

The data analysis is aligned to the conceptual framework of the study which is based on the relationship between the constructs of the framework. As discussed in the third chapter, the conceptual model of the study involves four constructs namely TL, CL, OL and OC. TL and CL are the predictor or independent variables, whereas OL is the dependent variable in the model. As indicated in the model, TL and CL directly affect OL and both types of leadership affect OL indirectly through OC. Accordingly, OC mediates the relationship between the exogenous variable (TL and CL) and the endogenous variable (OL).

The research context of this study is the international chain hotels operating in the Ethiopian hotel sector. Participants from four international hotel chains participated in the data collection process and the response rate was found to be more than satisfactory as it discussed at a later section of this chapter. In addition, the study is explanatory sequential mixed research in which the researcher deals with the quantitative study at the primary stage and it should be noted that the quantitative data were collected using a validated questionnaire from the four selected international hotels. In addition, the quantitative data is analysed using SEM and then, the results of the quantitative study

are explained in the qualitative phase of the study. Consequently, the discussion on the results of the first phase of the study (quantitative study) is a base to conduct the second phase of the study which is the qualitative part of the study, i.e. the researcher used "a build-up approach" at the method level to integrate the two strands of the study.

As discussed in the next chapter, the researcher also integrated the two strands of the study at the discussion and reporting levels using the weaving method in which the results of the quantitative and qualitative studies are presented together in one section using a theme-by-theme approach rather than presenting the findings of the two strands separately in two different sections.

## 6.2 CHARACTERISTICS OF PARTICIPANTS AND NONRESPONSE BIAS TEST (QUANTITATIVE STUDY)

The original sample size of the quantitative study was 208. However, the researcher had distributed 266 copies of questionnaire to avoid a potential low response rate, and 256 of them were collected making the response rate 95.11% (253/266). However, because of some extreme outliers and other reasons, 10 copies of questionnaire were discarded and thus, 243 of them were found to be eligible for data analysis. This number is higher than the original sample size which was 208. The sample size, the number of participants contacted (the number of questionnaires distributed), the response rate of the study and the eligible number of questionnaires for data analysis are presented in the table below. Moreover, Table 6.1 shows the disaggregated data pertinent to the disseminated questionnaire and the response rate for each case organisation or hotel establishment.

The response rate indicates that the researcher was able to collect a sizeable number of questionnaires and thus, the analysis of data is based on a larger amount of data than what was intended. Out of the four international chain hotels (target population of the study) the response rate is more than 85% for all hotels. Compared to the number of distributed questionnaire (266), the overall response rate was 95.11% (253 copies of questionnaire were collected) which is more than satisfactory to conduct the data analysis. However, in comparison to the sample size (208), the response rate is more than 100% as the actual number of collected questionnaires was greater than the planned one. In addition, it should be noted that the analysis was conducted based on the copies of 243 questionnaire as some questionnaires were rejected.

*Table 6.1*

*Sample Size and Response Rate*

| S.No | Case | Sample Size | No of questionnaires distributed | Actual No of questionnaire collected | Response rate | Eligible No of questionnaires for analysis |
|---|---|---|---|---|---|---|
| 1 | Hilton Addis Ababa | 56 | 73 | 72 | 98.6% | 71 |
| 2 | Sheraton Addis | 56 | 65 | 60 | 92.3% | 58 |
| 3 | Radisson Blu | 48 | 58 | 50 | 86.2% | 48 |
| 4 | Hyatt Regency Addis Ababa | 48 | 70 | 69 | 97% | 66 |
| | Total | **208** | **266** | **253** | **95.11%** | **243** |

Source: Survey data

Researchers may experience either a unit nonresponse (some participants fail to fill out the questionnaire entirely) or item nonresponse (some participants may skip some questions). As the above table indicates, the researcher did not experience a significant problem of unit non-response as it was able to collect the sheer number of the questionnaires distributed to the participants. Moreover, item nonresponse was a bit of problem during the data cleaning as some participants skipped some items of the questionnaire unanswered. As discussed soon, the issue of missing values was effectively addressed using the method of "imputation by mean of near points".

### 6.2.1 Characteristics of the Participants

Apart from collecting the data or responses to the main questions related to the study, the personal information of the participants was also collected. This information includes educational background, sex categories and years of experience of the participants. As illustrated Table 6.2, the overwhelming majority of the participants had between 3 and 10 years' experience. All participants in Hyatt Regency had less than five years of experience as the hotel has started its operation in Ethiopia very recently. Only in Radisson Blu were four participants found with more than 10 years' experience. The sheer number of participants from all hotels hold either a first degree or college diploma, but only few of them had either a second degree or high school certificate. As far as the gender distribution of the participants is concerned, the majority of them

were male, but the representation of female participants looks good as 88 of the total participants were female.

*Table 6.2*

*Characteristics of the Participants (Years of Experience)*

| | | Years of Experience | | | Total |
|---|---|---|---|---|---|
| | | 3-5 years | 6-10 years | >10 years | |
| Name of Organisation | Hilton | 58 | 13 | 0 | 71 |
| | Sheraton | 25 | 33 | 0 | 58 |
| | Radisson | 30 | 14 | 4 | 48 |
| | Hyatt | 66 | 0 | 0 | 66 |
| Total | | 179 | 60 | 4 | 243 |

Source: Survey data

*Table 6.3*

*Characteristics of the Participants (Gender of the Participants)*

| | | Sex of the Participants | | Total |
|---|---|---|---|---|
| | | Male | Female | |
| Name of Organisation | Hilton | 54 | 17 | 71 |
| | Sheraton | 29 | 29 | 58 |
| | Radisson | 28 | 20 | 48 |
| | Hyatt | 44 | 22 | 66 |
| Total | | 155 | 88 | 243 |

Source: Survey data

*Table 6.4*

*Characteristics of the Participants (Educational Level)*

| | | Educational Level | | | | Total |
|---|---|---|---|---|---|---|
| | | High school Certificate | Diploma | First Degree | Second Degree | |
| Name of Organisation | Hilton | 11 | 26 | 32 | 2 | 71 |
| | Sheraton | 10 | 23 | 23 | 2 | 58 |
| | Radisson | 2 | 16 | 26 | 4 | 48 |
| | Hyatt | 0 | 14 | 50 | 2 | 66 |
| Total | | 23 | 79 | 131 | 10 | 243 |

Source: Survey data

### 6.2.2 Conclusion

The description of the characteristics of the participants clearly shows that the composition of the sample or the nature of the study participants is not entirely dominated by a certain gender or age. A report in scientific research involving human participants or participants should incorporate a description of the characteristics of the participants as this is required to help researchers who may have an interest to conduct or replicate the study in a similar research context in the future.

Accordingly, the information presented above provide information to readers pertinent to the gender composition of the participants, their educational qualification, age category, etc. The description about the characteristics of the participants let the readers of this report comprehend to whom the conclusions apply, the generalizability of the conclusions and any possible limitations emerging from the choice of the participants.

### 6.2.3 Nonresponse Bias Test

Sometimes, participants may be unable or unwilling to take part in a study. A researcher must make sure that the impact of non-participants and participants on the study should be stated clearly. If the impact of non-participants is higher than the impact of participants, it is a common cause of error for a study because this sort of situation is commonly a major cause of nonresponse bias. Consequently, the sample ceases to be a good representation of a target population which jeopardises the reliability of a study.

Non-response bias may occur for various reasons such as targeting incorrect audiences, poor design of instrument, unsuitable data collection procedure, data collection at different points of time, failure to take into account the language and technical difficulties. The researcher took all possible measures so that these factors would not be a cause of nonresponse and eventually decrease the response rate. The researcher carefully designed the data collection instrument including conducting a pre-test and pilot test to make sure that the survey was reliable and valid and participants were carefully selected with some predetermined criteria which were taken into consideration in the whole data collection process. In addition, technical and language issues were

effectively dealt during the pilot study and were not problem during the actual data collection process.

## 6.3 PREPARATION OF QUANTITATIVE DATA

Prior to conducting analysis of the collected data, the preparation of data is an important step in order to identify incomplete or missing values, incorrect data values, insufficient elements of a dataset, unrelated data values, inappropriately formatted data, and other aspects of any database. Data cleaning and screening play an important role in improving the data quality and should assist researchers in identifying data omission, inaccuracies, outliers and other deficiencies in a database.

As part of a preliminary data screening process, the researcher examined the collected quantitative data immediately after completing the collection of the questionnaire. As a result, the researcher was able to ensure the inclusiveness, general correctness and overall usability of the data. This examination included identifying unanswered questions and taking corrective action immediately, detecting ambiguous answers and making sure that the questionnaires were filled out properly. In addition, in the next stage of data screening, the researcher examined each questionnaire line by line and page by page in order to identify inaccuracies which had not been identified at the initial stage of data screening and took the necessary actions and rectified some minor errors observed in the process.

### 6.3.1 Data Entry

The researcher applied an orderly approach for the data entry in which all relevant information and values from the data collection instrument were properly entered into the chosen computer-aided software package (SPSS). The data-entry phase was critically monitored and evaluated by keeping track of variable creation and order, indicating the order of entering variables, identifying the extent of decimal places for entering values, indicating the right scale of measurement for each variable and other some inaccuracies and misplacement of entering values. In addition, the researcher carefully checked all entering values for their accuracies so that the different analytical techniques could be used properly and would eventually generate appropriate outputs.

After completing the data entry and checking the accuracy of data entry in the preliminary phase, the researcher went on to clean the data using different data-cleaning mechanisms. The data

cleaning allowed the researcher to identify and rectify errors that had not been found during the entry of data. Data cleaning is an essential stage in the data preparation as it elevates the quality of data and warrants reliable outputs from the data analysis stage of a study.

Since the dataset of this study has many observed and unobserved variables and involves hundreds of cases or responses, it is not effective to conduct the data cleaning through a mere visual scanning of the database. Consequently, the researcher opted for a variety of data cleaning mechanisms such as detecting and handling outliers, range checking or checking for out-of-range values, analysis of missing values and many other techniques which will be discussed in the following consecutive sections.

### 6.3.2 Missing Value Analysis

The researcher conducted a missing value analysis in order to clean the data. As part of analysing missing data, a frequency table of the database was generated and nine missing values were detected from nine items (observed variables) of the two constructs of the study. Consequently, the original questionnaires, which had been collected from participants, were checked to identify the responses and some of the missing values were identified. However, some of them were not filled out by participants. As a result, the researcher considered different imputation methods (a method of trading missing values with replaced values) such as imputation by series mean, mean of by near points and median of near points. After the consideration of these methods, the researcher selected the most widely used imputation method which is known as imputation by mean of near points. After calculating a mean for each observed variable, the missing values were substituted with calculated mean values. Consequently, the database of the study consists of only valid and complete values and thus, the analysis was conducted with zero missing values.

One of the mechanisms used by the researcher to clean the data were “Range checking” or “Bound checking” in which the researcher made sure that the values of the database were within a predetermined range (on a scale of 1 to 5) and those values which were out of the range were replaced with the proper values after checking the original questionnaires. For example, some values were entered as 40 instead of 4 and 55 instead of 5 and thus, the researcher generated a frequency table of the database and identified those values which were out of the predetermined

range or commonly known as error outliers. As a result, three wrongly entered values were replaced with the correct values.

### 6.3.3 Multivariate Outlier Test

For the purpose of cleaning the data and getting an acceptable and quality database, the researcher conducted a multivariate outlier test or a test of detecting and handling values which appear exceptional when multiple aspects are considered. The identification of outliers is essential as these extreme values or outliers potentially skew the results of data analysis in their direction. The multivariate outlier detection is commonly conducted using Mahalanobis Distance (MD) (it measures the variation of each case from the centre of the distribution) and Cook's distance (it quantifies the effect of each element on parameters of a model).

The researcher used MD to test the presence of outliers. Since this study involves a correlation of various observed and unobserved variables, the detection of outliers using the MD of multivariate outliers was found to be relevant. This method allowed the researcher to identify a grouping of uncommon scores on variables which could potentially affect the results of data analysis. Prior to conducting the measure of MD, the researcher checked for entries of wrong values which could inflate the average scores, identified missing values and replaced them with proper values. According to Kline (2023), since the fit indices in performing SEM can be jeopardised because of multivariate outliers, it is very important to identify and handle multivariate outliers from the start.

Since MD measures the distance between the overall mean of the distribution and each component of the distribution, the bigger value in the MD is an indicator of uncommon element/data point in the data set and it is a manifestation for the existence of multivariate outlier. The researcher measured MD for the data set of this study based on the predictor or independent variables and identified six larger values (with MD of 10 and above) compared to the other common values of the data set. In order to be sure about the effect or significance of these uncommon values, the researcher conducted a comparison of MD values to chi-square distribution using the degree of freedom which is calculated based on the number of the predictor variables in this study. This process generated various P-values or probability of MD values for each value of MD. The results show that the maximum value is 0.99 and the minimum figure is .00002.

The p-values close to 1 are an indication of low MD, whereas the p-values close to zero indicate the existence of high MD. According to scholars, including Tabachnick and Fidell (1996), a p-value which is less than 0.001 is an outlier value in the group. Out of the six values, three of them had a p-value value of less than 0.001 and thus, they were the outliers or strange values in the database. Consequently, the three cases which happened to be outliers were removed and the other three values whose p-values were greater than 0.001 remained in the database.

The researcher also checked for the entry of any irrelevant data, inappropriate data formatting (it may involve treating numeric value as string or text and vice versa) duplicated data or cases, but none of them were found in the process. Moreover, extra spaces, spelling mistakes, and irregularities in capitalisation were also checked across the entire database and some capitalisation and spelling errors were detected and rectified.

### 6.3.4 Multivariate Normality Check

Normality assumption is another important approach to getting a proper data set for the data analysis. The test for normality is an essential requirement to choose a parametric test as opposed to a non-parametric test as the application of parametric test requires normally distributed data, homogeneous population variances and other assumptions. The normality test is required for univariate and multivariate data and results of parametric techniques are more authoritative than the results of non-parametric methods and the assumptions for normality are a base for many of parametric techniques.

A multivariate test of normality can be conducted in various ways as there is no single, most powerful and universally accepted method in this regard. Invariant and consistent tests, kurtosis and skewness procedures, the techniques of goodness-of-fit test and correlational and graphical techniques are the four categories into which methods of multivariate test of normality are grouped. Skewness and kurtosis are two of the most widely used techniques in conducting a univariate normality test, whereas Henze-Zirkler (HZ) test, the Fattorini (FA) test, and Mardia's multivariate kurtosis and skewness are recommended as good multivariate normality tests (Zhoua & Shao, 2019). Based on the kurtosis and skewness test, the values of the weighty portion of the data set are within acceptable ranges of skewness and kurtosis. The output of AMOS for multivariate normality test for the database involving CL, TL, OC and OL is presented in Table 6.5.

*Table 6.5*

*Multivariate and Univariate Normality Test*

| Variable | Min | Max | Skew | c.r. | kurtosis | c.r. |
|---|---|---|---|---|---|---|
| CL1 | 2.500 | 4.750 | -.018 | -.111 | -.073 | -.221 |
| TL1 | 2.375 | 4.500 | -.118 | -.715 | -.561 | -1.698 |
| OC1 | 2.800 | 4.900 | -.543 | -3.285 | .548 | 1.659 |
| OL1 | 2.278 | 5.000 | -.637 | -3.860 | .678 | 2.054 |
| | | | | **Multivariate** | **2.515** | **2.692** |

Source: Survey data

As Table 6.5 indicates, the skewness values of the four variables range between -0.637 and -0.018. Moreover, the kurtosis values are between -0.073 and 0.678. All values are within an acceptable range of kurtosis and skewness. According to Brown (2006), the acceptable range for skewness is between –3 and 3, whereas the appropriate range for kurtosis fall between –10 and 10 for a data using SEM. Accordingly, the values for skewness and kurtosis illustrated in Table 6.5 satisfy the acceptable range. On the other hand, the critical values (c. r) of skewness and kurtosis need to be within a range of –1.96 and 1.96.

As Table 6.5 indicates, the critical values of skewness for CL and TL are within the acceptable range, whereas OC and OL are not acceptable. In addition, the critical values of kurtosis for CL, TL and OC are within an acceptable range, while it is only OL which is above the upper limit of the range. However, all these values indicate only the univariate normality test which does not serve the interest of this study which deals with the association of multiple variables. Accordingly, the multivariate normality test is required to ensure that the database satisfy the assumptions of multivariate normality test.

The multivariate normality test is measured by considering the critical value of kurtosis which is known as Mardia's coefficient. Irrespective of the univariate normality test for each construct or variable, the multivariate normality will exist provided that the critical value of kurtosis meets the threshold. Some scholars point out that the critical value should not be greater than 1.96 to get a multivariate normality. However, Bentler (2006) states that multivariate normality exists when the critical ratio is less than 5. Table 6.5 indicates that the critical ratio of the kurtosis or Mardia's coefficient for this study is 2.692 which is an acceptable result, if not an ideal one as per Bentler.

Moreover, failure to meet the cut-off values for univariate normality for some variables is not an issue for this sort of study as it deals with multivariate normality. However, the normality tests in light of Shapiro-Wilk test and Kolmogorov-Smirnov are statistically significant for this study indicating that the null hypothesis for normality assumption ought to be rejected. Since the two tests are usually used for univariate test and small sample, the results will not affect the database.

The MD which detects an outlier from data set can also be a good indicator in verifying existence of multivariate normality. Multivariate normality exists, if the MD maximum value is less than a $\chi^2$ value with significance level of 5%. On the other hand, non-normality exists, when the maximum value is greater than the critical value of chi-square. Based on the calculated MD for the data set of this study, more than 10 elements are greater than the $\chi^2$ critical value of 7.82 at 5% and thus, the multivariate normality did not initially exist because of these outliers. Getting rid of these four values would provide a multivariate normality for the data set and thus, normality was attained after deleting the outliers. Accordingly, the data set of this study is normally distributed as it fulfils or meets the requirements of normal distribution and the results of the normality test indicate that error terms or residuals of regression (the variance between the observed value of independent and dependent variables) follow a normal distribution.

### 6.3.5 Testing for Absence of Multicollinearity

Independent variables are independent by their very nature. However, a strong correlation of independent variables creates multicollinearity and a high degree of correlation among the independent variables should be rectified as this sort of condition will potentially affect the model fit and the interpretation of the results.

*Table 6.6*

*Collinearity Statistics*

**Coefficients**

| Model | | Collinearity Statistics | |
|---|---|---|---|
| | | **Tolerance** | **VIF** |
| 1 | (Constant) | | |
| | TL | .677 | 1.478 |
| | Complexity leadership | .625 | 1.599 |

a. Dependent Variable: OL

**Coefficients**

| Model | | Collinearity Statistics | |
|---|---|---|---|
| | | Tolerance | VIF |
| 1 | (Constant) | | |
| | IIT (Idealised influence of transformational leadership) | .641 | 1.561 |
| | IMT (Inspirational motivation of TL) | .800 | 1.250 |
| | IST (Intellectual stimulation of TL) | .745 | 1.342 |
| | ICT (Individual consideration of TL) | .610 | 1.640 |
| | GLC (Generative leadership of complexity leadership) | .714 | 1.401 |
| | ALC (Administrative leadership of complexity leadership) | .719 | 1.390 |
| | IMI (Involvement and Mission of OC) | .677 | 1.477 |
| | ACO (Adaptability and consistency of OC) | .743 | 1.347 |
| | KAD (Knowledge acquisition and Distribution of OL) | .789 | 1.267 |
| | KII (Knowledge interpretation of OL) | .733 | 1.365 |
| | OME (Organisational memory of OL) | .640 | 1.562 |

a. Dependent Variable: OL

Source: Survey data

Identifying multicollinearity is crucial because, when it occurs, it becomes impossible to determine the specific impact of a unit change in one independent variable on the dependent variable, as the observed effect may be influenced by other closely related independent variables. Accordingly, because of multicollinearity, the association between the dependent variable and other variables cannot be determined independently as correlated independent variables may change in harmony.

In order to effectively address the problems of multicollinearity, it is mandatory to identify those variables which are affected because of multicollinearity and the degree of correlation among the variables. Values of variance inflation factor (VIF values) and correlation coefficient are the two ways of conducting a multicollinearity test. The two methods generate different values and set different criteria to determine the absence of multicollinearity among independent variables. A correlation coefficient of 0.8 or higher suggests the presence of multicollinearity, with severe or critical multicollinearity occurring when the VIF value exceeds 10, while multicollinearity is considered less critical when the VIF value is 5 or lower.

The researcher constructed a correlation matrix to observe a correlation coefficient among the four constructs of the study. The Pearson correlation of all independent variables is not strong. All correlation coefficients are below 0.5 with the exception of coefficient result of transformational

and CL which is a little above 0.5. In addition, the correlation coefficient and VIF values were also calculated for all independent variables. The VIF values are between 1 and 2 for all independent variables, which indicates that multicollinearity does not exist in terms of these values. If VIF value is 1, it indicates that there is no correlation among independent variables, but VIF values between 1 to 5 indicate the existence of moderate correlation and absence of multicollinearity.

The tolerance or correlation coefficients for transformational and CL are below 0.67 and 0.63 respectively. There is no generally accepted cut-off point for the correlation coefficient as different values are taken to determine existence of multicollinearity. However, according to the frequently used cut-off tolerance value, multicollinearity exists when the tolerance or correlation coefficient is less than 0.2. Accordingly, multicollinearity does not exist as all tolerance values of predictor variables are not less than 0.2 in the context of this study.

As indicated in Table 6.6, the indicators of the four constructs (TL, CL, OC, and OL) have an acceptable tolerance coefficient and variance inflation factor (VIF). All tolerance coefficients are above 0.2 which is threshold for acceptance and thus, all these values indicate that multicollinearity does not exist. In addition, all values of VIF are not above 5 which is another manifestation for non-existence of multicollinearity.

### 6.3.6 Test of Homoscedasticity

Variances of different groups may be the same or may can assume different variances. In parametric tests, within group variance should be similar for all groups in order to observe homoscedasticity which indicates an equal distribution of residuals or error terms. On the other hand, heteroscedasticity is observed, when within group variance differs for all groups which point out that residuals are not equally distributed or they skew at a certain value. The test of homoscedasticity is essential to comprehend the accurate standard errors which are used to make the estimation of parameters. Different techniques are used to conduct homoscedasticity test including non-constant variance (test of Breusch-Pagan compared to heteroscedasticity) and constant variance predictor (a visual comparison of residuals plots with fitted values).

The researcher conducted a homoscedasticity test to make sure that error terms are equally distributed. For this purpose, the Breusch-Pagan method was used in which graphical representation of residuals was generated, residual values and square of residual values were

calculated for each observation. According to the Breusch-Pagan test, residual values will not be affected with a change of values for predictor or independent variable. The null hypothesis in the Breusch-Pagan test refers to the data are homoscedasticity, whereas the alternate hypothesis indicates that the data are heteroscedasticity.

The aim here is to regress the values of residuals on the independent variables and verify that the residual variance is explained. A larger p-value (at least 0.05) indicates that the residual variance has homoscedasticity or is constant. On the other hand, a smaller p-value (less than 0.05) implies that residual variance is heteroscedastic or non-constant, i.e. the residual values are drastically affected because of a change on values of predictor variable. Based on the Breusch-Pagan tested for the database of this study, the ANOVA table shows that a p-value is 0.042 which is a little shy of being significant, i.e., the data may not be perfectly homoscedasticity or the residual variance is not constant, but it virtually satisfies the requirements or characteristics of homoscedasticity for database as the p-value is almost 0.05.

### 6.3.7. Common Method Variance (CMV) or Common Method Bias (CMB) Test

Variation in responses might be a result of the actual tendency of participants or the features of a data collection instrument. CMB occurs when the response variation occurs because of the instrument rather than the tendency of participants and thus, the predisposed instrument may pollute response and the final result of a study. The CMB test is conducted using different techniques such as Harman's single factor test, factor analysis, partial correlation analysis, or the CFA marker technique.

One of the most widely used method to conduct CMB test is Harman's single factor test. In Harman's method, all observed variables or items are loaded into a single common factor, i.e. it carries out a sort of CFA test to deliberately load all items into one factor to define a model fit. According to Fuller et al. (2016), Harman's single factor is authoritative in terms of finding a problem of common bias from the data set, if any. If the aggregate variance score of a single common factor is less than 0.5, it is an indication for non-existence of common method biased (CMB) and thus, the data are not affected by CMB and are considered as fit and safe enough for analysis.

*Table 6.7*

*Common Method Biased (CBM) of Harman's Single Factor Test*

**Total Variance Explained**

| Component | Initial Eigenvalues | | | Extraction Sums of Squared Loadings | | |
|---|---|---|---|---|---|---|
| | Total | % of Variance | Cumulative % | Total | % of Variance | Cumulative % |
| 1 | 3.435 | 31.224 | 31.224 | 3.435 | 31.224 | 31.224 |
| 2 | 1.502 | 13.654 | 44.878 | | | |
| 3 | 1.000 | 9.090 | 53.968 | | | |
| 4 | .934 | 8.487 | 62.455 | | | |
| 5 | .831 | 7.558 | 70.013 | | | |
| 6 | .701 | 6.372 | 76.386 | | | |
| 7 | .644 | 5.856 | 82.242 | | | |
| 8 | .595 | 5.410 | 87.652 | | | |
| 9 | .519 | 4.720 | 92.372 | | | |
| 10 | .446 | 4.057 | 96.429 | | | |
| 11 | .393 | 3.571 | 100.000 | | | |

Extraction Method: Principal Component Analysis.

Source: Survey data

The researcher conducted a test of common method biased (CMB) in light of Harman's single factor in which the items of TL (the first predictor variable); items of CL (the second predictor variable); the items of OC (the mediating variable); and the items of OL (the only dependent variable) are loaded into a single common factor. The result of CMB test indicates that the factor loading or the aggregate variance score is 0.31244 (31.244%) which is well below the threshold result of 0.5 (50%). This result shows that the data has no common method bias. Accordingly, the database of this study is fit enough for analysis. Table 6.7. illustrates the result of common method biased (CMB) in light of Harman's single factor method:

## 6.4. MEASUREMENT MODEL

The validity of the instrument was already checked at the pretesting and pilot study stages in order to make sure that the instrument fits the well-established theories and agree to other related measure of constructs. The validity of measurement tool is indispensable as a valid tool most likely turns out be unswerving instrument to acquire reliable data. Before analysing the collected data, researchers must make sure that the data fit the model which warrant dependable research results.

As a result, the researcher conducted validation of the chosen model based on the CFA. CFA for a measurement model makes sure that the database fits the hypothetical model. The two widely used techniques which are applicable to run CFA for a measurement model are pooled CFA and individual CFA. All latent variables are pooled together to run CFA in the case of pooled CFA, whereas the individual CFA uses individual latent variable and its indicators or items in order to construct the measurement model for database.

Primarily, the researcher used individual CFA for the four constructs or latent variables (TL, CL, OC, and OL) and then all four latent variables are pooled together to run a pooled CFA. In addition, it is noted that each latent or unobserved variable has many observed variables or indicators which are used to construct the measurement model. The validation of the model for each construct was conducted in light of the first and second-order CFA as presented in the following sections.

There are a sheer number of fit indices which can be used to evaluate the model. These fit indices are broadly categorised to three: Absolute fit ($\chi^2$, RMSEA, and GFI), Incremental Fit (AGFI, TLI, CFI and NFI) and Parsimonious Fit ($\chi^2$/ df). According to Schumacker and Lomax (2004), Byrne (1994) and Awang (2012), there are some widely accepted cut-offs or thresholds for these fit statistics which determine that the model is either a good or bad fit.

In order to make the measurement model admissible, the p-value of model $\chi^2$ should be greater than 0.05, $\chi^2$/ df value ought to be less than 0.05, the RMSEA needs to be less than 0.08, CFI should be greater than 0.9, and the SRMR is expected to be less than 0.08, Incremental Fit Index (IFI) should be greater than 0.9, Parsimony-Adjusted Measures Index (PNFI) needs to be above 0.5, and Goodness of Fit (GFI) ought to be above 0.9 or 0.95, according to Marsh and Hocevar (1985) and Joreskog and Sorbom (1984) and other scholars.

The researcher reported the results of CFA using the most widely used fit indices as presented in Table 6.8. Most of the time, the p-value is less than 0.05 for a database with a large sample size and thus, the hypothesis stating that the database fit the hypothetical model is rejected. Consequently, the good fitness of the model is evaluated in light of other widely accepted indices such as CFA, GFI and RAMSEA as satisfying the requirement of p-value for a large sample is not usually feasible.

A summary of fit indices to evaluate the admissibility of a model proposed by different scholars is presented in Table 6.8.

*Table 6.8*

*Summary of fit indices to evaluate the admissibility of a model*

| Measures/Indices | Cut-off for good fit | References |
|---|---|---|
| Model Chi-Square ($\chi^2$) = Chi-Square/df | <5 | Marsh and Hocevar (1985) |
| GFI | ≥0.90 | Joreskog and Sorbom (1984) |
| CFI | ≥0.90 | Byrne (1994) and Bentler (1990) |
| RMSEA | < 0.08 | Awang, 2012 |
| SRMR | < 0.08 | Byrne (1994) |
| IFI | >0.9 | Bollen's (1989) |

Source: References in the third column of Tabel 6.8

I. Individual CFA for TL

This unobserved variable has 12 items or indicators which describe the TL. The test for CFA involves one second-order construct which is TL and four "first order constructs" which are known as inspirational motivation, idealised influence, intellectual stimulation, and individualised consideration. Each of the four first order construct has three indicators and thus, the four "first order constructs" are measured in light of their respective three indicators. The first and second-order constructs and their 12 indicators are presented below.

*Table 6.9*

*Indicators of TL*

| | TL |
|---|---|
| **II** | **Idealised Influence** |
| II1 | Leaders allow followers or others feel good. |
| II2 | Employees have complete trust in their leaders. |
| II3 | Employees are honoured to be linked with their leaders. |
| **IM** | **Inspirational Motivation** |
| IM1 | Leaders can express what should and could be done with simple and few words. |
| IM2 | Leaders offer an attractive description about what can be done. |
| IM3 | Leaders assist followers in finding meaning in their work. |
| **IS** | **Intellectual Stimulation** |

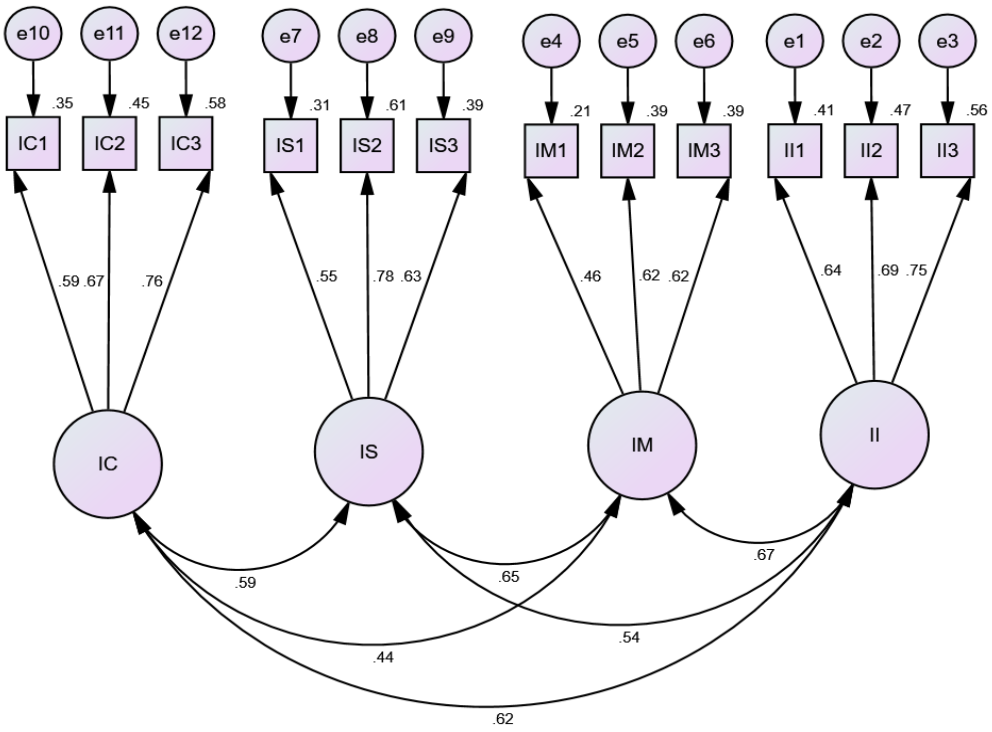
| | **TL** |
|---|---|
| IS1 | Leaders empower others to reflect innovatively. |
| IS2 | Leaders offer creative techniques of observing at unsolved issues. |
| IS3 | Leaders enable others rethink concepts never examined previously. |
| **IC** | **Individualised Considerations** |
| IC1 | Leaders assist others in developing themselves. |
| IC2 | Leaders inform followers his/her views on what they do. |
| IC3 | Leaders offer consideration to those who appear excluded. |

Source: Bass and Riggio (2006)

The researcher conducted the first order CFA test for TL based on the four "first order constructs" and their indicators. However, the result of the model measurement generated a poor model fit as illustrated below.

**Figure 6.1**

*First order CFA for TL*



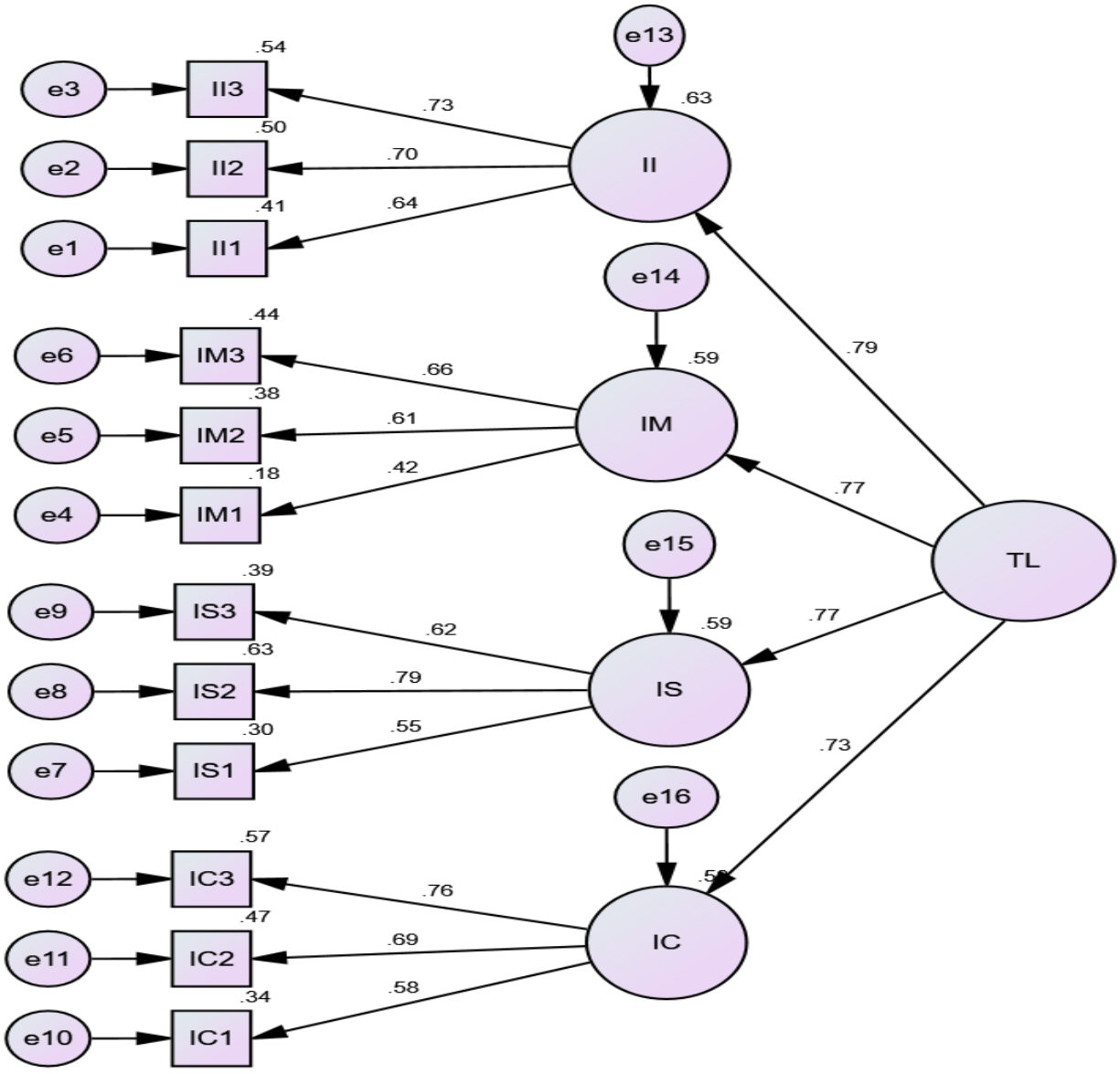

(Created by the author using AMOS)

Based on the fit indices, the researcher found that the first order CFA measurement of TL was poor in many respects. For instance, the CMIN/DF is not below the acceptable value of 5, RMSEA is

0.09 which should have been less than the required value of 0.08, CFI is 0.86 which is a little shy of the acceptable value of 0.9, IFI is 0.87 which is below the threshold of 0.9, and the GFI value is 0.9 which meets the required value of 0.9. On the other hand, the model is a good fit in two fit indices such as SRMR is 0.049 which meets the requirement to be less than 0.08, and PNFI is 0.601 which is well above the acceptable value of 0.5.

**Figure 6.2**

*Second-order CFA for TL*




(Created by the author using AMOS)

After conducting the second-order model, no significant improvement was observed on many of the fit indices. In order to make the model admissible, some fit indices such as CMIN/DF, RMSEA, CFI, IFI, GFI had to be improved. For that purpose, modification indices of error terms with higher value (10 and above) were taken into account to establish a covariance among them. The covariance should be created only for those error terms within the same construct and thus, the fit indices would improve as more covariance are created. Around four modification indices were found to be greater than 10, but these indices indicated the relationship among error terms of different constructs and thus, covariance could not be established. Eventually, the fit indices were not improved and as a result, alternative ways were required such as getting rid of some indicators or items with low factor loading or high standardised residual covariance in order to improve the fit indices of the model.

*Table 6.10*

*Summary of fit indices for TL*

| **Measures** | **Cut-off for good fit** | **Actual model result** |
|---|---|---|
| Model Chi-Square ($X^2$) = Chi-Square/df | <5 | 2.6 |
| Goodness of Fit (GFI) | ≥0.9 | 0.96 |
| Comparative Fit Index (CFI) | ≥0.9 | 0.93 |
| RMSEA | < 0.08 | 0.08 |
| SRMR | < 0.08 | 0.03 |
| Incremental Fit Index (IFI) | >0.9 | 0.93 |

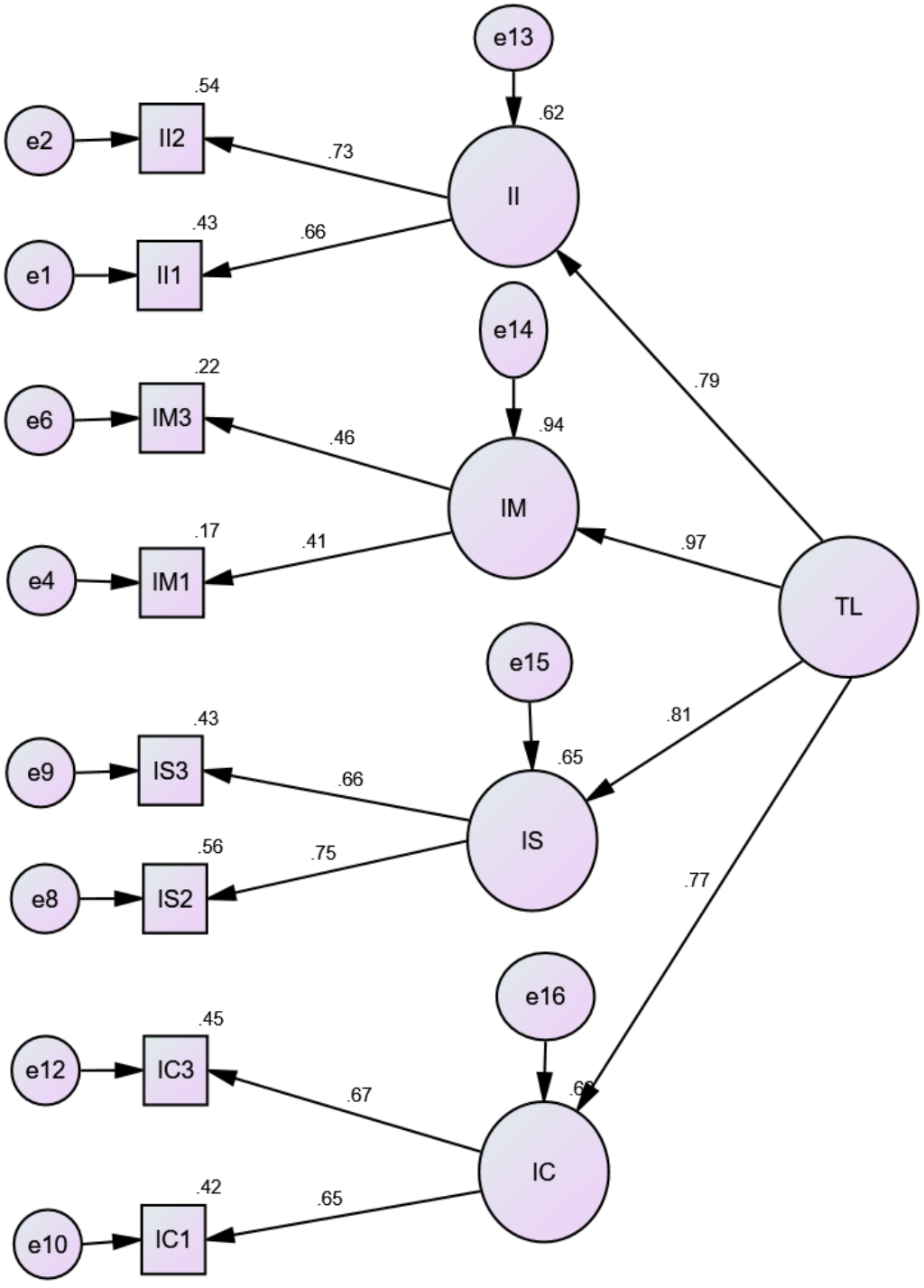
Source: AMOS output

Out of 12 items or indicators for the four "first order constructs" of TL, one item from idealised influence (II3) one item from inspirational motivation (IM2) one item from intellectual stimulation (IS1) one item from individual consideration (IC2) were found to have high values of standardised residual covariance. Consequently, deleting four elements from the first order constructs would provide a good fit as almost all indices satisfy the thresholds of the good fit indices. Accordingly, these four indicators from the first four constructs were removed and the good model fit was achieved.

The summary of fit indices for the final version of the CFA pertinent to the TL is presented in Table 6.10. In addition, the final version of CFA for TL is presented below.

**Figure 6.3**

*Final version of CFA for TL*




(Created by the author using AMOS)

II. Individual CFA for CL

This unobserved variable has 10 items or indicators in two first order constructs. The test for CFA involves one second-order construct which is CL and two first order constructs which are known as generative and administrative leadership modes. The two first order constructs have five indicators or predictors and hence, the two "first order constructs" are measured in light of the five indicators. The first and second-order constructs and their 10 indicators are presented in Table 6.11.

*Table 6.11*

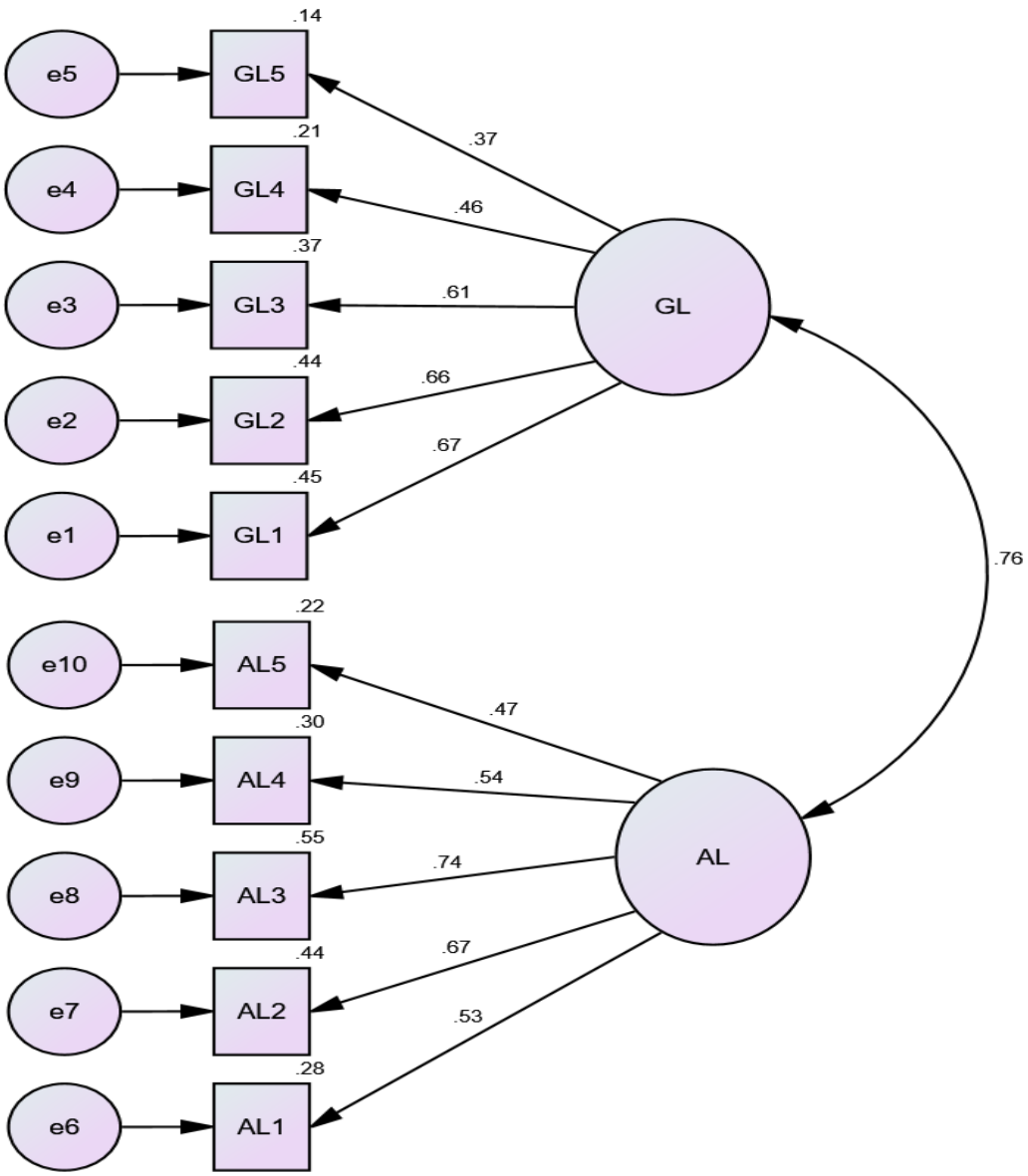
*Indicators of Complexity Leadership*

| | **II: Complexity Leadership** |
|---|---|
| | **Generative Leadership Mode** |
| GL1 | The leadership interaction promotes opinion diversity. |
| GL2 | The leadership interaction offers resources to try new things. |
| GL3 | The leadership interaction inspires creative approaches. |
| GL4 | The leadership interaction tolerates failure of employees. |
| GL5 | The leadership interaction promotes learning and experience sharing with other institutions. |
| | **Administrative Leadership Mode** |
| AL1 | The leadership interaction sets precise targets (goal) and deliverables. |
| AL2 | The leadership interaction encourages others to assume or take responsibility. |
| AL3 | The leadership interaction sets standards to measure success or failure. |
| AL4 | The leadership interaction silences those voices diverting employees from achieving the common objective of organisation. |
| AL5 | The leadership interaction asks employees to devote more effort and time to discharge their responsibilities. |

Source: Complexity leadership interaction mode (CLIM) of Hazy and Prottas, 2018)

**Figure 6.4**

*The first order CFA for Complexity Leadership*



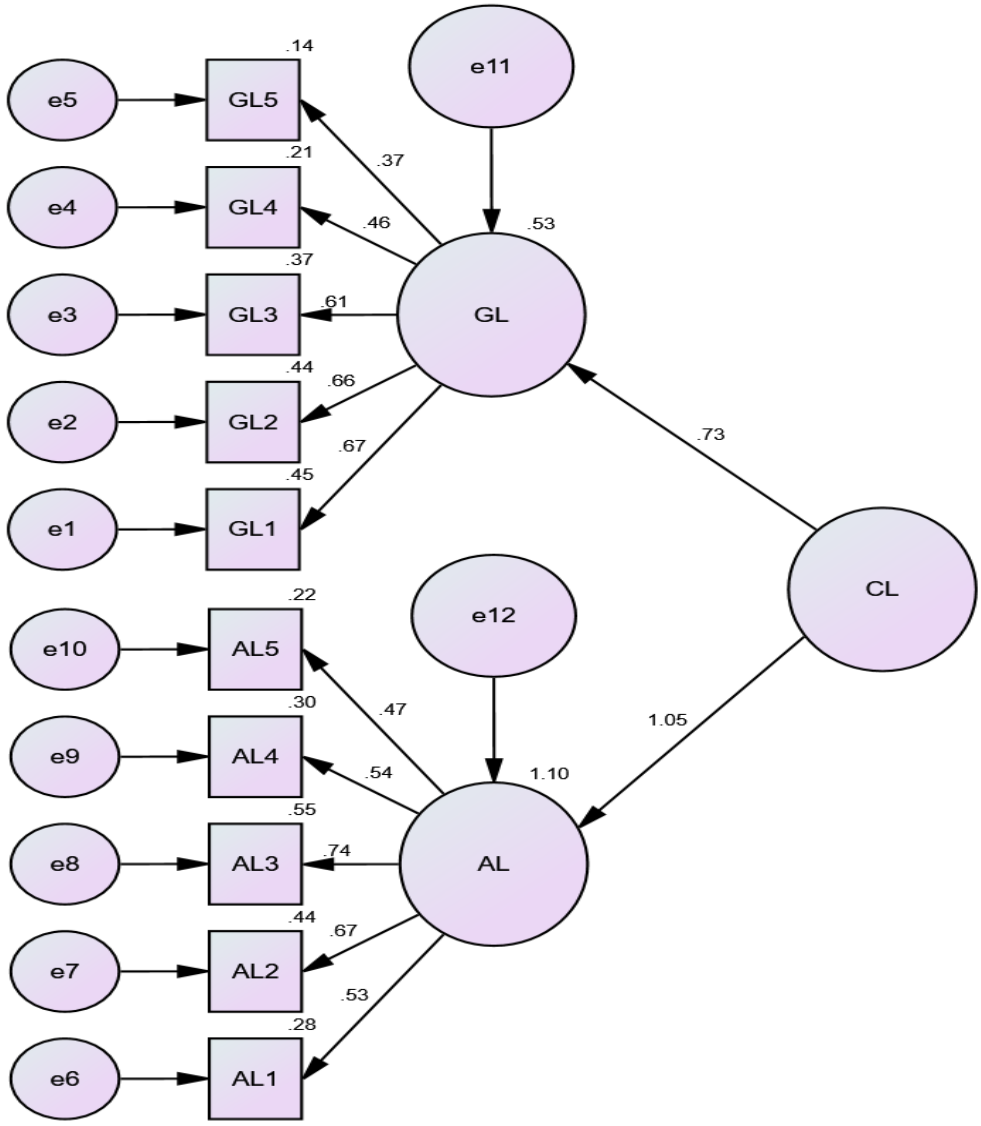

(Created by the author using AMOS)

The first order CFA test for CL based on the two "first order constructs" and their 10 indicators was conducted. Based on the different cut-offs fit indices of CFA, the researcher found that the first order CFA measurement of CL was poor in many dimensions. For instance, the CMIN/DF is

5.9 which is greater than the allowable maximum value of 5, RMSEA is 0.15 which should have been less than 0.08, CFI is 0.77 which is significantly far away from the acceptable value of at least 0.9, IFI is 0.77 which is below the threshold of 0.9, and lastly the GFI value is 0.86 which is below the required value of 0.95. On the other hand, the model is a good fit in two fit indices such as an SRMR of 0.06 which meets the requirement of less than 0.08, and a PNFI of 0.56 which is well above the acceptable value of 0.5.

**Figure 6.5**

*The Second-Order CFA for Complexity Leadership*

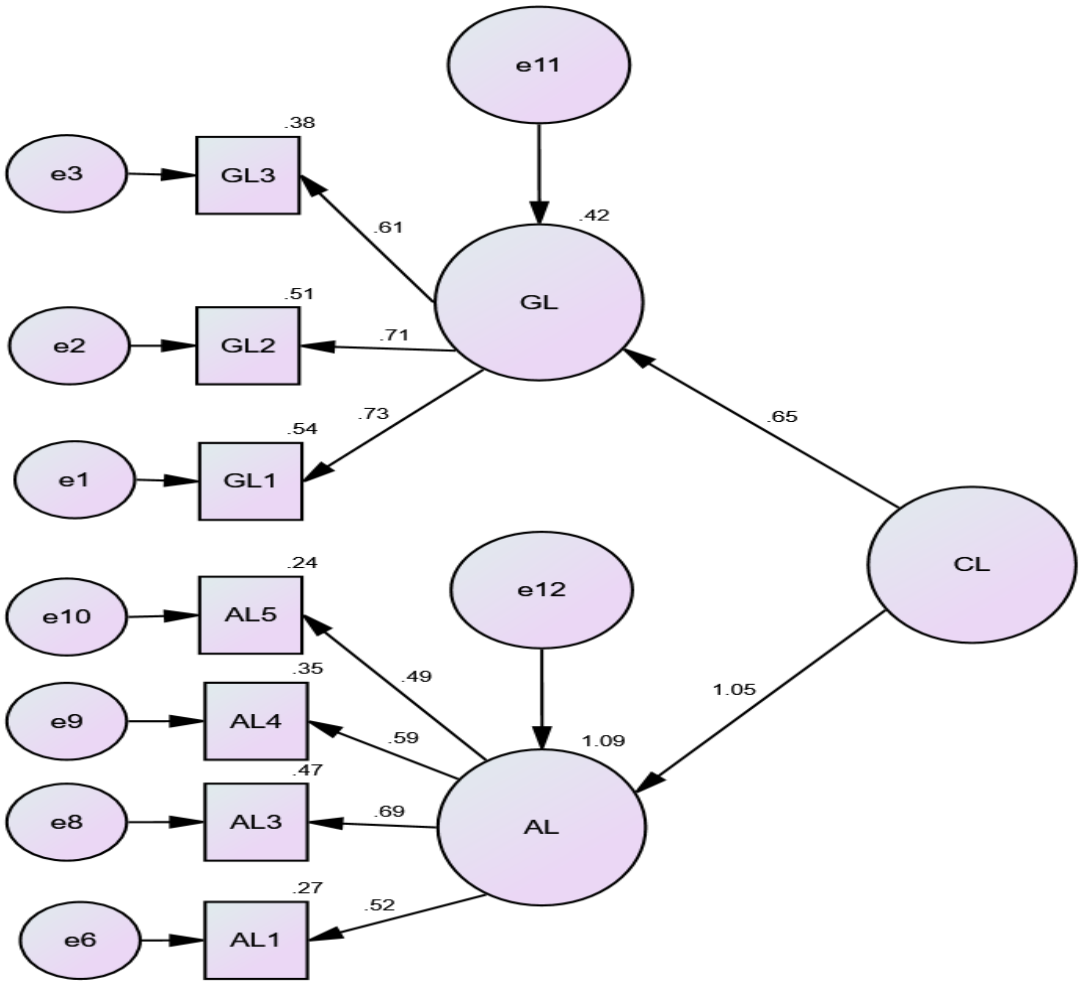



(Created by the author using AMOS)

The second-order CFA for CL also indicates that the model fit remains poor in terms of multiple measurements or statistical indices. Accordingly, in order to make the model admissible, some fit indices such as RMSEA, CFI, IFI and GFI had to be improved. For that purpose, error terms of the same construct with high modification indices were taken into consideration to establish a covariance among them, but these indices indicate the relationship among error terms of different constructs and thus, covariance could not be established. Eventually, some indicators or items with high standardised residual covariance from each first order construct had to be removed. Thus, two items from generative leadership mode (GL4 and GL5) and one item from administrative leadership (AL2) were deleted.

**Figure 6.6**

*The Final Version of CFA for Complexity Leadership*




(Created by the author using AMOS)

Despite the removal of indicators from each first order construct, the number of indicators per factor remains 3 and above. Accordingly, it was possible to get a good fit model and acceptable fit statistics as indicated below. The improved and last version of the higher or second-order CFA test for CL was conducted using one second-order construct (CL), two first order constructs (GAL modes) and seven indicators or items of the second-order constructs. Figure 6.6 illustrates the second-order CFA of CL which meets the fit indices of the model and these indices are acceptable and the model for CL is found to be admissible.

The summary of fit indices for the final CFA pertinent to CL is presented in Table 6.12. As shown in below, virtually all fit indices of the final CFA satisfy the cut-off indices of the good mode-fit and, thus the model is admissible.

*Table 6.12*

*Summary of fit indices for complexity leadership*

| **Measures** | **Cut-off for good fit** | **Actual model result** |
|---|---|---|
| Model Chi-Square ($\chi^2$) = $\chi^2$/df | < 5 | 2.7 |
| Goodness of Fit (GFI) | ≥0.9 | 0.96 |
| Comparative Fit Index (CFI) | ≥0.9 | 0.94 |
| RMSEA | < 0.08 | 0.08 |
| SRMR | < 0.08 | 0.03 |
| Incremental Fit Index (IFI) | >0.9 | 0.94 |

Source : AMOS output

III. Individual CFA for OC

OC is the third construct of the study after transformational and complexity leadership. This unobserved variable has 12 items or indicators in four “first order constructs” which are known as involvement, consistency, adaptability and mission. There are three indicators under each of the four “first order constructs” and hence, the four “first order constructs” are measured in light of the three indicators under them. The first and second-order constructs and their 12 items or indicators are presented in Table 6.13:

**Table 6.13**

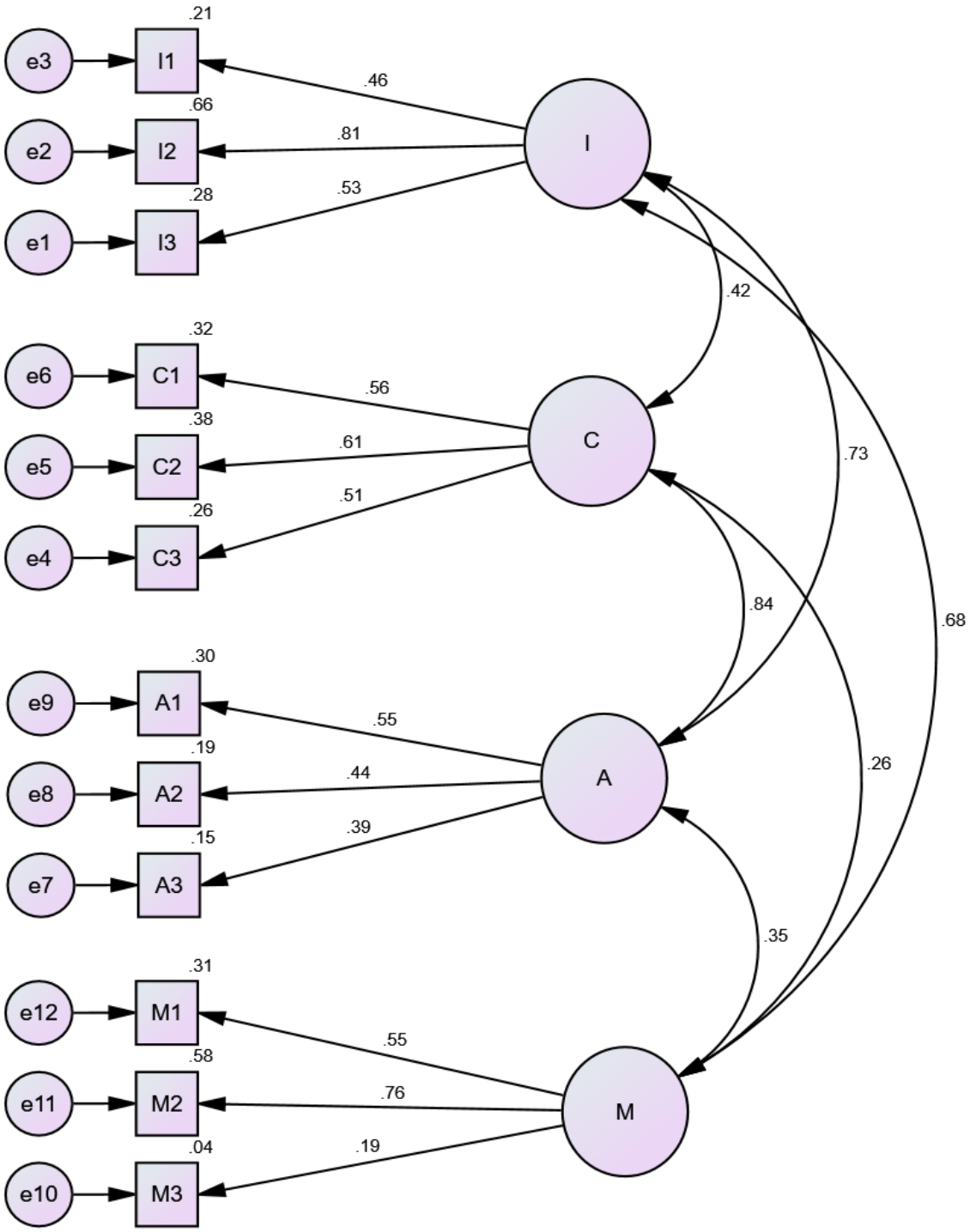
*Indicators of OC*

| | **III: OC (OC)** |
|---|---|
| | **Involvement** |
| I1 | Employees have the power, imagination and capability to handle their own job. |
| I2 | The organisation encourages teamwork and employees attempt to achieve common goal of organisation. |
| I3 | The organisation persistently tries to empower employees to make them competitive and satisfy the requirements of their work. |
| | **Consistency** |
| C1 | Various divisions of the organisation can work together to achieve the common goal without intervention of the organisation. |
| C2 | There is an agreement among members of organisation on the right ways of doing things and dealing with issues. |
| C3 | Employees share common values which produce a feeling of charisma and hope. |
| | **Adaptability** |
| A1 | The organisation assesses its environment and reacts quickly for any changes. |
| A2 | The organisation assesses the feeling or needs of customers and acts towards the satisfaction of their needs. |
| A3 | The company gets and interprets indicators to change them into opportunities to develop organisational capacity. |
| | **Mission** |
| M1 | There is an exciting strategic objective expressing the clear purpose of organisation and clarifies the contribution of members. |
| M2 | Objectives and goals are linked to vision and mission of the organisation and are clearly expressed to employees on how to integrate with their work. |
| M3 | The projected future condition of the organisation gives direction to employees and it is attractive and shared by all employees. |

Source: Denison (2000)

**Figure 6.7**

*First order CFA for OC*

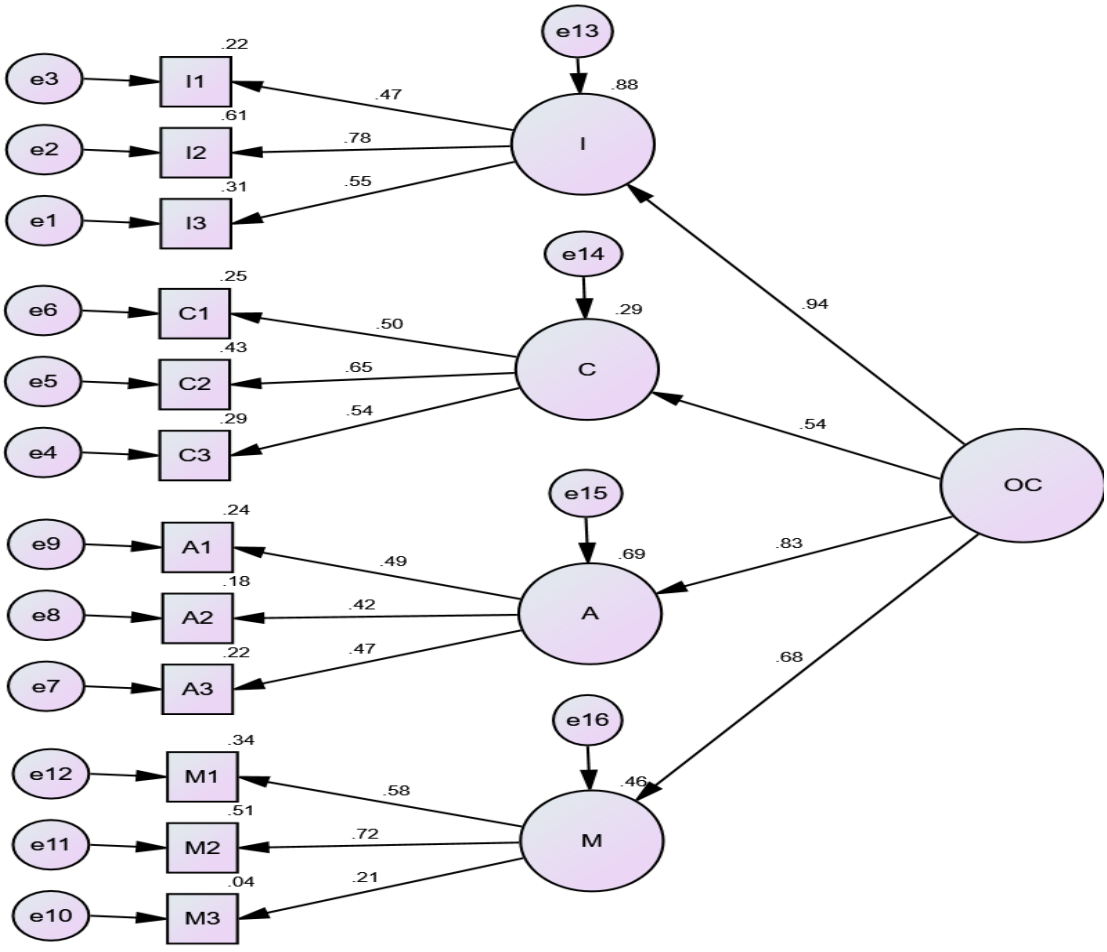



(Created by the author using AMOS)

The first order CFA of OC involving four first order constructs and 12 indicators or items is illustrated in Figure 6.7. Based on the different cut-offs' fit indices of CFA, it was found that the first order CFA measurement of OC is poor in many respects. For instance, the CMIN/DF is 5.5 which is above the allowable maximum value of 5; RMSEA is 0.14 which should have been less than 0.08; CFI is 0.68 which is significantly far away from the acceptable value of at least 0.9; IFI is 0.69 which is below the threshold of 0.9; PNFI is 0.46 which is below the acceptable value of 0.5; and the GFI value is 0.86 which is below the required value of 0.9. On the other hand, the model is a good fit only in one fit statistic which is SRMR whose value is 0.045 which meets the requirement of less than 0.08.

**Figure 6.8**

*Second-Order CFA for OC*




(Created by the author using AMOS)

Like the first order CFA, the second-order CFA for OC also indicates that the model fit remains poor in terms of multiple measurements or statistical indices. In order to make the model acceptable, some fit indices such as CMIN/DF, RMSEA, CFI, IFI, GFI and PNFI had to be improved. For that purpose, modification indices of error terms with greater than 10 were considered in order to establish a covariance among them. It is known that the covariance should be created only among those error terms within the same construct and thus, the fit indices would improve as more covariances are created. However, only two error terms in the same first order construct with higher modification indices were found (these error terms are e8 and e9). The covariance was established between this error terms, but improvement on the fit indices was hardly observed. An alternative way was required such as getting rid of some indicators or items with low factor loading and high standardised residual covariance. Deleting a single indicator or item from the first order constructs may improve the fit indices to some extent and assist the effort of getting the effort of getting a good fit which can meet the threshold of good fit indices. However, the researcher did not take this measure because the model fit would not improve and the cut-off indices would not be satisfied as per the requirement of fit indices.

As a best possible way out to improve the poor model fit, the researcher combined the four "first order constructs" into two, i.e, involvement and mission are combined into one construct and adaptability and consistency are combined into another one construct. The combination of the constructs was required on account of high covariance values among the constructs, for instance, the covariance of adaptability and consistency is 0.84 and that of involvement and mission is almost 0.7 which shows that the indicators in the four constructs could be combined under two construct and thus, the model fit would improve. Consequently, the first order constructs and their indicators were adjusted as shown in Table 6.14.

*Table 6.14*

*Adjusted Indicators of OC*

| | **III: OC (OC)** |
|---|---|
| | **Involvement and Mission (IMI)** |
| IMI1 | Employees have the power, imagination and capability to handle their own job. |
| IMI2 | The organisation persistently tries to empower employees to make them competitive and satisfy the requirements of their work. |

| | **III: OC (OC)** |
|---|---|
| IMI3 | There is an exciting strategic objective expressing the clear purpose of organisation and clarifies the contribution of members. |
| IMI4 | The projected future condition of the organisation gives direction to employees and it is attractive and shared by all employees. |
| | **Adaptability and Consistency (ACO)** |
| ACO1 | Various divisions of the organisation can work together to achieve the common goal without intervention of the organisation. |
| ACO2 | There is an agreement among members of organisation on the right ways of doing things and dealing with issues. |
| ACO3 | Employees share common values which produce a feeling of charisma and hope. |
| ACO4 | The organisation assesses its environment and react quickly for any changes. |
| ACO5 | The organisation assesses the feeling or needs of customers and acts towards the satisfaction of their needs. |

(Adjusted indicators based on the model fit indices)

The good model fit was still not achieved because of these measures and as result, some variables with low factor loading had to be removed and a covariance between e2 and e3 and e2 and e4 was created as they had high modification indices. Consequently, all the cut-off values for many of statistical indices were satisfied and a good model fit was achieved. The cut-off values and the actual results of the fit indices in the improved model are presented in Table 6.15.

*Table 6.15*

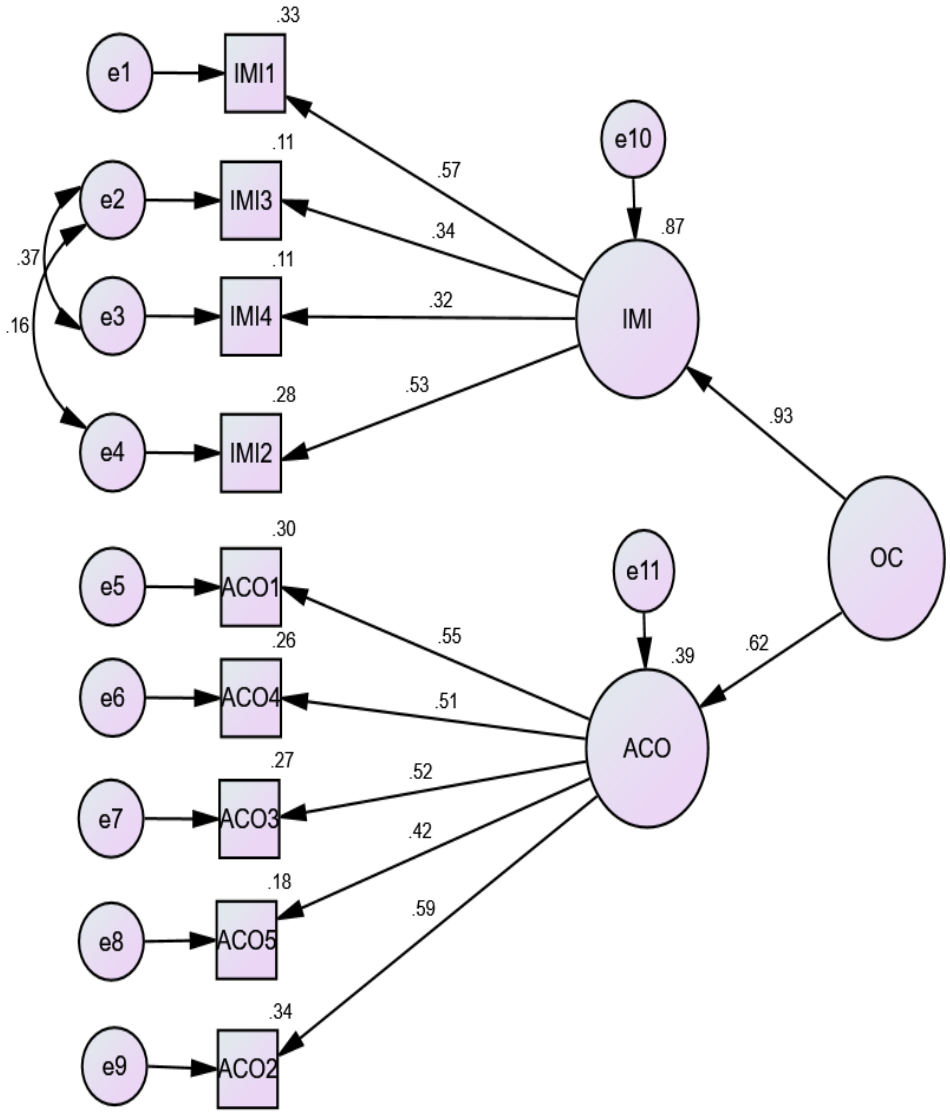
*Summary of fit indices for OC*

| **Measures** | **Cut-off for good fit** | **Actual model result** |
|---|---|---|
| Model Chi-Square ($X^2$) = Chi-Square/df | < 5 | 1.9 |
| Goodness of Fit (GFI) | $\geq$0.95 | 0.96 |
| Comparative Fit Index (CFI) | $\geq$0.9 | 0.92 |
| RMSEA | < 0.08 | 0.06 |
| SRMR | < 0.08 | 0.03 |
| Incremental Fit Index (IFI) | >0.9 | 0.92 |

Source: AMOS output

**Figure 6.9**

*Final CFA for OC*




(Created by the author using AMOS)

IV. Individual CFA for OL

This is the fourth and last construct in the study. Unlike the previously discussed three constructs, OL is the endogenous variable of the model. This unobserved variable has 13 indicators or items in four "first order constructs" which are known as knowledge acquisition with four indicators, knowledge distribution with three indicators, knowledge interpretation with three indicators, and

organisational memory with three indicators. The first and second-order constructs and their 13 items or indicators are presented in Table 6.16.

*Table 6.16*

*Indicators of OL*

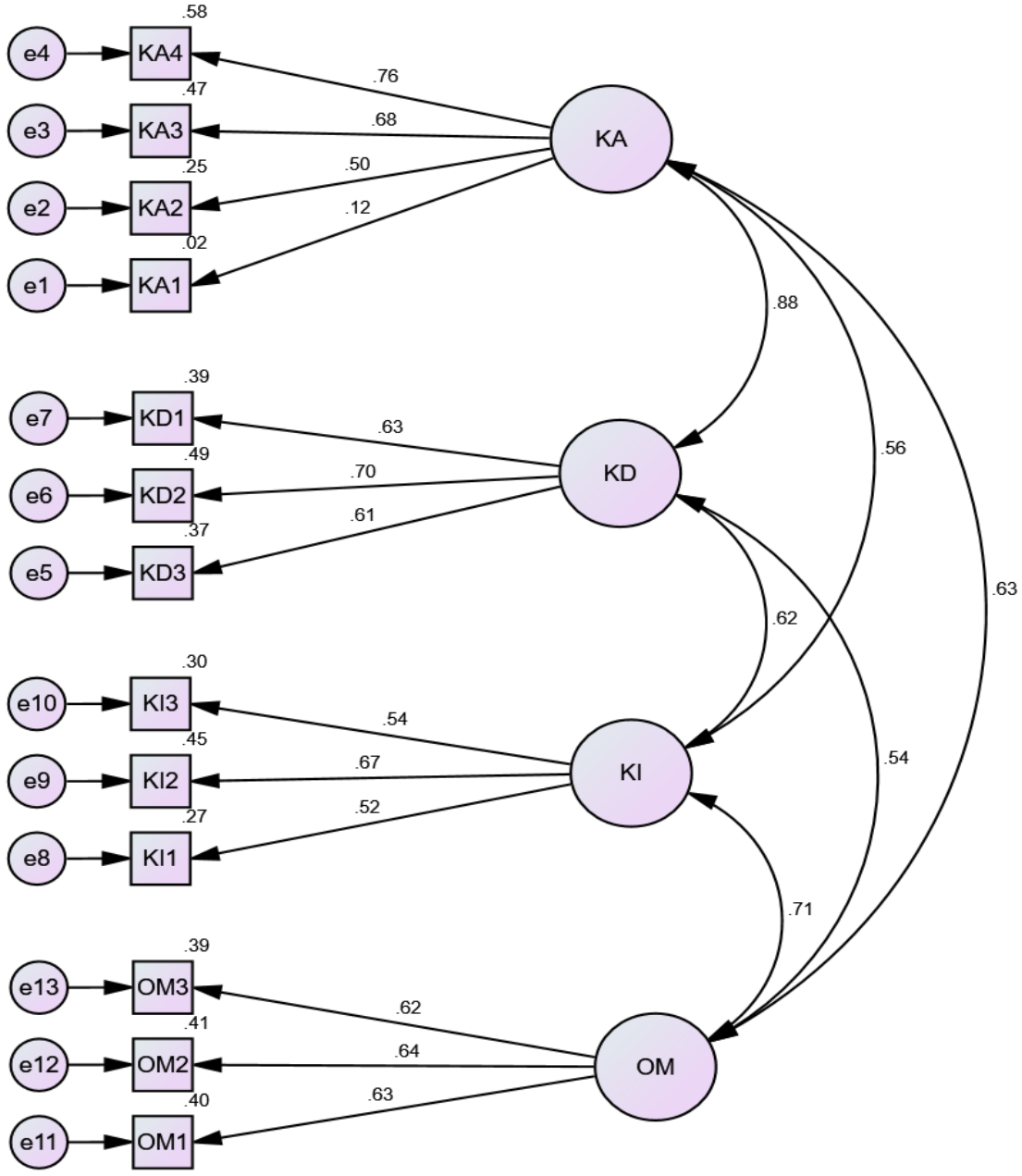
| | **IV: OL (OL)** |
|---|---|
| | **Knowledge Acquisition (KA)** |
| KA1 | There is a coordinated and creative research and development policy in the organisation . |
| KA2 | Introducing fresh opinions in the job of employees is encouraged and confirmed continuously. |
| KA3 | Partnership with other organisations is encouraged. |
| KA4 | Employees participate in meetings, conference and training frequently. |
| | **Knowledge Distribution** |
| KD1 | Meetings are occasionally held to educate employees about innovations and new issues in the organisation . |
| KD2 | The organisation has proper methods to share the best practices with employees. |
| KD3 | There are some employees in the organisation who participate in various groups and act as link amongst the groups. |
| | **Knowledge Interpretation** |
| KI1 | Employees share the same vison and attempt to achieve it. |
| KI2 | Teamwork is encouraged and practiced in the organisation. |
| KI3 | Employees share their experience through discussions. |
| | **Organisational Memory** |
| OM1 | The organisation has latest database to maintain useful information and best experiences. |
| OM2 | The firm has e-mail or directory of each department and thus, it is easy to access professionals or employees easily. |
| OM3 | Employees frequently refer to available information or database or organisational memory to solve their problems. |

Source: Huber (1991)

The first order CFA of OL involving four “first order constructs” and 13 indicators or items listed in the four “first order constructs” is presented in Figure 6.10.

**Figure 6.10**

*First Order CFA for OL*



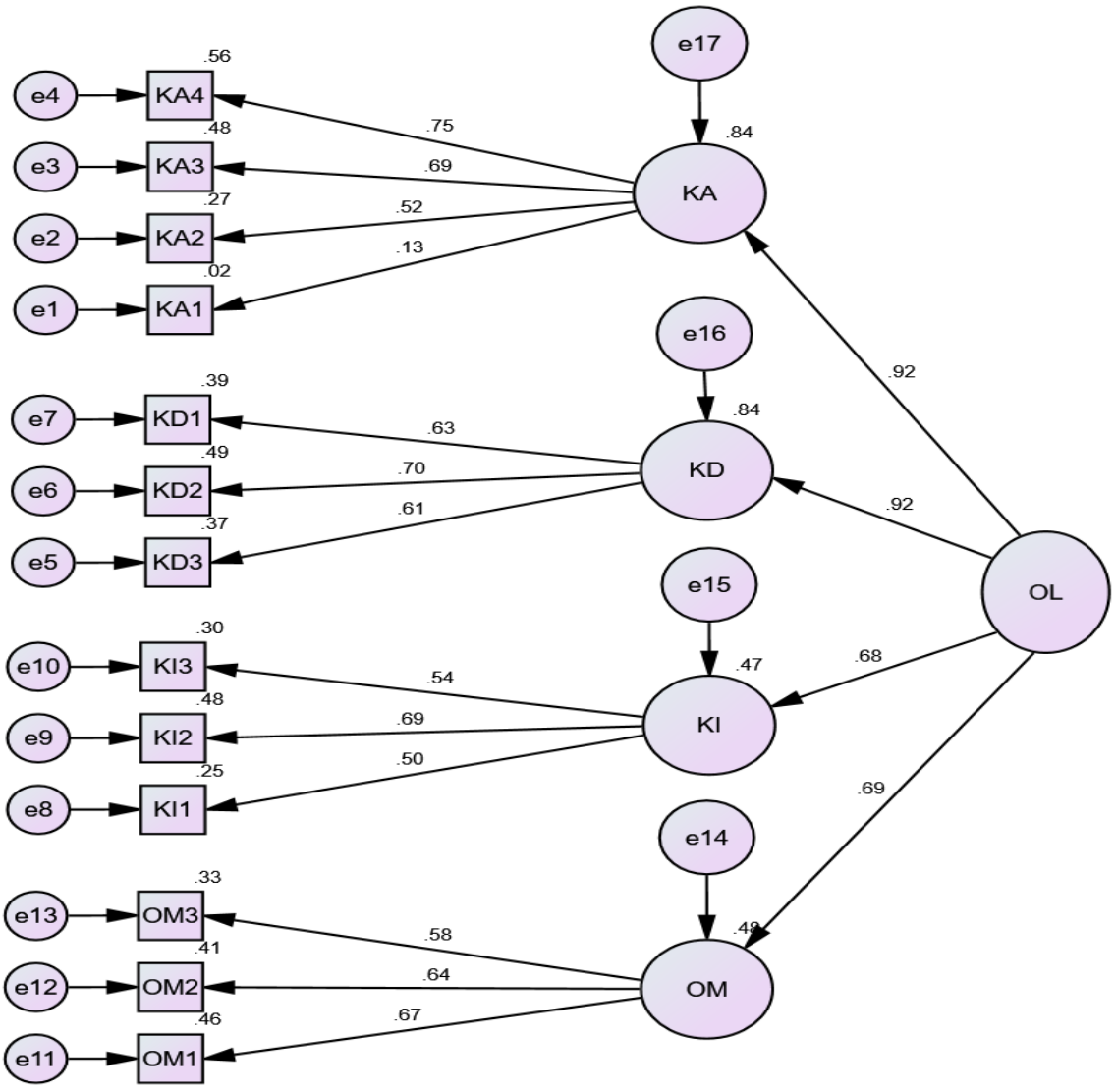

(Created by the author using AMOS)

The first order CFA test for OL based on the four "first order constructs" and their 13 items or indicators was conducted. Based on the different cut-offs' fit indices of CFA, the researcher found that the first order CFA measurement of OL is poor almost in all dimensions. For instance, the

CMIN/DF is above the allowable maximum value of 5; RMSEA is 0.11 which should have been less than 0.08; CFI is 0.77 which is significantly far away from the acceptable value of at least 0.9; IFI is 0.78 which is below the threshold of 0.9; and the GFI value is 0.86 which is below the required value of 0.9. On the other hand, the model is a good fit only in two of fit statistics, i.e., SRMR is 0.05 which meets the requirement of less than 0.08 and PNFI is 0.55 which is well above the acceptable value of 0.5.

**Figure 6.11**

*Second-order CFA for OL*




(Created by the author using AMOS)

Like the first order CFA, the second-order CFA for OL also indicates that the model fit remains poor in terms of multiple measurements or statistical indices. Some fit indices such as CMIN/DF, RMSEA, CFI, IFI and GFI had to be improved in order to make the model admissible. For that purpose, error terms with high modification indices were taken into account in order to create a covariance among them and this covariance should be formed only for those error terms within the same construct and thus, the fit indices would improve as more covariance are created. A covariance between e1 and e3 and e1 and e2 was created as they have higher modification indices, but the two covariance did not make a weighty improvement on the fit indices. Removing some indicators or items with low factor loading and high standardised residual covariance is the other option to get a good fit model. However, the researcher did not take this measure because the model fit would not improve and the cut-off indices would not be entirely satisfied.

As a best possible way of improving the model fit, the researcher combined the four "first order constructs" into three, i.e, knowledge acquisition and knowledge distribution are combined into one construct. The combination of the two constructs was required on account of high covariance value (the covariance between knowledge acquisition and knowledge distribution is 0.88) which illustrates that the indicators in the two constructs could be combined under one construct and thus, the model fit would improve. However, a good model fit was still not achieved because of this measure and thus, some variables with low factor loading had to be removed. The adjusted three "first order constructs" and their indicators are presented in Table 6.17.

*Table 6.17*

*Adjusted Indicators of OL*

| | **Knowledge Acquisition and Distribution (KAD)** |
|---|---|
| KAD1 | Employees participate in meetings, conference and training frequently. |
| KAD 2 | Introducing fresh opinions in the job of employees is encouraged and confirmed continuously. |
| KAD 3 | There are some employees in the organisation who participate in various groups and act as link amongst the groups. |
| | **Knowledge Interpretation (KI)** |
| KI1 | Employees share the same vison and attempt to achieve it. |
| KI2 | Teamwork is encouraged and practiced in the organisation. |
| | **Organisational Memory (OM)** |

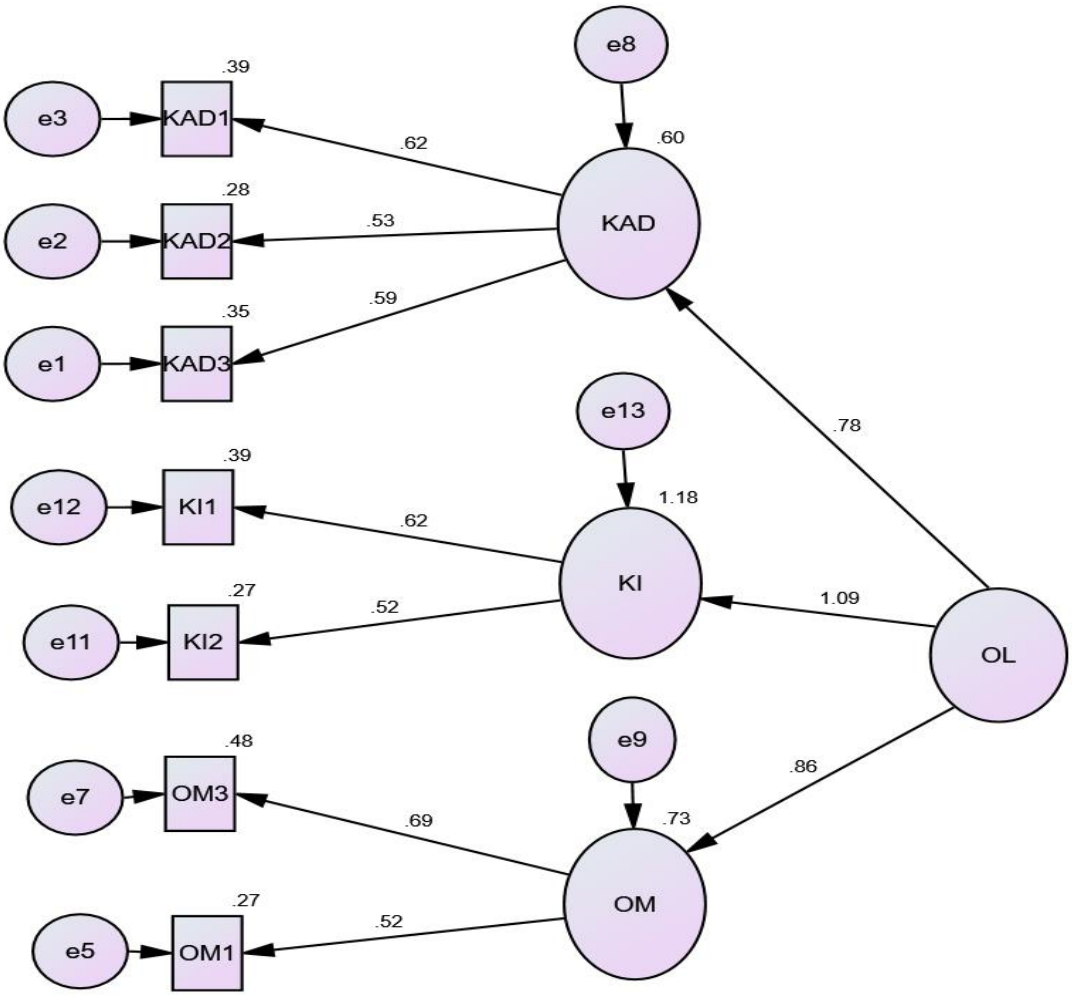
| | |
|---|---|
| OM1 | The organisation has latest database to maintain useful information and best experiences. |
| OM3 | Employees frequently refer to available information or database or organisational memory to solve their problems. |

(Adjusted indicators based on the model fit indices)

Based on the adjusted three "first order constructs" and indicators, the following final version of CFA for OL was run and a good model fit was achieved.

**Figure 6.12**

*Final Version of CFA for OL*




(Created by the author using AMOS)

The cut-off values and the actual results of the fit indices in the improved model are presented in Table 6.18.

*Table 6.18*

*Summary of fit indices for OL*

| Measures | Cut-off for good fit | Actual result |
|---|---|---|
| Model $\chi^2 = \chi^2$ /df | < 5 | 2.5 |
| Goodness of Fit (GFI) | ≥0.9 | 0.97 |
| Comparative Fit Index (CFI) | ≥0.9 | 0.94 |
| RMSEA | < 0.08 | 0.08 |
| SRMR | < 0.08 | 0.03 |
| Incremental Fit Index (IFI) | >0.9 | 0.94 |

Source: AMOS output

The cut-off values for many of statistical indices were satisfied and a good model fit was achieved. Seemingly, the value of RMSEA is a little shy of its cut-off value based on the standard set in this research, but its variation is not overly significant and is considered as acceptable as the actual value is almost within a tolerable range. The fit statistics of CFA for the four latent variables TL, CL, OC, OL are acceptable.

*Table 6.19*

*Summary of fit indices for all constructs*

| Measures | Cut-off for good fit | Actual results of the four latent variables | | | | |
|---|---|---|---|---|---|---|
| | | TL | CL | OC | OL | Remark |
| Model Chi-Square ($X^2$) | < 5 | 2.6 | 2.7 | 1.9 | 2.5 | Acceptable |
| Goodness of Fit (GFI) | ≥0.95 | 0.96 | 0.96 | 0.96 | 0.97 | Acceptable |
| Comparative Fit Index (CFI) | ≥0.9 | 0.93 | 0.94 | 0.92 | 0.94 | Acceptable |
| RMSEA | < 0.08 | 0.08 | 0.08 | 0.06 | 0.08 | Acceptable with some concern (0.08 to 0.10 is labelled as average by MacCallum et al., 1996) |
| SRMR | < 0.08 | 0.03 | 0.03 | 0.03 | 0.03 | Acceptable |
| Incremental Fit Index (IFI) | >0.9 | 0.93 | 0.94 | 0.92 | 0.94 | Acceptable |

Source: AMOS output

The summary of fit indices of the four constructs or latent variables is presented in Table 6.19. The table shows that the fit indices of the four constructs are acceptable as GFI, CFI, SRMR, IFI

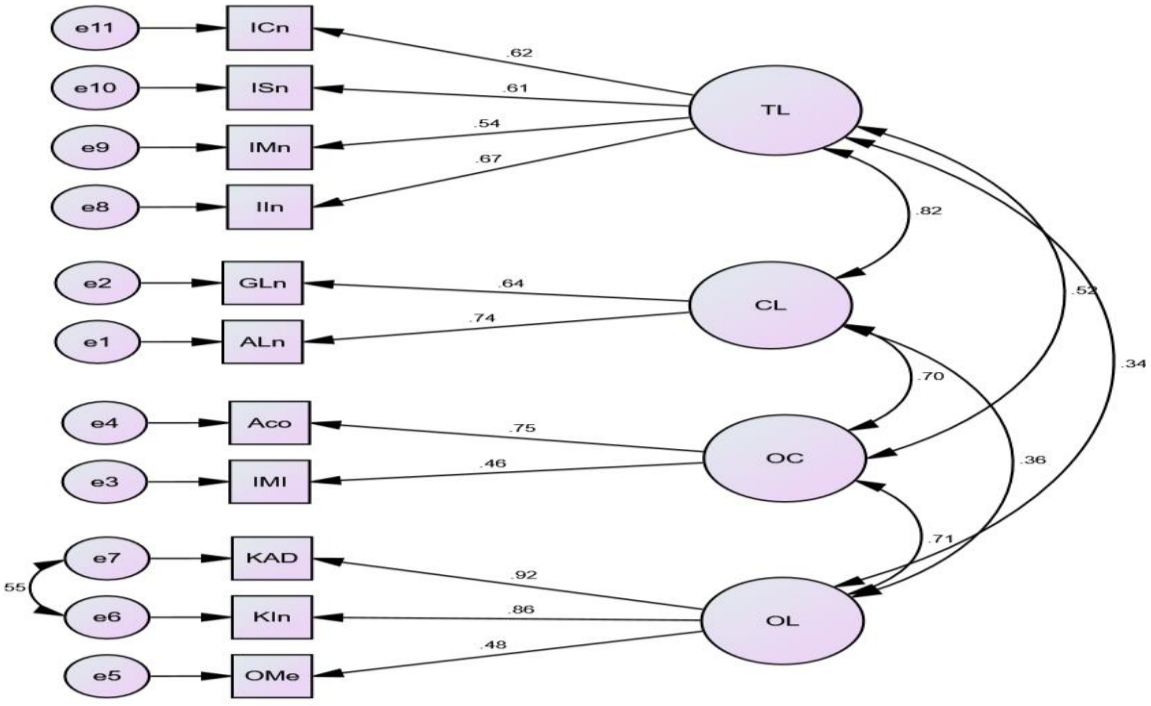
satisfy the cut-off values for all four latent variables. However, the values of RMSEA in latent variables are not as strong as the other values across the four constructs or latent variables. The value of RMSEA for OC fully satisfies the threshold, whereas the RMSEA of TL, CL, and OL are a little shy of the cut-off value. However, it becomes a cause for concern when RMSEA is above 10 and thus, RMSEA for the three constructs can still be entertained as a fair and acceptable value as their values do not deviate from the cut-off values. RMSEA is acceptable with some concern when it is between 0.08 to 0.10, but it is labelled as mediocre by MacCallum, Browne and Sugawara. (1996).

V. Pooled CFA

Once the individual CFA for the four latent variables (TL, CL, OC and OL) was separately run or conducted, the next phase in the measurement model was running a pooled CFA. The pooled CFA for measurement model was run by taking the four latent variables simultaneously as illustrated in Figure 6.13.

**Figure 6.13**

*Pooled CFA of the Measurement Model*




(Created by the author using AMOS)

The summary of fit indices of the pooled CFA for the measurement model is presented Table 6.20.

*Table 6.20*

*Summary of fit indices for pooled CFA*

| Measures | Cut-off for good fit | Actual result | Remark |
|---|---|---|---|
| Model $\chi^2 = \chi^2$ /df | < 5 | 2.5 | Acceptable |
| Goodness of Fit (GFI) | ≥0.9 | 0.94 | Acceptable |
| Comparative Fit Index (CFI) | ≥0.9 | 0.92 | Acceptable |
| RMSEA | < 0.08 | 0.07 | Acceptable |
| SRMR | < 0.08 | 0.02 | Acceptable |
| Incremental Fit Index (IFI) | >0.9 | 0.92 | Acceptable |

Source: AMOS output

Table 6.20 shows that the fit indices of the pooled CFA are acceptable as GFI, CFI, SRMR, IFI satisfy the cut-off values. Consequently, like the individual CFA of the four constructs, the pooled CFA indicates that the measurement model is admissible in virtually all parameters. However, unlike the individual CFA, the value of RMSEA is not a cause of concern in pooled CFA as it is within an acceptable range which is less than 0.08. Generally, the measurement model of this study is acceptable in light of both individual and pooled CFAs.

## 6.5. VALIDITY AND RELIABILITY CHECKING

One of the essential issues which ought to be addressed by researchers in conducting research is the examination of the validity of the dataset and/or instruments. The importance of checking for validity is underscored by Karakaya-Ozyer and Aksu-Dunya (2018) and Taherdoost (2018) who state that the accuracy of a study's outcomes or results and a model of a given study are verified through conducting a validity test. In addition, they state that the accurate interpretation of the results can be ensured through a validity test. Establishing validity is a precursor to ensuring robust evidence or assurance for accurate interpretation of the results of a study. The researcher conducted different types of validity tests at different stages of the study including face validity, content validity and construct validity. A brief discussion of the types of validity test conducted in this study is presented below:

I. Face and content validities

The face validity of the scale was tested for this study to determine that the instruments measured what they were expected to measure and this test was conducted to make sure that the questions or predictors were reasonably related to the study's constructs. Moreover, the content validity of the instrument was also tested to make sure that all aspects or dimensions of the constructs were included and whether a test or scale measured all components of a given construct. In order to deter the occurrence of multiplied errors at the later stage of investigation, the researcher focused on the revision and reflection of the instrument with the help of pretesting and pilot testing. The pretesting helped the researcher to easily detect various problems related to the data collection instruments such as the inclusiveness of constructs' dimensions, the connection between questions or predictors of the constructs, relevance or appropriateness of the items to a given construct, structure, scale and the types of data which are pertinent to this study. Consequently, the face and content validities of the instrument were ensured and the data collection was carried out based on the validated instrument.

**II.** Construct validity

In order to measure the degree to which the instrument measured what it was designed to measure, the construct validity checking was conducted at pilot study level and was found to be acceptable. Moreover, after the full-scale administration of the survey, the construct validity of the database was also checked based on discriminant and convergent validity. The convergent validity was established in light of AVE which measures the correlation of items or indicators under the same construct. Ahmad et al.(2016) state that AVE ought to be at least 0.5 to establish convergent validity for a given latent construct. On the other hand, the discriminant or divergent validity should be established to make sure that one construct is distinct from the other. According to Engellant, Holland and Piper (2016), the discriminant validity is established when AVE is greater than the correlation value among two constructs or Maximum Shared Variance (MSV). In addition, the discriminant validity can also be established, when Average Shared-squared Variance (ASV) is greater than AVE. The results of a test for the convergent and divergent validity of this study are presented along with the results of reliability in the next section.

### III. Reliability checking

The quality of research should be ensured at different stages of a study. Checking the reliability is one way of safeguarding the quality of research and avoiding all possible ways leading to the various types of research bias which drastically impact the results of a study. The consistency or dependability of a result across time or at different stages is determined by reliability checking. The reliability testing of the data collection instrument for this study was primarily conducted using a pilot study and the result of the test was acceptable. In addition, the reliability test was also conducted after the completion of the actual full-fledged data collection. The results which are indicated by Cronbach's α and composite reliability (CR) are discussed in the next section.

Internal consistency and CR are the two well-known techniques to measure the reliability of any dataset. Internal consistency, which is the most widely used method to test the reliability, measures the correlation of items or observed variables and their eventual level of consistency. The internal consistency is measured in light of the most acceptable method of Cronbach's α. According to many scholars, an α score of 0.7 is an acceptable result to ensure internal consistency of a data set, while a value which is more than 0.9 is considered as excellent and aa α score of 0.5 indicates low reliability. CR is another form of measuring the internal consistency of scale items. The CR of the scale items can easily be generated in the course of conducting the CFA of constructs. Despite that there is no a convergent view on the cut-off value for the acceptable composite reliability (CR) a value which is above 0.6 or 0.7 is an acceptable threshold according to Ahmad et al. (2016).

- **Reliability and Validity: Cronbach's α, Composite Reliability and Average Variance Extracted**

According to the above discussions, the cut-off values for α is $\geq$ 0.7, CR is $\geq$ 0.7, and AVE is $\geq$ 0.5. The values of α, CR and AVE of the four latent variables are presented in Table 6.21. In addition, it ought to be noted that the values stated in the table show the validity and reliability level of the database.

*Table 6.21*

*Reliability and validity scores*

| Constructs | A | CR | AVE |
|---|---|---|---|
| TL | 0.76 | 0.90 | 0.70 |
| CL | 0.76 | 0.86 | 0.76 |
| OC | 0.70 | 0.77 | 0.63 |
| OL | 0.74 | 0.94 | 0.84 |

Source: AMOS output

The reliability test of this study was conducted based on the most widely used method of α. The α values were computed for the four constructs (TL, CL, OC, and OL) and for each item of all four constructs.

The α-value for TL is 0.76, that of CL, OC, and OL are 0.76, 0.7, and 0.74 respectively. The conventional accepted cut-off score for α is greater than or equal or 0.7. As shown in Tabl6 6.21, all α values look pretty good as the αscores for the four latent variables are more than the cut-off score. Any α-value which is less than the acceptable value might be a cause of concern as a widely acceptable value for α is 0.6 or 0.7. Accordingly, individual and overall α values indicate that the internal consistency or reliability of the collected data is within an acceptable range. The inter-item correlation matrix generates only positive results which is an indication of the same order of all items in the test. Since the α scores are all very good, the relevance of reporting inter-item correlation is not pretty much important.

The CR scores of all four latent variables or constructs are within an acceptable range as illustrated in Table 6.21. Despite there being no convergent view among scholars regarding the acceptable value or cut-off value of CR, the most widely accepted threshold is 0.7 and above. As shown in the above table, the CR scores of all latent variables are above 0.7. Specifically, the highest CR score of OL with 0.94 score indicates that the internal consistency of the scale is taken for granted compared to the other three latent variables. On the other hand, the CR scores of CL, TL, and OL are above 0.75 which clearly demonstrates that all items or indicators in these constructs measure their respective constructs or latent variables consistently. In addition, the CR score of 0.9 for TL is higher than the remaining two constructs (CL and OC) which have also an acceptable score.

The validity scores of all four constructs in Table 6.21 indicate that the construct validity satisfies the minimum requirement or cut-off values. The AVE scores of the four constructs are well above 0.5 (0.7 for TL, 0.76 for CL, 0.63 for OC, and 0.84 for OL). The most widely accepted cut-off score for establishing convergent validity of a given construct is 0.5 and above. The indicators or items of OL have a higher AVE value than the remaining three constructs which indicate that the indicators of OL are highly correlated or converged compared to the other three constructs. However, the AVE scores of the remaining constructs are not far from the OL and thus, the convergent validity of the four latent variable is well established. Furthermore, the discriminant or divergent validity of all latent variable is also established based of the AVE scores with respect to the MSV values.

***Table 6.22***

*Construct validity and factor loading of the constructs*

| Latent Variables | Indicators/Items | Standardised Loading factor | Unstandardised Loading factor |
|---|---|---|---|
| TL | Idealised influence | 0.79 | 0.93 |
| | Inspirational motivation | 0.97 | 0.8 |
| | Intellectual stimulation | 0.81 | 1 |
| | Individual consideration | 0.77 | 0.81 |
| CL | Generative leadership | 0.7 | 1 |
| | Administrative Leadership | 1 | 1 |
| OC | Adaptability and Consistency (ACO) | 0.62 | 1 |
| | Involvement and Mission (IMI) | 0.92 | 1 |
| OL | Knowledge Acquisition and Distribution (KAD) | 0.78 | 0.72 |
| | Knowledge Interpretation (KI) | 1 | 1 |
| | Organisational Memory (OM) | 0.86 | 0.88 |

Source: AMOS output

As Table 6.22 shows, the standardised and unstandardised factor loadings for all indicators or observed variables are acceptable. The most widely accepted threshold or cut-off factor loadings is above 0.7. As indicated in Table 6.22, virtually all indicators have a good factor loading for both standardised and unstandardised factor loadings. Out of the above list, the adaptability and consistency (ACO) indicator has a factor loading of less than 0.7. The remaining indicators have

high standardised and unstandardised factor loadings indicating that the correlations among the indicators of the latent variables is reliable and it is expected to provide a robust input to construct the structural model of the study which is discussed in the next chapter.

## 6.6. QUALITATIVE DATA COLLECTION AND PREPARATION

As discussed in the preceding different chapters, the strategy of inquiry for this study is explanatory sequential mixed method. The chosen strategy of inquiry is explanatory because the quantitative research is conducted in the first phase and then based on these results, the qualitative research is conducted in the second phase in order to explain the results obtained in the prior stage. The strategy of inquiry for this study is called sequential because the quantitative and qualitative studies are not conducted concurrently; rather the quantitative study is conducted primarily followed by the qualitative study. According to Schoonenboom and Johnson (2017), in the case of sequential design of mixed method, the gathering and the analysis of data in one strand depend on the results of the other strand.

Explanatory sequential mixed method can also refer ‘Sequential Quan’’ or QUAN → qual which indicates that the focus of the study is a quantitative strand or it is a quantitative-dominated study and the qualitative strand is used to explain the quantitative database. Despite this strategy being time-consuming and it being difficult to repeatedly reach participants, it provides a good opportunity to understand the quantitative database using the follow-up strand and the sequential nature of the two strands in the study can make the strategy easy for implementation (Creswell and Plano Clark, 2011; Plano Clark and Ivankova, 2017; Morgan, 2014).

The researcher gathered the qualitative data in the second phase of the study using semi-structured interviews. The interview guide was prepared based on the results of the quantitative study and some elements of the survey instrument. In order to validate the interview guide, pretesting techniques including informal testing, expert driven testing and cognitive interviews and the comments were taken into account to prepare the final version of the interview guide.

***Table 6.23***

*Sample Size and Label of Participants*

| S.No | Case | Sample Size | | |
|---|---|---|---|---|
| 1 | Hilton Addis Ababa | 10 | **Label of the participants** | **Description of the label** |
| 2 | Sheraton Addis | 9 | P1HI to P10HI | P1HI=Participant one Hilton |
| 3 | Radisson Blu | 9 | P1S to P9S | P1S=Participant one Sheraton |
| 4 | Hyatt Regency Addis Ababa | 8 | P1R to P9S | P1R=Participant one Radisson |
| | Total | 36 | P1HY to P8Y | P1HY=Participant one Hyatt |

Source: Sample size and label given by the authors

*As table 6.23 shows, 36 participants were included in the sample size. The interviews were conducted with employees of the chosen four case organisations. As explained in chapter 5, data saturation was the determinant factor for the number of participants in the interviews, i.e., the researcher conducted the interview sessions until it was believed that no new concepts emerged from a consequent interview.*

After conducting the interviews, as part of a preliminary data screening process, the researcher was able to ensure the inclusiveness, general correctness and the overall usability of the collected qualitative data. This examination included identifying unanswered questions and taking corrective action on the spot, detecting ambiguous answers and soliciting clarification from the participants and making sure that all the questions were answered properly.

The researcher used a voice recorder with the consent of participants to record each interview session and then all recorded sessions were transcribed. Since the questions of the interview guide were prepared based on predetermined themes, searching for and generating themes from the transcribed data were not required. In addition, the transcribed data were categorised under each predetermined theme and the analysis was conducted accordingly. The analysis of qualitative data is discussed along with the quantitative data in the following chapter.

## 6.7. SUMMARY OF THE CHAPTER

This chapter addressed those issues pertinent to both quantitative and qualitative data preparations. Specifically, data entry, identification of missing values analysis, testing the multivariate analysis, multivariate normality checking, a test for absence of multicollinearity, test of homoscedasticity vs heteroscedasticity, CMV or CMB test, characteristics of participants and nonresponse bias test were discussed in detail. The evaluation of the dataset allowed the researcher to portray the database's various dimensions and characteristics and to identify gaps and errors which required refinement and all the necessary measures were taken accordingly.

The measurement model of the study was also discussed in this chapter. This study made use of SEM to analyse the quantitative data. The measurement model of the study for each construct was conducted using the CFA. The validation of the model for each construct was conducted in light of the first and second-order CFA. The individual and pooled CFAs were run for the four constructs or unobserved variables (TL, CL, OC, and OL).

In order to determine the fitness of the model, the researcher used different statistical or fit indices such as $\chi^2$, RMSEA, CFI, SRMR, IFI and GFI. A good model fit was not acquired for the first version of CFA for all four constructs and thus, some indicators or items had to be deleted and some first order constructs were combined. As a result, the cut-off values for almost all statistical indices were satisfied and a good model fit was achieved for individual and pooled CFA of the four constructs.

The validity of the dataset (the face, content, and construct validities involving convergent and discriminant validity) was checked and an acceptable result was acquired. In addition, the reliability of the database was checked using AVE, CR, $\alpha$ and MSV. On the basis of these measures, the reliability and validity were established as the thresholds of the indices for all measures were satisfied. In addition, the standardised and unstandardised factor loadings of the four constructs and their indicators were measured and acceptable results were acquired and the results were reported for each construct and indicators of the constructs. The discussion of data preparation and model validation showed that the database was fit for further analyses and interpretation.

The discussion included the qualitative data collection and preparation addressed different issues including data collection technique, the determination of optimal sample size, such as data cleaning methods. In addition, the discussion also showed how the two strands of the study were integrated at method level and reporting and discussion level.

The next chapter presents the path analysis of the model addressing the analysis of the data and a complete presentation illustrating the structural model of the study involving the exogenous, endogenous and mediating variables.

# CHAPTER 7: RESEARCH FINDINGS AND DISCUSSIONS

## 7.1 INTRODUCTION

Integration of quantitative and qualitative studies in MMR may occur at different stages based on the nature of a study. In this study, the researcher already integrated the two strands of the study at the collection of qualitative data in the second phase of the study (the qualitative study) as the findings of the first phase of the study (the quantitative study) determined and shaped the qualitative data collection instrument (the interview guide). In addition, the qualitative study was conducted in the second phase in order to explain the results of the quantitative study. The discussion indicates that the integration technique used by the researcher at method level is called a "building approach".

The researcher also integrated the two studies at the interpretation or discussion level and at the reporting or finding level. Integration at reporting and discussion levels is conducted through the weaving method in which the findings of the quantitative and qualitative studies are presented together using concept-by-concept or a theme-by-theme approach rather than presenting the findings of the two strands separately in different sections. Accordingly, the researcher was able to present a vivid aspect of the findings from the two strands in one section and enable readers to observe the difference and similarity of the findings.

The data preparation and the model validation have proved that the quantitative database of this study is good and acceptable for further analysis. As discussed in the preceding chapter, the fit statistics of individual CFA are acceptable for the four latent variables; TL, CL, OC and OL. Moreover, the pooled CFA virtually satisfied the cut-off values of the good model fit indices. As a result, the individual and pooled CFAs proved that the measurement model of the study is acceptable. In this chapter, the focus shifts from a measurement model to a structural model in which the casual relationship of the exogenous and endogenous variables is discussed from the wide-ranging perspectives.

Prior to discussing the structural model of the study, a brief summary is provided of fit indices of individual and pooled CFAs for measurement model on account of their relevance for further analysis and discussion. The summary of fit indices of the latent variables for the individual CFAs is presented in Tables 7.1 and 7.2.

***Table 7.1***

*Summary of fit indices for the four constructs*

| Measures | Cut-off for good fit | Actual results of the four latent variables | | | | |
|---|---|---|---|---|---|---|
| | | TL | CL | OC | OL | Remark |
| Model Chi-Square ($X^2$) | < 5 | 2.6 | 2.7 | 1.9 | 2.5 | Acceptable |
| Goodness of Fit (GFI) | ≥0.95 | 0.96 | 0.96 | 0.96 | 0.97 | Acceptable |
| Comparative Fit Index (CFI) | ≥0.9 | 0.93 | 0.94 | 0.92 | 0.94 | Acceptable |
| RMSEA | < 0.08 | 0.08 | 0.08 | 0.06 | 0.08 | Acceptable with some concern (0.08 to 0.10 is labelled as average by MacCallum et al., 1996) |
| SRMR | < 0.08 | 0.03 | 0.03 | 0.03 | 0.03 | Acceptable |
| Incremental Fit Index (IFI) | >0.9 | 0.93 | 0.94 | 0.92 | 0.94 | Acceptable |

Source: AMOS output

*Table 7.2*

*Summary of fit indices for the pooled CFA*

| Measures | Cut-off for good fit | Actual model result | Remark |
|---|---|---|---|
| Model Chi-Square ($X^2$) = Chi-Square/df | < 5 | 2.5 | Acceptable |
| Goodness of Fit (GFI) | ≥0.9 | 0.94 | Acceptable |
| Comparative Fit Index (CFI) | ≥0.9 | 0.92 | Acceptable |
| RMSEA | < 0.08 | 0.07 | Acceptable |
| SRMR | < 0.08 | 0.02 | Acceptable |
| Incremental Fit Index (IFI) | ≥0.9 | 0.92 | Acceptable |

Source: AMOS output

As illustrated in both individual and pooled CFAs and in the summary of fit indices, the statistical indices of the four latent variables are acceptable. The actual values of GFI, CFI, SRMR and IFI meet the thresholds of fit indices of all four latent variables. The value of RMSEA for OC is acceptable and satisfies the cut-off value, whereas the RMSEA of TL, CL and OL are a little shy of the threshold; i.e., their values are all exactly 0.08 which should have been less than 0.08, but the values are still considered as fairly acceptable. However, it becomes a cause for concern, when RMSEA is above 10 which is considered as an average result according to MacCallum et al.

(1996). Consequently, it is fair to conclude that the measurement model for individual and pooled CFA is well established and virtually all fit indices are acceptable and thus, it was possible to construct the structural model which shows the casual relationship of the four constructs.

## 7.2 STRUCTURAL MODEL

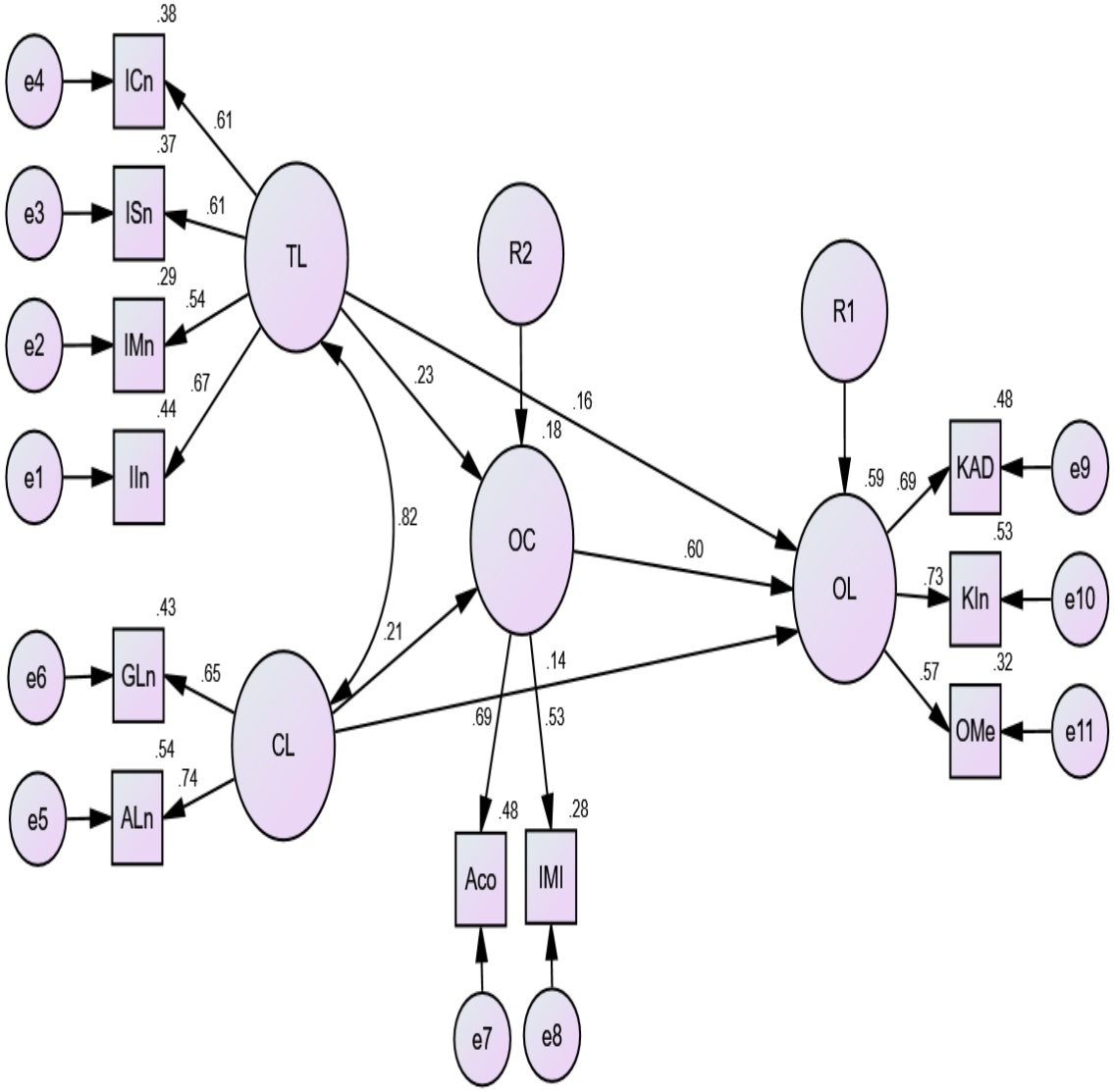
SEM involves two categories: CFA and structural model. The CFA of SEM shows the correlation of factors and indicators as discussed in the preceding chapter. The structural model of SEM depicts the causal relationship of variables along with the various dimensions of its phenomenon of interest. The structural model is the main focus of the discussion in this chapter and the discussion of the structural model builds on the outcome and model fit of individual and pooled CFAs which were discussed in the preceding chapter. The fit statistics for individual and pooled CFA for measurement model as presented in Tables 7.1 and 7.2 are all acceptable with mediocre result for one index. A good fit for measurement model is a precursor to attain a good model fit for the structural model.

The exogenous variables are TL and CL, whereas OL is the endogenous variable. In addition, OC is a mediating variable as it partially mediates the relationship between the exogenous and endogenous variables. The structural model of the study demonstrating the causal relationship of the four latent variables is presented in the diagram (Figure 7.1.).

Figure 7.1 illustrates the structural model of the study in which TL and CL are exogenous variables, whereas OL and OC are endogenous and mediating variables respectively. The causal relationship of the variables will be discussed later along with the discussion of the hypotheses testing. However, the fit indices of the structural model are presented in Table 7.3.

**Figure 7.1**

*Structural Model of the Study*




(Created by the author using AMOS)

Table 7.3 indicates that the fit indices of the structural model share some characteristics with the CFA of the measurement model of the study which was discussed in the earlier chapter. The fit indices of $\chi^2$ /df, GFI, CFI, SRMR, IFI of the measurement model are not a direct replica of the fit indices of structural model. The statistical indices of the CFA of measurement model and structural model can be similar, when the latent variables or structural model of SEM are saturated, i.e., the covariance and paths among the latent variables are estimated freely or are allowed to covary

freely. The small variation of fit indices between the measurement model and the structural model might be associated with lack of saturation.

*Table 7.3*

*Summary of fit indices for structural model*

| Measures | Cut-off for good fit | Actual model result | Remark |
|---|---|---|---|
| Model $\chi^2 = \chi^2/df$ | < 5 | 3 | Acceptable |
| Goodness of Fit (GFI) | ≥0.9 | 0.92 | Acceptable |
| Comparative Fit Index (CFI) | ≥0.9 | 0.9 | Acceptable |
| RMSEA | < 0.08 | 0.08 | Acceptable with some concern |
| SRMR | < 0.08 | 0.02 | Acceptable |
| Incremental Fit Index (IFI) | ≥0.9 | 0.9 | Acceptable |

## 7.3 HYPOTHESES TESTING FOR DIRECT RELATIONSHIP OF CONSTRUCTS

In Chapter 3, the researcher showed the relationship of the four constructs after conducting a comprehensive literature review. The cause-effect relationship among the four constructs of this study has already been illustrated in the conceptual framework in which OL is an endogenous variable which is a function of the exogenous variables of transformational and complexity leadership. In addition, it is assumed that the relationship between the endogenous and exogenous variables is mediated by OC.

On the basis of the above relationship of the variables, seven hypotheses were developed and these hypotheses are listed as follows:

H1: Transformational leadership positively affects organisational learning.

H2: Complexity leadership positively affects organisational learning.

H3: Organisational culture positively affects organisational culture.

H4: Transformational leadership positively affects organisational culture.

H5: Organisational culture positively affects organisational culture.

H6: Organisational culture mediates the relationship between transformational leadership and organisational learning.

H7: Organisational culture mediates the relationship between complexity leadership and organisational learning.

The first and second hypotheses state that both TL and CL positively affect OL. Moreover, the third hypothesis indicates that OC positively affects OL. In addition, the next two hypotheses deal with the impact of TL and CL on OC. Lastly, the remaining hypotheses show the mediating effect of OC in the relationship between TL, CL and OL. A combination of AMOS and SPSS outputs are taken into account to test the above-stated seven hypotheses. The outputs of both software packages are used to report the results of the hypotheses testing.

### 7.3.1 H1: Transformational Leadership Positively Impacts Organisational Learning

As the results of different scientific studies indicate, TL significantly affects the learning capacity of different organisations (See 3.1 LEADERSHIP AND ORGANISATIONAL LEARNING). According to Sattayaraksa and Boon-itt (2016), TL is considered as the major leadership approach in terms of stimulating OL. Furthermore, Imran et al. (2016) state that TL is the main motivating factor for employees to create knowledge and engage in learning process of organisations. Kim and Park (2020) further argue that TL affects the learning capacity and behaviour of employees in addition to stimulating them to share their knowledge, preserve and nurture the learning effort of organisations.

The direct effect of TL on OL is one of the seven hypotheses constituting the relationships among the constructs of the study. As indicated in the structural model, the impact of TL on OL is found to be positive and significant with standardised beta coefficient of $b= 0.16$, the critical ratio or $t= 5.5$, and $p<0.001$. All three values indicate that the first hypothesis (H1) is supported by the results of the study and it is an indication the practice of OL in the four hotels is partly shaped by the TL approach. This result is also supported by Lee and Chon (2021), who state that transformational leaders set high standards, have ethical standards and demonstrate their ability in articulating these standards to their followers and can influence them to meet or excel the standards. In addition, according to Lee and Chon, leaders with the intellectual stimulation aspect of TL, encourage and

nurture the assertive behaviours of employees. Moreover, this behaviour of transformational leaders empowers followers, encourages two-way communication between leaders and followers.

The beta coefficient (b= 0.16) shows that the features of TL have a moderate influence in shaping OL. The features of transformational leaders such as leaders allow followers or make others feel good, employees have complete trust in their leaders, employees are honoured to be linked with their leaders are not good enough in effectively influencing OL, i.e., in acquisition, dissemination and interpretation of knowledge and retaining the knowledge for future use.

TL is an exogenous variable along with CL in the structural model of the study. In addition, OL is an endogenous variable, whereas OC is a mediating variable. As the results of the quantitative study indicate, TL has a positive and significant impact on OL. TL is expressed in four different indicators (idealised influence, intellectual stimulation, individualised consideration and inspirational motivation). As presented above, the direct impact of TL and CL on OL is less than 0.2 (b=0.16) which indicates that the variation of the TL style has less than one-fifth impact on the practice of OL in the four hotel chains.

The analysis of the quantitative data and the result of structural model indicate that the squared multiple correlation ($R^2$) score of OL is 0.59. This score specifies that 59% of the variation in OL in the four cases of the study is explained by the predictor variables namely TL and CL, and the remaining variation comes from other factors which are not related to the predictor variables. TL is one of the variables which explains this variation in OL.

The direct impact of TL on OL varies from one case to another, i.e., there is a variation of the effect of TL on OL among the four international chain hotels (Hilton, Sheraton, Radisson and Hyatt). The standardised beta coefficients of Hilton, Sheraton, Radisson Blu and Hyatt are 0.13, 0.34, 0.33, and 0.24 respectively indicating that the various dimensions of TL play a better role in Sheraton in terms of shaping OL compared to the remaining three cases. The least impact of TL on OL is observed in Hilton in which the beta coefficient is 0.13. Moreover, the variation of TL's impact on OL among the four case organisations is also found to be significant.

In order to comprehend the low impact of TL on OL, the researcher analysed the different aspects of TL and its impact on OL based on the qualitative data which were collected using various

interview sessions in which the interviews were conducted with different participants from all case organisations.

**Analysis of qualitative data pertinent to TL and OL**: the analysis is presented in light of different themes in the following successive paragraphs.

7.3.1.1 Trust of employees in their leadership

One aspect or characteristics of transformational leaders is getting the trust of their followers and instilling a strong belief in the mind of the followers about their competency. The participants in the interview sessions were asked to explain their evaluation of the employees' trust in their leadership and the quality of leadership in instilling a good feeling in the mind of their followers. In response to this question, many of the participants stated that the leadership in general are not characterised by inspiring the followers and create a strong bond between the leaders and followers. One participant (PR3) specifically stated: *"The leaders are only concerned with the well-being of their institution and getting the jobs done by any means without considering their relationship with their followers."*

On the other hand, despite not being able to say that employees are honoured to be linked with their leaders, there is a belief among some participants that some leaders try to create a good bond with their followers and create a good impression. However, some participants stated that the leaders in general did not make their employees feel good or develop trust in their leaders.

7.3.1.2 Ability of the leadership to articulate goal of the organisation

The participants were also probed in the interviews to describe the effort of the leadership in their respective organisations in articulating organisational goals and motivating employees to buy into the common goals of the organisation and work towards achieving them. Almost all participants agreed that their leaders were sometimes good at expressing what should be done using simple and few words. In addition, some participants agreed that their leaders were capable of articulating what was expected of their followers, whereas other participants believed that it was only sometimes that their leaders were good at presenting what they expected from their followers in appealing way. On the other hand, almost all participants in the four organisations had almost the same view on the average performance of their leadership with respect to instilling a good feeling

in the mind of their followers about the organisational goals, i.e., they believed that their leaders' performance in general was mediocre. Furthermore, the participants were also asked to express their feelings about the effort of their leaders in helping them in finding meaning in their works and some of them are not satisfied with their leaders in this regard and others rate this attribute of their leaders below par. One participant stated (PHY5) *"The leadership might set a goal and communicate the same to employees, but the efforts in augmenting and providing their helping hand to their followers is poor and not up to the expectation of their followers."*

7.3.1.3 Considering the performance difference among employees

Individual consideration is an essential feature of TL which takes into account the specific needs and wants of employees and guides them accordingly. The participants reflected on the effort of the leadership in taking into account the capacity difference of their employees. One participant stated (PS2 ):

> *"Various types of capacity building training are offered to employees to empower them, but there is no attempt to make the training tailor made considering the definite need of employee and thus, the benefit of this endeavour is not as productive as it should be."*

In addition, the participants stated that every employee was not expected to have the same competency in performing the assigned tasks and thus, the leaders had to consider this issue carefully. Despite some participants agreeing that the leaders sometimes tried to assist employees in developing their capacity and informing the views of leadership regarding the performance gaps of employees, the majority of the participants were critical of the leaders for their failure to consider and take care of those employees who appeared to be marginalised or excluded. Moreover, the participants reiterated that the performance of the leadership was below par in satisfying the needs of their followers and they did not act as a coach or mentor to guide employees.

7.3.1.4 Individual problem consideration

Generally, employees believed that little consideration was given to identifying problems of employees and taking action to rectify the identified problems, but any action of employees which potentially provokes complaints from customers are severely dealt. However, the participants

believed that the action taken against employees for complaints of customers might be based on a single and random incident without triangulating the facts on the ground. For instance, many of the participants stated that problems observed by supervisors in a given random walking-around could end up with a reprimand and stated that it happened regularly. Since the major concern of management is related to customer satisfaction and sales revenue maximisation, reprimands and actions taken by supervisors based on random observations are not unexpected as they believe that any fault of employees which is not dealt strictly would affect the level of customer satisfaction and maximisation of sales revenue.

7.3.1.5 Understanding the organisational vision and goal

Organisational goals in the hotel sector ought to be an inspiration and guide every aspect of the operations, customer satisfaction and revenue growth. A precursor to the transformative process of a given hotel establishment is the comprehension of the embodiment of organisational goals and the pivotal role they play in the advancement of the establishment. As understood from the replies of the participants, the visions and missions of all case organisations were known to employees, with some of them clearly comprehending the essence but not being able to bring their performance into line with the organisational goals. The goal and vision of all case organisations aimed at becoming the most preferred hotel in the mind of their target customers and the employees are advised and oriented to consider in their day-to-day operations.

7.3.1.6 The role of leadership in brand management:

Many of the international hotel chains including the case organisations employ managers to take the responsibility to run the operations and execute the activities of the hotel establishments. Those activities carried out by the hotel management include management of human resources, maintaining their buildings, financial management and marketing. One of the participants (PR4,) stated:

> *"The corporate management oversee the entire leadership of the hotel chain, the general manger is appointed by the corporation, but owners of the hotels have a significant influence in hiring and getting rid of general managers at any point of time, so the general managers try to satisfy the demands of the owners and adhere to their terms and conditions.*"

### 7.3.2 H2: Complexity Leadership Positively Impacts Organisational Learning

OL taking place under the influence of CL involves raising questions, experimenting, investigating results and discussing the deviations between expected and actual outcomes in the CAS. Moreover, this situation indicates that an effective application of CL stimulates the learning practice of the organisation. Mendes et al. (2016) state that adaptive tension and interaction among enabling, administrative and adaptive functions of the CL shape the nature of OL. In addition, it is known that CL has a direct relationship with team or group learning and it enables collaborative learning (also associated with group innovation) in which employees comprehend and share knowledge among themselves using their contact and interdependence. Furthermore, the organisation's absorptive capacity is increased by collaborative learning as a new knowledge is acquired and used.

The direct effect of CL on OL is the other hypothesis explaining the relationships among the constructs of the study. The structural model in Figure 7.1 shows that there is a positive and significant relationship between CL and OL. This significant relationship is indicated by the standardised coefficient of b= 0.14, t-value or critical ratio=5.6, and $p<0.001$. Consequently, it is understood that H2 which states that CL has a positive impact on OL is supported based on the indicated results. In addition, like TL, the various aspects of OL are also shaped and impacted by CL in the four cases of the study in which 59% of the variation in OL in the four hotels is explained by the predictor variables such as CL (it is noted that the squared multiple correlation or $R^2$ score of OL is 0.59).

The two indicators of CL (generative and administrative leadership) have a different level of impact on OL. The standardised beta coefficient for the relationship between generative leadership and OL is 0.28, whereas the beta coefficient for the relationship between administrative leadership and OL is 0.4. The relationship of OL with both indicators of CL is significant with $p<0.001$. In addition, the $R^2$ score of OL is 0.59, i.e., CL is one of the predictors expressing 59% of the variation in OL.

As shown in the structural model (Figure 7.1), the direct impact of complexity leadership on OL is less than 0.2 (b=0.14) which indicates that, like TL, the variation on CL style is less than one-fifth and has almost similar impact on the practice of OL in the four hotel chains. In order to

comprehend the low impact of the CL style on OL, the researcher analysed the different aspects of CL and its impact on OL based on the qualitative data which was collected in the interview sessions.

The impact of CL on OL is not the same in the four international hotel chains (Hilton, Sheraton, Radisson and Hyatt). The beta coefficient of CL and OL for Hilton was 0.11, whereas these scores for Sheraton, Radisson Blu and Hyatt were 0.2, 0.36 and 0.14 respectively. These scores show that the role of CL for improving OL in Hilton was the lowest. CL had a better impact in Radisson Blu than other cases in influencing the practice of OL as its beta coefficient (0.36) was far better than the other three cases. Moreover, the variation of CL's impact on OL among the four-case organisation was also found to be significant.

Tourish (2019) acknowledges that CLT is attracting wider attention in the study of organisations, but its application in investigating the concept of leadership is only at the initial stage. Furthermore, in their empirical literature review of leadership and OL, Do and Mai (2020) state that there was no empirical study which had investigated the relationship between CL and OL. However, Hazy and Prottas (2018) and Khan et al. (2021) conducted empirical studies on the relationship between CL and other constructs which are not relevant for this study. Accordingly, it is fair to say that the results or findings of this study are potentially breakthrough in illustrating the possible relationship between CL and OL.

**Analysis of qualitative data pertinent to CL and OL**: the analysis is presented in light of different themes in the following successive paragraphs.

7.3.2.1 Encouraging followers to generate novel ideas

One of the main features of CL and TL is encouraging the followers to generate innovative ideas and approach any problems in a unique way. The participants were asked during the interview sessions to express their impressions of the performance of the leadership in their institution in encouraging employees or followers to generate novel ideas to deal with their problems and rethink the old thinking. The response of the study participants shows that the leadership do not effectively encourage employees to contribute their innovative ideas and employees are always informed to implement what is cascaded from the top management.

In addition, the participants highlighted that employees also have no interest in contributing their innovative ideas to their respective organisation other than carrying out their assigned duties as they engage in part-time works in other institutions and thus, they have no spare time and energy to engage in those activities which would revolutionaries the old thinking and ways of doing things. In general, the participants agree that the leadership in the four selected hotel chains are not up to the standard in terms of empowering their employees to reflect innovatively and offering creative techniques to deal with unsolved issues and rethinking concepts never examined previously.

7.3.2.2 Promoting opinion diversity and collective decision-making

As part of assessing the other dimensions of the CL approach, the participants were also invited to air their views on the effort of the leadership in their respective organisations in encouraging a diversity of opinions and collective decision-making and the impact that this effort of the leaders had on the commitment of employees. The summary of the responses from the majority of participants shows that the top-down approach being used by the organisations in cascading instructions and directions prevented any possibility of using the opinions of the employees in the decision-making process. In contrast to this finding of the qualitative study, more than half of the participants in the quantitative phase of the study replied affirmatively to or were undecided on the item of "the leadership interaction promotes opinion diversity". It is understood that the majority of participants who rated "undecided" might also have "disagreed" which was another option for rating the item of opinion diversity.

In order to build on the above the understanding of the issue of opinion diversity and delve into the detailed aspects, the participants were also asked how organisational goals were set by considering the diverse opinions of employees, promoting collective decision-making and their evaluation of the leadership in taking an action on any actors that can spoil the achievement of organisational goals. The responses of the participants are not different from what was stated above as employees are supposed to put in place what they are instructed by their supervisors rather than making a collective decision and mostly no consideration is given to engage employees to be part of the decision-making process, nor do employees show any interest to be part of it. In addition, it is understood from the responses of the participants that the organisations did not tolerate any employee who would be a stumbling block to other employees in carrying out their routine activities or achieving the larger organisational goals.

#### 7.3.2.3 Motivating employees

Encouraging employees to assume responsibility and dedicate their best efforts to achieving the common goals of organisations is another feature of CL and TL. The participants explained that the overall assessment of the leadership effort in stimulating employees to be self-sufficient was not satisfactory, but their efforts to push employees to the achievement of the overall goals of the organisation was very strong. One participant (PS6) stated:

> *"The goals of international hotel chains are set primarily focusing on their customers (including local and international customers) and thus, employees are always expected to serve their customers using the best service delivery methods and employees are pushed to their limit towards the achievement of these goals as the best satisfaction of the customers is considered as the achievement of the major goal of the organisations."*

Furthermore, the participants stated that any attempt that could upset customers would need to be rectified straightaway so much so that a single failure of employees would not be tolerated as part of the leadership effort to offer a painstaking and flawless service to their customers.

#### 7.3.2.4 Support of the leadership for knowledge acquisition

Standard operating procedures (SOP) in the hotel sector provide guidelines, techniques and criteria which are required for institutions to carry out their day-to-day activities and succeed in the achievement of the goals of an organisation. The SOP offers significant advantages to organisations by reducing errors, increasing productivity, and fostering a safe working environment. Furthermore, the SOP has the benefit of creating procedures on how to deal with problems and resolve difficulties. As understood from the responses of participants, all the case organisations developed and used an organised SOP to measure the quality of operations including such things as the allowable number of rings for telephone calls, the cotton level of the bed sheets and ways of making beds or serving guests with different background. Thus, these documented materials serve new employees in easily acquiring information on how hotel activities are conducted.

#### 7.3.2.5 Leadership qualities in dealing with challenges

High employee turnover or high movement of employees among hotels, low educational qualifications of employees and supervisors, an unstable environment including the political precariousness in the country are some of the challenges which were mentioned quite frequently by almost all participants. In addition, many of the participants reiterated the fact there was a limited number of professionals in the hotel sector. Experienced employees in the hotel sector had low educational qualification and little effort was exerted across the hotels to improve the unfavourable status of the sector. One participant specifically mentioned that employees' trust in the leadership to run the hotels effectively and motivate them to improve their status was low as there was a widespread belief among employees that their leaders were not purely hotel professionals, lacked adequate educational preparedness and had little prior hotel leadership experience.

#### 7.3.2.6 Methods of knowledge acquisition

Employees may acquire knowledge in different ways. The participants were asked to explain the practice of knowledge or information acquisition in their respective institutions. The participants stated that employees were given the opportunity to attend different types of training programmes, workshops and conference in which they could acquire new information and knowledge about the sector and their profession. One of the participants (PHY5) stated:

> *"Employees regularly used to attend training locally and abroad, but after the COVID 19, many of the trainings are being given online which diminishes the benefits of acquiring more knowledge through attending the training physically. The training opportunity is abundant and if it was offered through consideration of the specific need of employees, it would have been a good platform for employees to get more knowledge and build their capacity."*

Creating a good partnership with other establishments was another platform for exchanging best practice and acquiring the relevant knowledge. The participants explained that it was common practice in the hotel chains to get information about the status of their competitors through market intelligence. Moreover, hotel managers met occasionally to discuss issues in the sector which served as a good platform to share their experiences. The associations particularly helped the hotels

when the government instructed them to implement specific regulation. However, one participant (PS4) stated:

> *"The hotel chains do not get along each other, but they establish a good relationship with their suppliers, financial institutions and other stakeholders of the sector"*. Another participant was also quoted as saying *"the hotel association is not a strong establishment, if it were, it would have been a good platform for hotels to get together and exchange their experience and acquire applicable knowledge."*

Acquisition of information or knowledge is a starting point for OL and conducting a survey or engaging in research is one of the tools for knowledge acquisition. The participants were probed about the role of research and development centre for the acquisition of knowledge in their respective organisation. Almost all participants emphasised that there was no a established centre for research and development. Instead, marketing intelligence and marketing surveys which were conducted in a fragmented way served as the major source of information for the hotels. One participant (PS2) specifically stated that *"In order to get the status of our competitors and other actors in the sector, our hotel makes use of booking.com which provides rating level, occupancy rate and other information indicating the status of hotels."*

Learning organisations have a coordinated and creative research and development centre and their centres are governed by resourceful policies and procedures. Accordingly, those organisations without this sort of centre lack one of the most essential element or components of OL.

7.3.2.7 The support of leadership in distribution of knowledge

Knowledge distribution is the other important stage of OL in which the acquired information is disseminated to members of an organisation. Knowledge distribution is also believed to be a determinant of the manifestation and scope of OL. One technique for distributing knowledge or information is holding meetings to educate employees of an organisation about innovations and new ideas. The participants reflected that holding a meeting exclusively to orient and educate employees about new information and ideas was not a common practice in the chain hotels and they mentioned that there was no structured way of disseminating knowledge and new information among members of the organisations.

Holding discussions in different forms in order to exchange best experiences and new information among employees is another method to share knowledge with employees. It is understood from the reflection of the participants that no initiatives were taken by the leadership to encourage employees to engage in various forms of discussions to share their experiences with their colleagues. One participant (PHI2) stated:

> *"The concern and approach of the leadership in the international hotel chain is not characterised by making collective discussion, nor stirring employees to exchange their perspectives. Rather, employees are just expected to embrace views and perspectives of the top management and work accordingly."*

However, almost all participants agreed that employees made use of informal lines of communication to exchange their views and share best practices and other emerging issues with their colleagues. In addition, it is understood from the response of the participants that proper methods to share the best practices and relevant knowledge with employees were not clearly established, neither did the leadership take any initiatives to work on this.

### 7.3.3 H3: Transformational leadership Positively Impacts Organisational Culture

The positive impact of TL on OC is another hypothesis of this study. There are many research findings supporting the impact of transformational leadership on culture of organisations. Pradhan et al. (2017) emphasise that lack of autonomy and participation in decision-making process may decrease the employees' psychological empowerment and these problems occur because of the inflexible culture of organisations. Consequently, transformational leaders can solve this problem through establishing a more malleable and open OC. In addition, Pradhan et al. (2017) state that the positive relationship between OC and leadership style has been well established and the leadership behaviour largely affects the OC.

The impact of TL on OC is also illustrated in the structural model of the study (Figure 7.1). The structural model shows that there is a positive and significant relationship between TL and OC. The standardised beta coefficient is 0.23, with CR or t=5.6, and $p<0.001$. All the three values indicate that H3 is supported, i.e. the hypothesis which states that TL has a positive impact on OC is supported based on the results. The results indicate that the OC in the four hotels is partly

influenced by TL. The $R^2$ score of OC is 0.18 which indicates that 18% of the variation in OC is explained by the predictor variables such as TL and CL.

OC is the foundation of many organisations' identities and is considered as a requirement in effectively accomplishing objectives of an organisation. A strong culture, which can be shaped by leadership of an organisation, stimulates job satisfaction, improves performance of employees, cherishes innovation and augments the efficiency of employees and organisations at large. Tran (2021) states that job satisfaction or dissatisfaction of employees is considered as a function of OC.

The negative or positive impacts of OC can be illustrated based on the strong or weak nature of culture in organisations. Warrick (2017) states that a strong OC affects and shapes the behaviours and actions of employees, whereas a weak OC is characterised by inconsistent and unclear organisational norms and values. In addition, Pujiono et al. (2020) state that the behaviour of employees is effectively directed and their performance is enhanced in the organisation with a strong culture.

The quantitative study used the DOCS model's four components of OC (consistency, mission, adaptability and involvement) to investigate the culture of the four case organisations. The qualitative study considered these four components of OC and the major results of the quantitative study.

As the quantitative data analysis indicates, the direct effect of TL on OC is not the same in the four cases of the study. As indicated in the standardised beta coefficient (0.49) the impact of TL on OC for Sheraton is better or stronger than the other three case organisations. On the other hand, the beta coefficient of Hilton (0.19) illustrates that the positive impact of TL on OC is the weakest among the four cases. Finally, in the context of Radisson Blu and Hyatt, the positive relationship between the two variables varies to some extent as the beta coefficient of Sheraton is 0.4 and that of Hyatt is 0.34.

The result of this study on the positive impact of TL on OC is inconsistent with many other research results. Cho et al (2019) state that the manifestations of OC such as employees' sense of belongingness to their organisation and their emotional attachment is nurtured by the behaviour of transformational leaders. In addition, according to Afsar and Umrani (2019), TL plays a significant

role in nurturing the interpersonal capability and scholarly expertise of employees, stimulating innovative working behaviour and promoting the culture of organisation.

Moreover, Pradhan et al. (2017) emphasise that lack of autonomy and participation in decision-making may decrease the employees' psychological empowerment because of the inflexible culture of the organisation. Consequently, transformational leaders can solve these problems through establishing a more flexible and open OC. In addition, Pradhan et al. (2017) state that the positive relationship between OC and leadership style is well established and the leadership behaviour largely affects the culture of organisations.

***Analysis of qualitative data pertinent to TL and OC***: the following successive paragraphs focus on explaining the different aspects of OC including the weak and strong cultures in relation with the leadership behaviours of the selected case organisations and explain the results of the first phase in the process.

7.3.3.1 Autonomy

Autonomy given to employees in handling their assigned tasks and the effort of organisations in empowering employees to be self-sufficient and more competitive is a manifestation of a strong OC. These ideas were discussed with the participants in which they elucidated that the leadership approaches in the case organisations did not allow employees to exercise their discretion in executing the assigned responsibilities. One of the participants (PHY3) stated:

> *"It seems that the leadership in general believe that providing greater autonomy to employees to have more say in the decision-making process will have an adverse impact on operations of the organisations as it is believed that employees do not carry out their assigned duties responsibly and failure to strictly oversee each and every step of employees' action may end up with mediocre service delivery which will potential disappoint customers."*

In addition, the responses of the participants in general indicated that employees' autonomy was limited or non-existent in terms of determining their own timetable, deciding on convenient methods of doing their jobs, setting agendas and taking an active role in executing a day-to-day activity of the case organisations.

It was the view of almost all participants that in the absence of employees' autonomy in their assigned duties and in their attempts to interact each other, the result would not be impressive and thus, the OC might be weak. In addition, it was the opinion of the participants that this weak OC was manifested in terms of lower employment engagement, high turnover of employees and poor commitment of employees to the realisation of the visions of the case organisations.

#### 7.3.3.2 Organisational values

Organisational values are guiding philosophies providing an establishment with clear objectives. Common values shared by employees of an organisation is an illustration of the existence of a widespread and strong OC. Sharing common values contributes to the efforts of achieving the common goals of organisations as these shared values set the tone for elevating the enthusiasm among members and institute a strong bond among leaders and followers. In the discussion of organisational values, the participants believed that organisational values were always set by the top management without considering the feelings or capacity of employees and it was incumbent on all employees to strictly adhere to these values. One participant (PHI5) stated:

> *"Organisational values can be common values for all members when they are set after thorough consideration of the interest and proficiency of employees. However, in complete contrast of this approach, employees are strictly instructed to adhere to those values set by the top management, and dissenting behaviours would be reprimanded."*

#### 7.3.3.3 Employees feedback for organisational values

Organisational values provide employees with direction and assist organisations to effectively oversee their interactions with employees, customers and other stakeholders of the organisations. In the assessment of organisational value, one of the participants (PS1) stated:

> *"The leadership have less interest to acquire feedbacks from employees and establish a very rich description of each core-value, fail to recognise employees who already live the organisational value and share hands-on experience, do not cooperatively contemplate about how the organisations inspire the personification of organisational value."*

#### 7.3.3.5 Employee empowerment

Employee empowerment is a fundamental feature of a strong OC. When employees are empowered, they are able to make independent decisions and to assess any perspectives free from coercion and pressure. In responding to this issue, the participants made it evident that employees largely felt that they were disempowered, disenfranchised and marginalised so much so they were scared of making the smallest possible decisions on their own. Specifically, one participant (PR4) stated:

> *"Lack of efforts from the leadership to empower employees and the focus of leadership on micromanagement have a deleterious impact on employees as they are scared of tackling hard-hitting challenges on their own and fail to identify the root cause of the challenges and they are not able to come up with the viable proposal to tackle the problems."*

### 7.3.4 H4: Complexity Leadership Positively Impacts Organisational Culture

The empirical evidence which supports the impact of CL on OC is very limited or non-existent. Rosenhead et al. (2019) point out that the empirical evidence on the leadership actions based on complexity ideas is inadequate and a significant number of CL-related studies have not been empirically tested and appear to be theoretical. Accordingly, the relationship between CL and OC is established by considering the characteristics of other leadership behaviours because many leadership styles positively affect the various aspects of OC, and CL is not an exception. Consequently, the researcher hypothesised that both CL and TL have a positive association with OC.

The direct effect of CL on OC is the fourth hypothesis of the study and one of the five hypotheses which explain the direct impact of constructs in the study. As demonstrated in the structural model (Figure 7.1), there is a positive and significant relationship between CL and OC. This significant relationship is illustrated by the standardised coefficient of b= 0.21, t-value or critical ratio=5.58, and $p<0.001$. These three values show that H4 which states that CL has a positive impact on OC is supported. In addition, like TL, the various aspects of OC are also shaped and impacted by the CL in the four cases. However, CL does not have a more robust relationship with OC than TL.

Like TL, the impact of CL on OC is not the same in the four hotels. Like TL, the beta coefficient of CL and OC for Hilton is 0.16, whereas the coefficient for Hyatt is 0.2 which is a little better than the coefficient for Hilton which is also the lowest score among the four hotels. The beta coefficients for Sheraton and Radisson are 0.3 and 0.44 respectively indicating that the relationship is positive and significant. These scores show that the impact of CL in shaping OC ranges from 0.16 to 0.44. In addition, the $R^2$ score of OC is 0.18 which indicates that 18% of the variation in OC is explained by the predictor variables of complexity and transformational leadership.

As mentioned in the discussion of H2 (the relationship between CL and OL), the impact of CL on other factors is not supported by some studies as there is a lack of empirical study in this regard. Similarly, the results of this study on the positive relationship between CL and OC cannot be confirmed by other studies because the empirical studies in this area are limited or non-existent. The recent works of Hazy and Prottas (2018) and Khan et al. (2021) focused on the relationship between CL and entrepreneurial orientation and other factors which are not specifically related to this study.

The interviews conducted with the participants addressed various aspects of the CL and OC. These discussions enabled the researcher to comprehend more about the results of the quantitative study. This discussion shows both strong and weak aspects of OC and the roles of the leadership in shaping the culture of organisations in the four cases of the study as presented and illustrated in the preceding section for the relationship between TL and OC.

***Analysis of qualitative data pertinent to CL and OL***: the analysis is presented using the following different themes.

7.3.4.1 Employee empowerment

The tendency of leadership to empower employees is helpful in terms of supporting employees to build their confidence and develop high self-esteem. As understood from the responses of the participants, the leadership at large does not have a strong belief that employees have the power, imagination or capability to manage their own jobs. This perception of leadership might be the reason for their close supervision and micromanagement. In addition, the effort of the leadership in assisting employees to be more competitive and active in team work was criticised by the

participants and they were not encouraged to engage keenly in efforts achieve the common goal of the organisations.

7.3.4.2 Environmental assessment

Assessment of the environment is a good way for organisations to identify their strengths, weaknesses, opportunities and threats. Leaders play a significant role in observing the external and internal environments, forestalling changes and reacting promptly to the changes. In an effort to articulate their ideas about this issue, the participants stated that the leadership supervised their operating environment by gathering important information that could potentially affect the future of an organisation. Market surveys, feedback from suppliers and customers, performance evaluation results of employees, and different publications were some of the sources of information that organisations use in order to identify factors influencing their operations. In addition, the participants explained that the measures taken by the organisations were swift in dealing with customer-related complaints and feedback of regulatory bodies. Moreover, the findings of market surveys and the information acquired from marketing intelligence served as a base to properly respond to changes taking place in the sector and use opportunities identified in the process.

7.3.4.3 Role of leadership in customer satisfaction measurement

One indicator for the existence of strong OC is the ability of an organisation to assess and meet the needs and interests of customers. All participants explained that customer satisfaction or guest experience was the most significant element in determining the revenue and reputation of the hotel business. The participants stated that the guest experience or level of customer satisfaction was measured by using several techniques such as customer satisfaction scores (measures the overall satisfaction of customers with respect to service, room, convenience); customer surveys (feedback from customers); online ratings and reviews (observing Booking.com and TripAdvisor to acquire critical and constructive views of customers); and guest feedback forms (feedback from customers using forms at the front desk or in their rooms). In addition, social media, feedback from employees and other techniques were used to measure the customer experience and identify the gaps in serving their guests.

#### 7.3.4.4 Role of leadership in teamwork

Operators in the hotel sector put their faith in the success of their teams across all working units. In the people-oriented hotel sector, teamwork is indispensable to the accomplishment of organisational goals. The participants explained that employees took the initiative to build team harmony on their own with the help of their informal groups, and as a result, they were equipped to deal with uncertainties. Some participants further stated that their informal approach to teamwork and the trust developed in the process enabled them to share their know-how, brainstorm novel ideas and support each other in demanding circumstances. Furthermore, the participants were in agreement that teamwork made a positive contribution as it enhanced the ability of employees to exchange information promptly, offer beneficial opinions and address problems speedily. One participant (PHI3) stated that *"Nurturing a collective method to teamwork guarantees employees to tackle some challenges such as eleventh-hour cancellation of booking, unexpected surge in booking, unfulfilled orders of customers, etc."*

However, almost all participants mentioned that leadership was always watchful of informal groups and the attempts of these groups to influence the normal operations of the hotels.

#### 7.3.4.5 Cooperation and participation of employees

The cooperation of employees and management is required to develop a commitment and advance creativity within work groups. For this purpose, employees ought to be given opportunities to articulate their understanding of various issues which can contribute to the achievement of the common goal of an organisation. As pointed out by many of the participants, employees' opinions are not usually considered in making management decisions and no significant effort is exerted to make the leadership more participatory so much so that employees believe that their responsibility is to accept instructions and do as they are told. In addition, hotel management corporations in chain hotels request different units to prepare their annual budgets based on the preceding year's plan and collect their budget proposal, but the final decision on this sort of issue can only be determined by the top management. Some participants strongly stated that that departments work towards the achievement of their specific unit goals without integrating their activities with other departments or units. For instance, the Food and Beverage (F&B) unit worries only about the

achievement of their department goal, rather than aligning this with other units such as reception or human resources.

7.3.4.6 Team work and employee representative

Employees can effectively resolve their issues and disputes in the workplace, when they come together and work collectively as a team. As described by the participants, an attempt to become a voice of employees on matters of pay, working conditions and other benefits is considered as a dissenting behaviour and is promptly repressed. One participant (PS5) stated the following:

> *"Representative of employees take part in management meeting, but employees believe that these representatives are handpicked by the top management to serve their interest. In addition, the chosen representatives are asked by their supervisors to meet employees weekly or monthly and serve as a liaison and collect the complaints and grievances of employees, but satisfying answer is hardly given by the top management."*

7.3.5 H5: Organisational Culture Positively Impacts Organisational Learning

Generally, scholars agree that OC positively stimulates and affects OL as long as the acquisition and usage of knowledge complement the values and norms of organisations. The relationship between OL and OC has been investigated by some scholars and according to the study conducted by Oh and Han (2020), there is a strong and positive relationship between OL and elements of OC.

Alsabbagh and Khalil (2017) found that OC significantly impacts OL which indicates that learning in organisations is driven by a conducive OC. In a study that investigated the effect of collaborative culture and knowledge sharing on OL, Nugroho (2018) found that a collaborative culture has a significant and positive impact on OL, which indicates that the practice of OL is improved as organisations embrace an all-encompassing collaborative culture.

OL involves knowledge acquisition, interpretation and distribution and retention of the information for further use to improve the performance of organisations. Acquisition of knowledge indicates the process of obtaining information or knowledge by members of organisations, information distribution refers to the process of sharing the information acquired from various sources among employees to create new understanding. Moreover, information interpretation is

understood as giving different acceptable interpretations to the distributed information, and finally, organisational memory is described as a means of storing the interpreted knowledge or information for future use.

The results of the study reveal that OC has a direct effect on OL. The positive and significant relationship between the exogenous variable (OC) and the endogenous variable (OL) is indicated in the structural model. The standardised beta coefficient for the relationship between the two constructs is b= 0.6, CR or t= 4.2, and $p<0.001$. Accordingly, the three values indicate that H5 (the positive impact of OC on OL) is supported. In addition, the results indicate that apart from TL and CL, the learning practice of the four cases is also influenced by their OC. Moreover, the $R^2$ score of OL is 0.59 which indicates that OC and the other two predictors (TL and CL) explain 59% of the variation in OL.

As presented above, the overall standardised beta coefficient is 0.6. However, the influence of OC on OL is not the same across the four case organisations. The standardised beta coefficient for Hilton is 0.13, and 0.14, 0.2, and 0.5 for Sheraton, Radisson and Hyatt respectively. These four coefficients explain that the relative strength of relationship between OC and OL is better in Hyatt compared to the other three, whereas the strength of the impact is the least in Hilton with beta coefficient of 0.13.

The above result is also supported by the research findings of other studies. For instance, Hosseini et al. (2020) used the DOCS model and Huber's OL model to investigate the relationship between the two constructs. These two models are similar to the models chosen by the researcher of this study to conceptualise the two constructs. Hosseini et al. (2020) indicate that with 95 percent confidence level, the relationship between OC and OL is significant. In addition, Alsabbagh and Khalil (2017) state that based on the values it promotes, OC may smooth or can be a stumbling block for the learning process of organisations. However, different studies have come up with divergent results in this regard.

The interviews addressed the relationship between OL and OC. These discussions enabled the researcher to comprehend more about the results of the quantitative study. This discussion shows both strong and weak aspects of OC and the impact on the learning practice of the four cases in the study.

**Analysis of qualitative data pertinent to OC and OL**: the discussion is presented in light of different themes in the following successive paragraphs.

7.3.5.1 Training and knowledge acquisition

As part of building the capacity of employees and augmenting the performance of organisations at large, employees are given the opportunity of attending different training programmes and workshops. The participants mentioned that hotel chains have a standardised approach to training, disseminating the knowledge gained in the training or arranging workshops for employees, but the support of management in each hotel for effective implementation is not up to par. On the other hand, the participants claimed that the training packages offered by the hotel chains in many countries are similar and do not take into account the local context. Language barriers in Ethiopia is a major factor which makes the knowledge acquisition effort more difficult. For example, one participant (PHI3) stated the following:

> *"Trainings given to employees of the hotel chains operating in Kenya by the hotel management firms may not easily be understood by employees in hotel chains in Ethiopia as English is not their mother tongue like the Kenyan and thus, translation of manuals and other texts is required to smooth the process."*

Furthermore, it was stated by some participants that the employees felt that knowledge-based training only have minimal impact in improving their performance, and as a result, employees were unable to comprehend the benefit of the training in their daily routines. In addition, some participants explained that some employees undertook the training and attended workshops only for the sake of certification.

7.3.5.2 Common values and optimism

When employees share common values which create and nurture a feeling of attraction and optimism, the projected future condition of organisations gives direction to employees and it becomes attractive and shared by all members of the organisations. This is a manifestation of a strong OC. As described by the participants, the leadership of their hotel establishments is far from promoting a friendly working environment for members and, as a result, there is less optimism from employees about the future of their organisations. In addition, the participants stated that

there is virtually no chance that various divisions of their organisations can work together to achieve the common goal without the intervention of the top management and their immediate supervisors. Furthermore, almost all participants indicated that members of the organisations were expected to adhere to the very strict procedures to serve their customers and to carry out any other assigned duties. It was incumbent upon the employees to regard the instructions of their supervisors as the only right way of discharging their responsibilities.

7.3.5.3 Strategic objectives and articulating the objectives:

Hotel establishments with a good strategy management system have a good chance of success, can nurture a robust management team which can make better decisions, digitalise their working process and transform their entire operation. In addition, the strategic plan of organisations is the best way to establish guidelines and roadmaps in light of their vision, mission, strategic objectives and values. In relation to the above issues, the participants were asked to discuss the existence of exciting strategic objectives expressing the clear purpose of the organisation and the ability of the leadership in articulating the strategic objectives to members of organisations. The participants stated that the strategic objectives are generally customer-centric aiming at offering first-class service with the purpose of creating a comfortable and welcoming environment for them without much focus on the empowerment of employees or building a conducive working environment.

7.3.5.4 Knowledge acquisition and environmental analysis:

The hotel chains conduct competitors' analysis every quarter with the aim of forecasting the occupancy rates every month; the occupancy differences between a hotel and its competitors; the performance of hotels in hosting guests of major events (like guests of African Union meetings and other international events); or rates (payment of the service) in different hotels. The findings of the surveys and the status of the hotels are communicated to the general managers for their actions. Taking action is necessary to remain competitive and meet the stringent requirements of regulatory bodies, which conduct thorough evaluations, including inspecting kitchen equipment, the cleanliness of televisions and other items, and occasionally employing mystery shoppers to assess the performance and condition of hotels.

7.3.5.5 The culture of introducing novel ideas

The effort of organisations in creating awareness about changes and encouraging employees to incorporate these changes into their day-to-day activities is a manifestation of an effective practice of OL. Regarding the current status of the case organisations on this issue of change, the study participants indicated that the hotels have made some efforts to identify new and emerging issues through various mechanisms, such as market intelligence. These efforts have been considered in reforming their service delivery processes and implementing relevant measures to address any observed gaps in the overall system. However, one participant (PS2) stated that *"Employees don not actively engage in the process of identifying emerging issues and incorporating in their jobs as these activities are not well structured and they are done in a disjointed way."* Another participant (PHY1) stated that *"Employees are not encouraged by their supervisors to introduce fresh opinions in their jobs, nor do employees have an interest to exert more effort to modernise and incorporate something new in their routine."*

7.3.5.6 The culture of knowledge acquisition and distribution:

In an effort to acquire knowledge or information, employees may participate in different meetings, conferences and training workshops. The practice of information acquisition in light of these methods was also discussed with the participants in which they stated that employees and supervisors regularly attend meetings, workshops, and other events which provide a good opportunity to acquire important information about the hotel sector and how different actors are operating in the sector and other sectors of the economy. However, one participant (PR5) was quoted saying as follows:

> *"There is no a predetermined or structured way of gathering the relevant information from the different events attended by employees and thus, the process of acquiring information in this context largely fails to be as successful as it should be."*

Customer surveys and performance reviews are two of the formal methods where organisations can learn from the feedback of customers and from the performance evaluation result of employees. The participants reflected on these mechanisms of acquiring knowledge and learning more to improve the performance of their organisations. An overwhelming majority of the

participants stated that these two methods were the most widely used mechanisms to acquire information about customers, employees and services delivered to their customers. The comments of any customers on the service delivery or on any other issues were always given priority by the leadership and prompt feedback was given by the responsible body of the organisations. In addition, performance evaluations were regularly conducted to identify the performance gap of employees and the results were communicated to employees, despite employees often expressing their concerns about the objectivity of the evaluation criteria and evaluators. One participant (PHI3) stated:

> *"Employee recruitment is carried out sometimes with the willingness of managers without considering objective criteria and employees' evaluation is conducted subjectively so much so employees are evaluated based on the factors which are beyond their control, for instance, a human resource manager might be made responsible solely for employees' turnover."*

7.3.5.7 The practice of knowledge interpretation

After the acquisition and distribution of information, the next stage in the OL process is interpretation of the information which implies giving meaning to the disseminated information, and developing a common comprehension of ideas. Different departments may develop the same interpretation of the information but sometimes the information can be interpreted differently. Almost all participants expressed that giving a common interpretation to the disseminated information and comprehending the issue from a single perspective was a default position in the case organisations as plurality of opinions was not promoted in the hotel chains.

As opposed to the similarity of interpretation of the information, developing a variety of interpretation and promoting the various understanding of units of an organisation opens the room for more and better OL. A variety of interpretations may lead to a better and more complete understanding of issues and can empower cooperation among members of organisation but there is also the possibility of hampering cooperation. In both cases, a change in potential behaviours is observed which is the manifestation of OL.

#### 7.3.5.8 Organisational memory

Well-organised organisations have their own databases to retain information which can be retrieved for later use which refers to the organisational memory aspect of OL. As reflected by the participants, the hotel chains were generally rated as good in terms of establishing a good database to keep important information and digitalised platforms were used to keep the information which made the retention of information more reliable. One participant (PS7) stated that *"The databases are reliable and well-organised and they are a good platform to keep and access enormous amounts of data about their customers and other actors of the sector".* Another participant (PS2) stated that *"Probably data retention is a good aspect of OL in the hotel chains as the databases keep track of and retain important data pertinent to several issues such as pricing, reservation, booking, inventory, behaviour and preference of customers and so many other issues".*

An effective organisational memory depends on several factors, including the retention of skilled human resources, the preservation of essential information for future use, and the clear and unambiguous identification of where information is stored. As articulated by many participants, there was a high turnover of employees specifically in the international hotel chains and in the hotel sector at large and thus, the hotels were suffering from the enormous loss of organisational memory. In addition, one participant (PHI4) stated the following:

> *"There is sometimes recklessness in terms of storing some important information which may satisfy the future needs. For instance, how a problem with a given customer was dealt, what approach was used to deal with the concerns of employees and managers, etc. are not well documented and thus, employees would struggle in the future on how to approach these circumstances.*"

On the other hand, almost all hotel chains effectively stored pertinent information which could be used to satisfy the reporting requirements of regulatory bodies as it potentially affected their existence and determined their status in the hotel sector.

### 7.3.6 Summary of the Direct Impact Analysis

The five hypotheses discussed so far address the direct impact of one variable on the other. The impact of CL and TL on OL was found to be positive and significant. However, the beta coefficient

for each relationship was less than 0.2 which does not reflect a strong impact of the two leadership approaches on OL. However, relatively, a strong impact of OC on OL is observed with a beta coefficient of 0.6. Table 7.4 provides a summary of results for the direct impact analysis of the constructs in the five different hypotheses.

*Table 7.4*

*Results of hypotheses for direct impact analysis*

| **Hypothesised relationships** | **Standardised estimates** | **CR or t-values** | **Squared multiple correlations ($R^2$)** | **P-values** | **Decision** |
|---|---|---|---|---|---|
| TL-> OL | 0.16 | 5.5 | 0.59 | <0.001 (significant) | The hypothesis is supported |
| CL-> OL | 0.14 | 5.6 | 0.59 | <0.001 (significant) | The hypothesis is supported |
| TL-> OC | 0.23 | 5.5 | 0.18 | <0.001 (significant) | The hypothesis is supported |
| CL->OC | 0.21 | 5.58 | 0.18 | <0.001 (significant) | The hypothesis is supported |
| OC-> OL | 0.6 | 4.2 | 0.59 | <0.001 (significant) | The hypothesis is supported |

Source: AMOS output

As discussed above, the characteristics of the leadership of the case organisations was rigorously discussed with the participants. As evident in the quantitative study, the respondents rated many of indicators of TL and CL at a mediocre level for such as innovativeness, inspirational motivation, considering the performance difference of employees, promoting opinion differences, tolerating failure of employees and encouraging employees to assume more responsibility. In addition, the results of the quantitative study were explained using the analysis and discussion of the qualitative data. As discussed above, the responses of the participants in the qualitative study complimented many of the results of the quantitative study in which most of the leadership gaps and some of the strengths in light of TL and CL aligned with the results of the quantitative study.

There is a pervasive belief that the competitiveness and growth of organisations depend on their capacity to learn. Moreover, employees develop their knowledge and skills through OL and learning at organisational level plays a significant role for effective operations and helps

organisations in adapting to the contemporary complex working environment. According to Guinot et al. (2016), organisations can create and sustain their competitive advantages through OL. Khurosani (2018) states that various leadership approaches influence and establish OL. Specifically, Salas-Vallina et al. (2017) argue that OL is a function of leadership as the level of inspiration and backing for learning and growth come from the leadership of an organisation.

The results in the quantitative study indicated that the impact of TL and CL on OL in the four international chain hotels is low (the beta coefficients were less than 0.2). In an effort to comprehend the role of leadership in the four case organisations in terms of shaping the learning practice of their organisations, and to understand more about the direct impact of OC on OL, various issues were discussed with the participants in the interviews. The results of the discussions were compared with the results of the quantitative study.

## 7.4 MEDIATION ANALYSIS AND HYPOTHESES TESTING

Out of the seven hypotheses of the study, five of them measured the direct effect of exogenous variables on endogenous variable (TL->OL; CL->OL; TL->OC; CL->OC; and OC->OL). These hypotheses have already been tested and the results indicating the relationship between the variables have been presented in Table 7.4. The discussion in this part deals with the remaining two hypotheses which measured the indirect impact of one variable on the other through the mediating variable of OC. The remaining two hypotheses (H6 and H7) deal with the mediation analysis which is conducted in light of the two exogenous variables (TL and CL) one endogenous variable (OL) and one mediating variable (OC).

H6: Organisational culture mediates the indirect relationship between transformational leadership and organisational learning.

H7: Organisational culture mediates the indirect relationship between complexity leadership and organisational learning.

Baron and Kenny (1986) state that there are some requirements which should be met for a given variable to entirely mediate the relationship between independent and dependent variables. Consequently, mediation exists when the relationship is significant between (A) independent and dependent variables, (B) independent and mediating variables and (C) mediating and dependent

variables. As discussed in the previous section, the relationship between independent variables (TL and CL) and the dependent variable (OL) is significant and positive. The mediation analysis further discusses the these and other relationships between the four variables.

A mediation analysis was conducted on H6 and H7, and Figure 7.2 reflects the results. A mediation analysis allows researchers to evaluate the effect of mediating variables in changing or altering the impact of exogenous variables on endogenous variables. The diagram shows four variables which are represented as observed variables without their indicators. The diagram shows the indirect and direct effects of two exogenous variables, one mediating and one endogenous variable. In addition, a bootstrap analysis was performed using commonly accepted values of 2 000 bootstrap samples and a 95% confidence level.

The model has a good fit as different indices meet the most widely used and acceptable thresholds. The model is not significant as the p-value is greater than 0.05 (the null hypothesis stating that the database fit the model fails to be rejected). In addition, the values of GFI and CFI are above 0.95, and RMSEA is less than 0.08, and MRMR is less than 0.05. Once the model fits the requirements of a good-fit model, the next phase dealt with conducting a mediation analysis and testing the two hypotheses explaining the mediating effect of OC for the relationship between CL and OL and TL and OL.

The researcher used the following four composite variables in order to construct the path diagram for mediation analysis.

OC1=OC

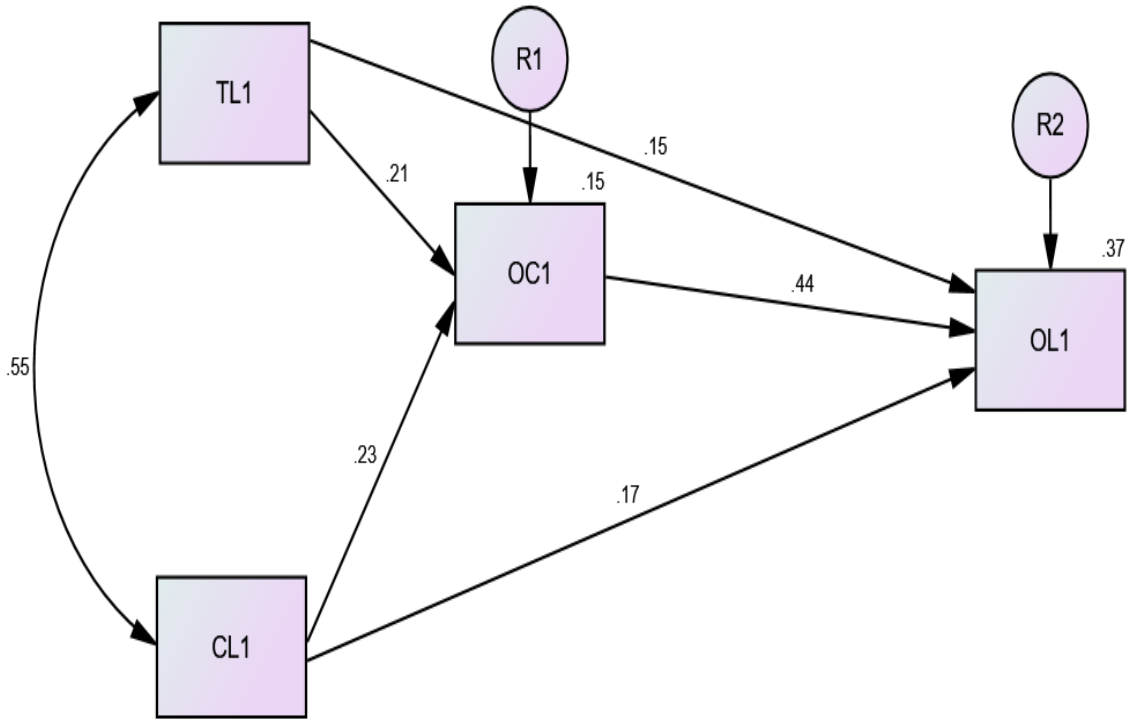
TL= Transformational leadership

CL= Complexity leadership

OL1= OL

**Figure 7.2**

*The Mediating Role of OC in the Relationship Between TL and CL with OL*




(Created by the author using AMOS)

7.4.1 H6: Transformational Leadership is Positively Related to Organisational Learning through Organisational Culture

Leadership has a significant impact on OL according to the majority of research results and the overwhelming majority of studies reveal the strong impact of OC on the learning practice of organisations (See 3.1 LEADERSHIP AND ORGANISATIONAL LEARNING and 3.2 LEADERSHIP AND ORGANISATIONAL CULTURE). In a study in which the DOCS was used to investigate the mediating role of OC in the relationship between OL and leadership style, Hosseini et al. (2020) state that leadership styles (transformational and transactional) had a significant and positive impact on OC. Furthermore, their results revealed that OC had a significant and positive impact on OL. The results of the study showed that OC was affected by the leadership behaviour and affected OL and thus,

the OC mediated the relationship between OL and leadership style or behaviour of the organisational leadership.

The sixth hypothesis of this study (H6) establishes an indirect relationship between TL and OL through OC, i.e., OC has a mediating role in the relationship between the exogenous and endogenous variables. Hosseini et al. (2020) state that TL has a significant and positive impact on OC which in turn has a significant and positive impact on OL. The results of their study showed that OC was affected by the leadership behaviour and affected OL and thus, the OC mediated the relationship between OL and leadership style of organisations.

As Figure 7.2 shows, the beta coefficient for direct effect of TL on OL is 0.15, the indirect effect (through OC) is 0.09, and the total effect (both direct and indirect effect) is 0.24. The direct impact of TL on OL is a bit stronger than the indirect impact (the impact of TL on OL through OC), i.e., $0.15>0.09$. The total effect, which is the aggregate result of direct and indirect effects, indicates that the relationship between the independent and dependent variables is not strong as the beta coefficient for total effect is limited to 0.24.

The direct and indirect effects can also be assessed from the other dimension and as a result, the lower and upper bounds of the total, direct, and indirect effect using the biased corrected percentile method were measured to observe the other aspects of the effect. Consequently, the lower and upper bounds for indirect effect (the effect showing the mediation effect) are found to be 0.07 and 0.12 respectively. These results show that the coefficient for the indirect effect, i.e. the impact of TL on OL through OC can be as minimum as 0.07 and as maximum as 0.12, and this interval indicates that indirect effect can only be between 0.07 and 0.12, and thus, there is no way that the lower limit of the coefficient of indirect effect can be less than 0 which is a confirmation that the indirect effect is significant. In addition, the two-tailed significance for the standardised indirect effect is 0.001 ($p<0.05$) which indicates that the indirect effect of TL on OL is significant and positive. Furthermore, the direct effect of TL on OL in the presence of mediating variable (OC) is also significant with $p<0.001$.

**Table 7.5**

*Results of the first path in indirect impact analysis*

| Hypothesised relationship | Direct effect without mediator | Direct effect with mediator | Indirect effect using bootstrapping |
|---|---|---|---|
| TL->OL | 0.22 with p<0.001 | 0.15 with p<0.001 | 0.09 p<0.001 |

Source: AMOS output

As Table 7.5 illustrates, the direct effect of TL on OL with and without mediating variable is significant. Furthermore, the indirect effect using bootstrapping is also significant and thus, it is understood and confirmed that OC has a mediation effect in the relationship between TL and OC. In addition, according to Baron and Kenny (1986) there should be a significant relationship among the independent, dependent and mediating variables for the existence of mediation between independent and dependent variables. The relationships between TL (independent variable) and OL (dependent variable); TL (independent variable) and OC (mediating variable); and OC (mediating variable) and OL (dependent variable) are significant with p<0.001. In addition, since the effect of TL on OL is significant with and without the presence of mediating variable, it is an indication of the existence of partial mediation of OC.

### 7.4.2 H7: Complexity Leadership is Positively Related to Organisational Learning Through Organisational Culture

There is very limited empirical evidence supporting the hypothesis about the relationship between CL and other constructs, including OL. However, as many empirical results indicate, different leadership approaches have a positive relationship with OL and OC (See 3.1 LEADERSHIP AND ORGANISATIONAL LEARNING and 3.2 LEADERSHIP AND ORGANISATIONAL CULTURE). In addition, CL has some unique features but shares some characteristics with other leadership approaches. Accordingly, the recent studies of Hazy and Prottas (2018) and Khan et al. (2021) on CL and the characteristics of other leadership behaviours or approaches on other outcomes were taken into account to establish the hypothesised relationship of H7.

Frantz and Jain (2017) and Schein (2010) mention that the OC is influenced and shaped by the behaviour and thought of executives or top management. In addition, a well-established OC can

play a pivotal role for successful implementation of OL. Song et al. (2011) state that OC is one of the predominant enablers of OL. Accordingly, leadership behaviours such as CL shape the OC which in turn can have an impact on OL.

The direct, indirect and total effects of the exogenous and mediating variables are discussed in the mediation analysis. Figure 7.2 illustrates the mediating role of OC in the relationship between CL and OL. The beta coefficient for direct effect of CL on OL is 0.17, for the indirect effect it is 0.1, and the total effect is 0.27 (the sum of the direct and indirect effects). These values indicate that the direct effect of CL on OL is stronger than its indirect effect (0.17>0.1). The total effect, which is the aggregate result of the direct and indirect effects, indicates that the relationship between the independent and dependent variables is not strong.

The corrected percentile method was used to measure the lower and upper bounds of the indirect effect of CL on OL. Accordingly, the lower and upper bounds for indirect effect (the effect showing the mediation effect of OC) were found to be between 0.076 and 0.13. These results indicate that the coefficient for the indirect effect, representing the influence of CL on OL through OC, ranges from 0.076 to 0.13. This interval confirms that the indirect effect lies exclusively between 0.076 and 0.13, ensuring that the coefficient cannot be less than 0, thereby validating the significance of the indirect effect. In addition, the two-tailed significance for the standardised indirect effect is 0.001 ($p<0.05$) which indicates that the indirect effect of CL on OL is significant and positive. Furthermore, the direct effect of CL on OL in the presence of mediating variable (OC) is also significant with $p<0.001$.

*Table 7.6*

*Results of the second path in indirect impact analysis*

| **Hypothesised relationship** | **Direct effect without mediator** | **Direct effect with mediator** | **Indirect effect using bootstrapping** |
|---|---|---|---|
| CL->OL | 0.23 with p<0.001 | 0.17 with p<0.001 | 0.1 with p<0.001 |

Source: AMOS output

As Table 7.6 illustrates, the direct effect of CL on OL with and without the mediating variable is significant. Furthermore, the indirect effect using bootstrapping is also significant and thus, it is understood and confirmed that OC has a mediation effect in the relationship between CL and OC.

The relationships between CL and OL (independent and dependent variables), CL and OC (independent and mediating variables), and OC and OL (mediating and dependent variables) are significant with $p<0.001$. In addition, since the effect of CL on OL is significant with and without the presence of mediating variable, it is an indication for existence of partial mediation of OC.

*Table 7.7*

*Overall results of indirect impact analysis*

Total Effects

| | CL1 | TL1 | OC1 |
|---|---|---|---|
| OC1 | .163 | .163 | .000 |
| OL1 | .262 | .262 | .606 |

Standardised Total Effects

| | CL1 | TL1 | OC1 |
|---|---|---|---|
| OC1 | .228 | .211 | .000 |
| OL1 | .268 | .248 | .444 |

Direct Effects

| | CL1 | TL1 | OC1 |
|---|---|---|---|
| OC1 | .163 | .163 | .000 |
| OL1 | .163 | .163 | .606 |

Standardised Direct Effects

| | CL1 | TL1 | OC1 |
|---|---|---|---|
| OC1 | .228 | .211 | .000 |
| OL1 | .167 | .154 | .444 |

Indirect Effects

| | CL1 | TL1 | OC1 |
|---|---|---|---|
| OC1 | .000 | .000 | .000 |

Organisational Learning: Antecedent of TL and CL with Mediation of OC

| | CL1 | TL1 | OC1 |
|---|---|---|---|
| OL1 | .099 | .099 | .000 |

Standardised Indirect Effects

| | CL1 | TL1 | OC1 |
|---|---|---|---|
| OC1 | .000 | .000 | .000 |
| OL1 | .101 | .094 | .000 |

Key: OC1= OC TL1= Transformational Leadership

CL1= Complexity Leadership OL1= Organisational Learning

Table 7.7 portrays the indirect effect of the TL and CL on OL through OC. All values indicate that both CL and TL indirectly and positively affect OL through OC. In addition, both indirect relationships are found to be significant. Accordingly, OC mediates the relationships between the exogenous variables (TL and CL) and the endogenous variable (OL).

As discussed in this chapter, the direct relationships of exogenous and endogenous variables and the indirect relationships through the mediating variable are all found to be significant. However, the impact of exogenous variables on the endogenous variables is not as strong as expected. Accordingly, these issues and other results of the quantitative study were explained in the qualitative study and the following successive paragraphs discuss the impact of TL and CL on OL and its relationship with OC based on the qualitative data.

In order to comprehend the role of TL and CL on the practice of OL, primarily the various facets of OL had to be explained in relation with OC. The discussion clearly explained the entire process of OL in the case organisations in which the responses of the participants demonstrated that the three major activities of OL (information acquisition, distribution, and interpretation) have gaps, whereas the fourth and last activity (organisational memory) has some promising features with some gaps.

The role of leadership (TL and CL) in shaping the learning practice of any organisations is pivotal. When the leadership supports the establishment of an effective organisational culture, it significantly contributes to the creation of robust learning practices, motivating employees for its

implementation, and ultimately achieving productive outcomes. As discussed in different parts of this chapter, the limited roles of leadership in knowledge acquisition, distribution and interpretation are widely observed. The limitations of leadership in fully earning employees' trust, helping them find meaning in their work, enabling them to rethink previously unexplored concepts, promoting learning and experience sharing with other institutions, motivating them to take responsibility, and other leadership traits seem to contribute to the moderate impact of leadership on shaping the organisation's learning practices.

A successful distribution of knowledge in OL can take different forms. For instance, organisations may inspire their employees to participate in various groups and act as a link amongst the groups and thus, employees disseminate relevant information while playing a liaison role in their establishment. As far as this issue is concerned, the participants described that employees are not encouraged to form group, association or any other circle to discuss issues, share information, generate ideas or engage in some activities which can instigate employees to be adamant. One participant (PHY6) mentioned that *"The leadership in most hotel chains are not at ease with any attempt of employees to discuss their issues in group setting on account this predisposition potentially creates a working environment where employees challenge the leadership."*

A good organisational memory enables employees to refer the available information or database to solve their problems and get further information about their works and other engagements. One participant (PS5) stated that *"There is an organised directory of each department which serves customers and any other interested parties in their attempt to easily get the service of their interest and reach out members of organisation."*

The participants' responses suggest that employees show little interest in utilising the available information resources. This lack of engagement appears to stem from their perception that the working environment is not supportive of personal growth, coupled with a lack of motivation to put in extra effort or work enthusiastically toward achieving their organisation's common goals using these resources.

The employees' overall perception of the leadership in motivating employees is virtually the same across the four case organisations of the study. Giving priority and emphasising the importance of retaining motivated employees is meaningfully imperative, but the participants state that they

experience the opposite of this in their organisations as there is no much initiative from the side of their leadership to motivate and retain employees. Mostly, unenthusiastic employees potentially lead to high rate of employee turnover coupled with low productivity levels. Consequently, employees' disengagement becomes predominant in organisations and then, motivating employees for leaders may become a monumental task. All these facts clearly indicate the existence of some weak OC in the case organisations.

The austere approach of the leadership in the case organisations is characterised in a similar way by the participants as many of the participants claim that it is common to observe intimidation of employees, creating insecurity in the working environment to get acceptance of employees, and forming a sphere where getting things done informally. In addition, one participant (PHI3) stated:

> *"Some managers and supervisors in the hotel establishments make use of incendiary words to threaten employees and impose their ideas and potentially, this is believed to be one of the reasons for high employee turnover and for employees to experience unpleasant working environment."*

## 7.5 SUMMARY OF THE CHAPTER

The seventh chapter focused on the findings and discussions of the quantitative and qualitative strands of the study. The approach used by the researcher for presenting the findings and discussion was the weaving method in which the findings of the quantitative and qualitative studies were presented together using a concept-by-concept or a theme-by-theme approach rather than presenting the findings of the two strands separately in different sections.

The structural model of the study was constructed to illustrate the relationships among the exogenous, mediator and endogenous variables. The structural model was the main focus of discussion in this chapter and the discussion of structural model builds on the outcome and model fit of individual and pooled CFAs which was discussed in the preceding chapter. The fit statistics for individual and pooled CFA for measurement model are virtually acceptable. The cause-effect relationship among the four constructs of this study was illustrated in the conceptual framework in which OL is an endogenous variable which is a function of the exogenous variables of TL and CL. In addition, it is assumed that the relationship between the endogenous and exogenous variables is mediated by OC.

The direct impact analysis was conducted based on five hypotheses and the remaining two hypotheses dealt with the indirect impact of exogenous variables (TL and CL) on the endogenous variable (OL) through mediating variable (OC). All the five hypotheses for direct impact are supported by the results of the study and relationships are positive and significant. Moreover, the indirect impact through mediating variable is also found to be significant. In order to comprehend results of the quantitative study, the researcher analysed the different aspects of exogenous variables and their impact on OL using the qualitative data which was collected through interviews. The analysis was presented in the light of different themes in different sections of the chapter. In addition, some findings of the qualitative strand complemented the results of the quantitative study and some variations were observed between the two strands.

# CHAPTER 8: CONCLUSION AND CONTRIBUTIONS OF THE STUDY

## 8.1 INTRODUCTION

As described in different chapters, the main objective of this study was to investigate the practice of OL in the hotel industry with the precursor of two types of leadership style (TL and CL) and the mediation effect of OC. The central research question was crafted taking into account the major objective of the study which to determine the impact that TL and CL have on the practice of OL and their indirect impact on OC.

The main and specific objectives and the central and sub-research questions were derived from the problem statement of the study. The problem statement focused on the leadership approaches, OL and OC in the hotel sector of Ethiopia taking the specific context of international hotel chains into account. In the problem statement, it was stated that the hotel industry in Ethiopia lacks skilled human resources, employees are characterised as the weakest link in serving customers and the industry has insufficient highly qualified specialists and leaders who can effectively run the business. In addition, the hotels in the country operate in a volatile and uncertain environment as the political stalemate, lack of financial support and the COVID-19 pandemic have significantly affected their performance. Moreover, the problem statement included high employee turnover, poorly managed employees and low customer focus as some of the indications of the prevalence of weak OC in the Ethiopian hotel industry.

In light of the problem statement and the central question of the study, seven sub-research questions were developed. These seven sub-questions enquired the relationship between (1) TL and OL (2) CL and OL (3) TL and OC (4) CL and OC (5) OC and OL (6) TL and OL through OC and (7) CL and OL through OC.

Based on the first, second, third, fourth and fifth sub-research questions, five hypotheses (for direct impact analysis) were developed, while two hypotheses (for indirect impact analysis) were developed in light of the sixth and seventh sub-research questions.

In order to test the research hypotheses, the quantitative data were collected using a questionnaire and the analysis was conducted using SEM. Pooled and individual CFA were run to confirm that the model fit was good. The structural model was constructed and the analysis of the quantitative

data were conducted accordingly. In addition, the results of the quantitative study supported all seven hypotheses (both direct and indirect impact). In order to explain the results of the quantitative study, qualitative data were collected and analysed in the second phase of the study. Some convergence and divergence were observed between the findings of the two strands of the study. In the next section of this chapter, the discussion focuses on the conclusions of the study taking the findings of the two strands of the study into consideration.

## 8.2 CONCLUSION

In the first phase of the study or quantitative study, five hypotheses were tested to conduct a direct impact analysis and the indirect impact analysis was conducted using the remaining two hypotheses. These seven hypotheses were related to the research questions of the study and the findings of both quantitative and qualitative strands of the study supported the hypotheses.

- Research Question 1: What is the relationship between transformational leadership and organisational learning?
- H1: Transformational leadership positively affects organisational learning.

The first research question investigated the relationship between TL and OL and the first hypotheses proposed that TL had a positive impact on OL. The direct effect of TL on OL was one of the seven hypotheses establishing the relationships among the constructs of the study. As indicated in the structural model (Figure 7.1), the impact of TL on OL is found to be positive and significant with standardised beta coefficient of b= 0.16, the critical ratio or t=5.5, and $p<0.001$.

The beta coefficient for the relationship between TL and OL showed that the features of TL had an average influence in shaping OL as the coefficient value was 0.16. The result indicates that the various features of TL namely that followers or others feel good, employees have complete trust in their leaders and employees are honoured to be linked with their leaders, are lacking in the four case organisations and do not promote OL. Furthermore, the results indicated that the different features of TL were not observed in many of leaders and supervisors of the case organisations. If these leaders and supervisors embraced the traits of TL, the impact on the practice of OL would have been much greater than the actual result, i.e., the contribution of the leaders would be

significant in acquisition, dissemination and interpretation of knowledge and retaining the knowledge for future use. The major findings and related conclusions are presented as follows:

- The leadership in general is not characterised by inspiring the followers and creating a strong bond between the leaders and followers in the cases organisations. It cannot therefore be said that employees are honoured to be linked with their leaders, although there is a belief among some participants that some leaders try to create a good bond with their followers and create a good impression.

- The acquisition of information or knowledge was a starting point for OL. Employees were given the opportunity to attend different types of training programme, workshops and conferences in which they had an opportunity to acquire new information and knowledge about the sector and their profession. On the other hand, the effort of acquiring knowledge using research and development centres was not observed as there was no a well-developed centre for research and development. Instead, marketing intelligence and marketing surveys which were conducted in a fragmented way served as the main source of information for the case organisations.

- Holding discussions in different forms in order to exchange best experiences and new information among employees is another method to share the knowledge with employees. It is understood from the reflection of the participants that no initiative was taken by the leadership to encourage employees to engage in various forms of discussion group to share their experiences with their colleagues.

- Employees made use of their informal lines of communications to exchange their views and share best practices and other emerging issues with their colleagues. However, proper methods to share the best practices and relevant knowledge with employees were not clearly established, and neither did the leadership take any initiatives to work on this.

- Individual consideration is one of the essential features of TL which takes into account the specific needs and wants of employees and guides them accordingly. Although some participants agreed that sometimes the leadership tried to assist employees in developing their capacity and informing the views of the leadership regarding the performance gaps of

employees, the majority of the participants were found to be critical of the leaders for their failure to consider and take care of employees who appeared to be “underperforming”.

- OL is nurtured with the ability of leadership in articulating organisational goals and motivating employees to buy into the common goals of organisation and work towards achieving them. Almost all participants in the four organisations have almost the same view on the average performance of their leadership with respect to articulating goals and instilling a good feeling in the mind of their followers about the organisational goals, i.e. they believed that their leaders’ performance in general was unexceptional.

- One of the main features of transformational leadership which promotes the practice of learning in organisation is encouraging the followers to generate innovative ideas and approach any problems in a unique way. The findings of both strands of the study showed that the leadership did not effectively encourage employees to contribute their innovative ideas and employees were required to implement what was cascaded from the top management. Furthermore, employees showed little interest in contributing innovative ideas to their organisations beyond performing their assigned duties. Many were involved in part-time work with other institutions, leaving them with neither the time nor energy to participate in activities that could transform traditional thinking and practices.

- Well-organised organisations have their own databases to retain information which can be retrieved for the later use which refers to the organisational memory aspect of OL. The hotel chains were generally rated positively for establishing effective databases to store important information. In addition, digital platforms were used, making the information retention mechanism more reliable. However, a good organisational memory is a function of several factors such as retention of human resources, storing important information in anticipation of their importance for future needs, and specifying clearly the whereabouts of information. There is a high turnover of employees specifically in the international hotel chains and in the hotel sector at large and thus, the hotels are suffering from the enormous loss of the human element of organisational memory.

- Research Question 2: What is the relationship between complexity leadership and organisational learning?
- H2: Complexity leadership positively affects organisational learning.

The second research question and the second hypothesis of the study investigated the relationship between CL and OL. The results of the quantitative study indicated that there was a positive and significant relationship between CL and OL. This significant relationship was indicated by the standardised coefficient of b= 0.14, t-value or critical ratio=5.6, and p<0.001. The direct impact of CL on OL is less than 0.2 (b=0.14) which indicates that, like TL, the CL style has little impact on the practice of OL in all case organisations. The major findings and related conclusions are presented as follows:

- The leadership in the case organisations did not effectively embolden employees to contribute their innovative ideas and employees had to implement what was cascaded from the top management. In addition, employees had little interest in contributing their innovative ideas to their respective organisation other than carrying out their assigned duties as they engaged in other casual work.
- The leadership in the four selected hotel chains was not up to standard in terms of empowering their employees to reflect innovatively and offer creative techniques to deal with unsolved issues and rethinking concepts never surveyed before.
- The top-down approach used by the organisations in cascading instructions and directions deterred any possibility of garnering the opinions of the employees in the decision-making process. The leadership in all case organisations struggled with high employee turnover or high movement of employees among hotels, low educational qualifications of employees, and an unstable environment including the political precariousness. These problems were exacerbated by the lack of professionals in the hotel sector, while experienced employees of the sector had low-level educational qualifications.
- One technique of distributing knowledge or information is holding meetings to educate employees of organisations about innovations and new issues. It is understood that there was limited practice in holding meetings exclusively to provide employees with new information

and there was no structured way of disseminating knowledge and new information among members of the organisations.

- Research Question 3: What is the relationship between transformational leadership and organisational culture?

- H3: Transformational leadership positively impacts organisational culture.

The third research question investigated the relationship between TL and OC and the third hypotheses proposed that TL has a positive impact on OC. As per the results of the quantitative study, there was a positive and significant relationship between transformational leadership and OC with a standardised beta coefficient of $b=0.23$, and CR or $t=5.6$, and $p<0.001$. OC is the foundation of many organisations' identity and is considered as a necessary requirement in effectively accomplishing the objectives of an organisation. A strong culture, which can be shaped by leadership of an organisation, stimulates job satisfaction, improves performance of employees, cherishes innovation and augment efficiency of employees and organisations at large. The major findings and related conclusions are presented as follows:

- Autonomy given to employees in handling their assigned tasks and the effort of organisations in empowering employees to be self-sufficient and more competitive is the manifestation of strong OC. In general, the findings of the study indicated that employees' autonomy was limited or non-existent in terms of determining their own timetables, deciding on the most convenient methods of doing their job, setting agendas and taking an active role in executing day-to-day activities of the case organisations. In addition, a weak OC in the case organisations was manifested in terms of lower employee engagement, high turnover of employees, and tenuous commitment of employees to the realisation of the visions of the case organisations.

- Common values shared by employees of an organisation are another illustration of the existence of a widespread and strong OC. The findings of the study indicated that organisational values were always set by the top management without considering the feelings and capacity of employees and it was incumbent upon all employees to strictly adhere to these values. Organisational values which are not set or shared by all failed to create enthusiasm among members and did not instil a strong bond between leaders and followers.

- Employee empowerment is among of the fundamental features of strong OC. The findings of the study indicated that employees largely felt that they were disempowered, disenfranchised and marginalised to such an extent that they were scared of making the smallest decisions on their own.

- Organisational values can be common values for all members when they are set after thorough consideration of the interest and proficiency of employees. It was generally implied from the findings of the study that employees in all case organisations were often told to adhere to those values set by the top management, and any non-conformance was not tolerated.

- Research Question 4: What is the relationship between complexity leadership and organisational culture?

- H4: Complexity leadership positively impacts organisational culture.

The fourth research question of the study examined the relationship between CL and OC. Furthermore, the fourth hypothesis stated that CL had a positive impact on OC. As per the results of the quantitative study, there was a positive and significant relationship between CL and OC. This significant relationship was illustrated by the standardised coefficient of b=0.21, t-value or critical ratio=5.58, and $p<0.001$. These three values showed that H4 was supported. The major findings and related conclusions are presented as follows:

- The leadership in the case organisations at large did not have a strong belief that employees had the power, imagination and capability to handle their own job and thus, this perception of the leadership might be the reason for their close supervision and micromanagement. Furthermore, the work of the leadership in assisting employees to be more competitive and active in team work was not highly valued in all case organisations and employees were not motivated to engage enthusiastically in an effort to achieve the common goal of the organisations.

- Leaders play a significant role in observing the external and internal environments, forestalling changes and acting promptly to any changes. Market surveys, feedback from suppliers and customers, results of employees' performance evaluations and different publications were some of the sources of information that the organisations used to identify those factors

influencing their operations. The findings of market surveys and the information acquired from marketing intelligence served as a base to respond to changes taking place in the sector and use opportunities were identified in the process.

- Guest experience or level of customer satisfaction is usually measured based on several techniques such as customer satisfaction scores, customer surveys, online ratings and reviews and guest feedback forms. The findings of the study indicated that all case organisations actively engaged in the above-mentioned activities which were a manifestation of a strong OC. Thus, the existence of strong OC was also demonstrated through the ability of an organisation to assess the needs and interest of customers and acts towards the satisfaction of their needs.

- The findings of the study showed that employees took the initiative to build good team harmony on their own with the help of their informal groups, and as a result, they were equipped to deal with uncertainties. The informal approach to teamwork was used by employees to share their know-how, brainstorm novel ideas and support each other in demanding circumstances. This approach enhanced the ability of employees to interchange information promptly, offer beneficial opinions and address problem speedily.

- Departments in the case organisations worked towards the achievement of their specific unit goals without integrating their activities with other departments or units. This tendency could negatively affect the cooperation of employees and management in developing commitment and advance creativity within work groups.

- Research Question 5: What is the relationship between organisational culture and organisational learning?

- H5: Organisational culture positively impacts organisational learning.

The fifth research question examined the relationship between OC and OL and the fifth hypotheses proposed that OC had a positive impact on OL. The impact of TL on OL was found to be positive and significant with standardised beta coefficient of b=0.6, CR or t=4.2, and $p<0.001$. Accordingly, the three values indicate that H5 was supported. The major findings and related conclusions are presented as follows:

- The hotel management firms had a standardised approach to give training, disseminating the knowledge gained in the training and arranging workshops for employees but the support of management in each hotel for effective implementation was below par. Employees felt that knowledge-based training had minimal impact on improving their performance, and as a result, employees struggled to see the benefit of the training in their daily routines and employees did training and attended workshops only for the sake of certification. However, employees did have the opportunity of attending different training sessions and workshops as part of building their capacity and augmenting the performance of their organisations.

- Employees thought that the leadership of their hotel establishments were far from promoting a friendly working environment for employees and, as a result, there was little optimism from them on the future of their organisations. In addition, there was little interest from various divisions of the organisations to work together to achieve the common goal without the intervention of the top management and immediate supervisors. This condition adversely affected employees' tendency to share common values which would create and nurture motivation and optimism.

- The complex nature of strategic objectives of the hotel establishments and orienting employees about the strategic objectives and their aspects could be taken as a good and promising move. Many of the objectives were customer-centric aiming at offering first-class service with the purpose of creating a comfortable and welcoming environment for them without much focus on the empowerment of employees or building a conducive working environment for them. Hotel establishments with a good strategic management system have a good chance of success, can nurture a robust management team which can make better decisions, digitalise their working processes and transform their entire operations.

- The hotel management firms conducted competitor analysis every quarter, focusing on forecasting monthly occupancy rates, the occupancy gaps of a firm with its competitors, the performance of hotels in hosting guests of major events and rates charged for the services in different hotels. These endeavours of the hotel establishments enabled them to stand with competitors toe to toe and to satisfy the strict requirements of regulatory bodies which conduct evaluation meticulously.

- Interpretation of the information implies giving meaning to the disseminated information, rendering events and developing a common comprehension of ideas. Different departments of organisation may develop the same or different interpretations of the information. Giving a common interpretation to the disseminated information and comprehending the issue from a single perspective was a default position in the case organisations as a plurality of opinions was not promoted in the hotel chains. A variety of interpretations could lead to a better and more complete understanding of issues and could empower cooperation among members of organisation. However, conflicts could also arise. In both cases, a change in potential behaviours was observed which was a manifestation of OL.

- The hotel chains were generally rated as good in terms of establishing a good database to keep important information and digitalised platforms were used to keep the information which made the mechanism of retaining information more reliable. A good organisational memory is a function of several factors such as retention of human resources, storing important information for future needs, and ensuring that the location of information is well-known.

- Research Question 6: What is the role of organisational culture in the relationship between transformational leadership and organisational learning?

- H6: Organisational culture mediates the indirect relationship between transformational leadership and organisational learning.

The sixth hypothesis of this study (H6) established an indirect relationship between TL and OL through OC, i.e., OC has a mediating role in the relationship between the exogenous and the endogenous variable. The beta coefficient for direct effect of TL on OL was 0.15, for the indirect effect (through OC) it was 0.09, and for the total effect (both direct and indirect effect) it was 0.24. The direct impact of TL on OL was a bit stronger than the indirect impact (the impact of TL on OL through OC), i.e., 0.15>0.09. The total effect, which was the aggregate result of the direct and indirect effect, indicated that the relationship between the independent and dependent variables was not strong as the beta coefficient for total effect was 0.24.

The direct effect of TL on OL with and without the mediating variable was significant. Furthermore, the indirect effect using bootstrapping was also significant and thus, it was

understood and confirmed that OC had a mediation effect on the relationship between TL and OC. The result indicated that TL played a role in shaping OC which in turn affected OL.

- Research Question 7: What is the role of organisational culture in the relationship between complexity leadership and organisational learning?
- H7: Complexity leadership is positively related to organisational learning through organisational culture.

The role of OC in mediating the relationship between CL and OL was the last research question and hypothesis which were examined in the study. The direct, indirect and total effects of the exogenous and mediating variables were discussed in the mediation analysis. The beta coefficient for direct effect of CL on OL was 0.17, for the indirect effect it was 0.1, and the total effect was 0.27. These values signpost that the direct effect of CL on OL is stronger than its indirect effect (0.17>0.1). The total effect, which was the aggregate result of direct and indirect effect, indicated that the relationship between the independent and dependent variables was not strong.

All values indicated that both CL and TL indirectly and positively affect OL through OC. In addition, both indirect relationships were found to be significant. Accordingly, OC mediated the relationships between the exogenous variables (TL and CL) and the endogenous variable (OL).

The role of leadership in shaping the ways that organisations learn is instrumental. When the leadership is in favour of establishing an effective culture in organisations, it will in turn have a significant impact on promoting a robust learning practice and motivating employees to implement it, with a positive result. The limited roles of leadership in knowledge acquisition, distribution and interpretation were widely observed. The limitations of the leadership in getting the complete trust of employees, assisting employees in finding meaning in their work, enabling employees to rethink concepts never examined previously, promoting learning and experience sharing with other institutions, encouraging employees to assume responsibility and other characteristics of the leadership appeared to be some of the reasons for the average effect of the leadership in sculpting the learning practice of the organisations.

The overall employees' perception of the leadership in motivating employees was almost the same across the four case organisations of the study. Giving priority to and emphasising the importance

of retaining motivated employees was important, but the participants stated that they experienced the opposite of this in their organisations as there was not much initiative on the part of their leadership to motivate and retain employees. In general, unenthusiastic employees potentially lead to a high rate of employee turnover coupled with low productivity. Consequently, employees' disengagement becomes predominant in organisations and then, motivating employees for leaders may become a monumental task. All these facts clearly indicated the existence of a weak OC in the case organisations.

## 8.3 RECOMMENDATIONS

This study combined and examined the relationship between the new leadership style (CL) and the familiar one (TL) with OL. Consequently, the study aimed at contributing important knowledge pertinent to the understudied concept of CL and then to the combined effect of CL and TL on OL. Generally, the aim of this study was related to investigating the relationship between the TL, CL and OL with the mediation effect of OC.

As understood from the data analysis and conclusion parts, there are some areas of concern and problems which require action. These suggestions are all related to the major constructs of the study (OL, OC TL and CL).

### 8.3.1 Organisational Learning and Leadership Behaviors

In order to comprehend the role of the two leadership styles on the practice of OL, primarily the various facets or dimensions of OL ought to be articulated. The entire process of OL in case organisations was investigated in light of the four phases of learning in which the responses of the participants demonstrated that the three major phases or activities of OL had gaps, whereas the organisational memory had some promising features with some gaps which require leadership action.

The findings of the study showed that in an effort to acquire knowledge or information, employees participated in different meetings, conference and trainings. Customer surveys and performance reviews were two of the formal methods where the case organisations learned from the feedback of customers and from the performance evaluation results of their employees. The practice of information acquisition in light of these methods provided a good opportunity to acquire important

information about the hotel sector and how different actors are operating in the sector. However, no predetermined or structured ways were clearly communicated to employees for acquisition of relevant information. This situation indicates that the leadership of the case organisations need to identify these methods of acquiring knowledge or information as part of OL practice and communicate this to employees. and thus, the process of acquiring information should be successful.

The leadership in the case organisations may take the following measures in order to improve the four phases or activities of OL:

8.3.1.1 Information acquisition

- Developing a coordinated and creative research and development policy in the hotel establishment.
- Encouraging employees to introduce fresh opinions in their day-to-day activities and following up the implementation.
- Encouraging the creation of partnerships with other organisations operating in the sector.
- Letting employees participate frequently in meetings, conferences and training to expose themselves to emerging issues.

8.3.1.2 Information distribution

- Holding meetings and discussions occasionally to inform employees about innovative and new issues in the hotel establishment.
- Establishing proper methods to share best practices with employees.
- Encouraging employees in the hotel establishment to participate in various groups and act as link amongst the groups.

8.3.1.3 Information interpretation

- Orienting employees about the vison, mission, and values of the hotel establishment and encouraging them to interpret any information in this light.
- Encouraging teamwork and promoting opinion diversity to generate various interpretation of knowledge.

- Allowing employees to share their experience through discussions.

8.3.1.4 Organisational memory

- Making sure that the hotel establishment has an up-to-date database to maintain useful information and best experiences.
- Makin a directory of each department available and to facilitate access to professionals or employees of the hotel establishment.
- Encouraging and following up employees to refer to available information or database to solve their problems.

8.3.2 Organisational Culture and Leadership

The findings of the study showed that the leadership in general was not characterised by inspiring followers nor were they regarded as creating a strong bond between the leaders and followers in the case organisations. Although it is not possible to say that employees were honoured to be linked with their leaders, some leaders tried to create a good bond with their followers and create a good impression.

The following measures might be taken by the leadership in the case organisations to improve the different dimensions of their leadership approach focusing on TL and CL.

- Following up and monitoring the impression of employees that their leaders allow them to feel good, have complete trust in their leaders and are honoured to be linked with their leaders.
- Equipping the leaders at different hierarchies of the case organisations with the capacity to express what should and could be done with a few simple words, offer an attractive description about what can be done and assist followers in finding meaning in their work.
- Guiding and motivating supervisors and managers to inspire their team members to think innovatively, providing creative approaches for addressing unresolved issues, and encouraging them to explore previously unexamined concepts.
- Taking the initiative from the leadership side to assist others in developing themselves, inform followers about what they do, and consider those who appear excluded.

- Encouraging managers at different levels to promote opinion diversity, offering resources to try new things, inspiring creative approaches, tolerating failure of employees and promoting learning and experience sharing with other institutions.
- Setting precise targets (goals) and deliverables, encouraging others to assume or take responsibility, setting standards to measure success or failure, silencing those voices diverting employees from achieving the common objective of the organisations and motivating employees to devote more effort and time to discharge their responsibilities.

Along with the proposed measures to improve the various aspects of the leadership approach of the hotel establishments, the following proposed measures could be taken into consideration to improve some aspects of OC. These proposed measures are classified into four categories and many sub-dimensions. The proposed suggestions are based the results and findings of the study and the DOCS.

8.3.2.1 Constructing competence of employees, proprietorship and accountability of the hotel establishment

- Allowing employees to have the power, imagination and capability to handle their own jobs.
- Encouraging teamwork and motivating employees in their attempt to achieve the common goals of the hotel establishment.
- Empowering employees to make themselves competitive and satisfy the requirements of their work.

8.3.2.2 Outlining the principles and schemes which are a base of resilient culture

- Allowing various divisions or units to work together to achieve common goals without intervention of the top management.
- Creating a consensus among employees of the hotel establishment on the right ways of doing things and dealing with issues.
- Inspiring employees to embrace and share common values which produce a feeling of charisma and hope.

8.3.2.3 Acquiring and interpreting the requirements of operating environment which can assist organisations to take action

- Taking relentless initiative from to leadership team to assess the operating environment and react quickly for any changes.
- Assessing the feeling or needs of customers and acting to satisfy their needs.
- Getting and interpreting indicators to change them into opportunities to develop organisational capacity.

8.3.2.4 Outlining an evocative longstanding direction of the hotel establishment such as

- Setting an exciting strategic objective expressing the clear purpose of the hotel establishment and clarifying the contribution of members.
- Making sure that objectives and goals of the hotel establishment are linked to vision and mission and clearly explaining to employees how to integrate these into their work.
- Monitoring the present and future condition of the hotel establishment, giving directions to employees and making the given directions attractive and shared by all employees.

## 8.4 CONTRIBUTION OF THE STUDY

The study has made a contribution to existing literature and its empirical, conceptual and methodological contributions are noteworthy. The study combined the most widely leadership theory (TL) and the emerging leadership theory (CL) and thus, this combination of leadership theories has made a contribution to the leadership literature. In addition, the research context of this study is the hotel sector and conducting the study in this sector has multifaceted benefits which are discussed in the next section.

### 8.4.1 Theoretical and Empirical Contributions

The study makes both theoretical and empirical contributions. CL is one of the four constructs of the study. CL is a new and emerging leadership theory. The empirical evidence on the leadership actions based on complexity ideas are inadequate or very limited and the significant proportions of CL-related studies have not been not empirically tested and appear to be purely theoretical. Moreover, the theory of CL is not as popular and extensively investigated as other leadership theories. This theory may have progressed over the course of time, but many of the studies which

have been conducted on CL are limited to the conceptual level. The empirical evidence of this study makes a contribution in substantiating the strong characteristics of CL and supporting the practical applications of CL.

CLT emerged in response to the complex and dynamic nature of contemporary organisations. Moreover, as the current organisations become knowledge-centric, the leadership approaches should focus on learning and creativity. This study has clearly illustrated the performance of leadership in the case organisations in encouraging employees or followers to generate novel ideas to deal with their problems and rethink the old thinking. In addition, some scholars acknowledge that complexity theory is getting wider acceptance in different organisational contexts, but its application in investigating the concept of leadership using CLT is only at the initial stages. Consequently, this study has made a knowledge contribution to the existing limited empirical literature on CLT.

Many researchers consider OL as a single-level phenomenon without considering its multilevel factors (individual, group and organisation level learning). This study made use of the OL framework of Huber which involves a process that creates a link between these three levels of learning. This contribution of the study potentially fills the gaps observed in a significant number of studies which view the concept of OL as a single- level phenomenon.

Many studies focus on investigating the combined effects of familiar leadership styles such as transformational and transactional. This study combined the four components of TL and the three components of CL and investigated their relationship with other constructs of the study such as OL and OC. Accordingly; the findings of the study make a contribution to the existing leadership literature in terms of introducing a new combination of leadership styles.

The conceptual articulation and the inclusion of additional variables or constructs to the conceptual framework of the study is another major contribution. The relationship between different leadership theories and OL has been investigated by different scholars. However, this study incorporated the understudied and the least researched new leadership theory (CL) in investigating the relationship between leadership and OL. In addition, the inclusion of OC as a mediating variable in the relationship between TL and CL is another addition to the conceptual framework which could serve as a theoretical framework for future researchers.

Academic studies on leadership styles and OL are dominated by quantitative method. As a result, the relationship between OL and leadership approaches has been established based on the results of the quantitative studies as indicated by different scholars. However, this study has given a detailed and comprehensive perspective of the topic as it used MMR and explained the results of the quantitative strand in light of the qualitative data. Consequently, this empirical evidence is another contribution of the study.

### 8.4.2 Contextual Contributions

This study aimed at investigating the practice of OL in hotel industry with the precursor of TL and CL and the mediation effect of OC. The specific cases in this study were international hotel chains. Many of the problems observed in the hotel sector of the country are related to the concepts of TL, CL, OC and OL. For instance, the leadership in the sector struggles with high employee turnover or high movement of employees among hotels, low educational qualifications of employees and supervisors and an unstable environment including the political instability. In addition, high turnover of employees, poorly managed employees and low customer focus are some of the indications for the prevalence of weak OC in the Ethiopian hotel industry. Consequently, this study examined all these issues.

The relationship between TL, CL, OL and OC has been studied in different research contexts namely education and the manufacturing industry. However, the focus of researchers on the research topic in the hospitality industry is very limited as mentioned by some scholars including Do and Mai (2020). Accordingly, this study makes a contribution in terms of addressing the practice of OL and its relationship with leadership styles in the hotel sector. In addition, the inclusion of OC in the conceptual model adds another perspective for comprehending leadership in the context of the hotel sector.

## 8.5 LIMITATION OF THE STUDY AND DIRECTION FOR FURTHER STUDY

It is common to conduct any research with limitations and it is not possible to make any study all-encompassing. Consequently, these limitations could possibly restrict from making generalisations based on the findings of the study. The limitations of any study provide opportunities for further studies and investigations of additional issues in the future. This section of the chapter discusses the limitations that the researcher came across and potential areas which require further study.

***Limitation of the Study:*** There are hundreds of local hotels and less than 10 international chain hotels operating in the country. The scope of the study is limited to internationally branded hotels. From the target population of eight international hotels, the researcher focused on four international chain hotels which were believed to be representative of the international chain hotels in the country. However, the findings of the study cannot be generalised to the entire hotel sector of the country as the scope of the study was limited to internationally branded hotels. Thus, this study serves as a benchmark for more investigations of chain hotels and other types of hotels operating in the country.

The fit indices of the pooled CFA and structural model of the study are acceptable as many of the indices satisfied the cut-off values. Thus, both measurement and the structural model are acceptable. However, the models omit some indices such as RMSEA. Generally, the measurement model of this study is acceptable in light of both individual and pooled CFAs, but it can still be improved to make the model more acceptable.

The study portrays the relationship between the exogenous and endogenous variables through a mediating variable. However, the inclusion of moderating variables in the framework could have provided other dimensions. Thus, it the framework could be improved and fresh perspectives could be incorporated through the inclusion of moderating variables such as gender or educational qualifications.

**Directions for Further Study:** The theory of CL is attracting the attention of scholars, but it has not been widely studied. In addition, studies on CL lack empirical confirmations. Furthermore, there are limited instruments which have been validated in different research contexts and this gap thus serves as a good opportunity for further study to validate and improve the instruments.

The scope of the study is limited to internationally branded hotels and local hotels were not included. Many of the local hotels operate in volatile regions of the country. Because of the ruthless civil war and political standoff in the country, it is difficult to portray effectively the true picture of their operations and they were excluded from the study. Accordingly, at the time of peace, further studies would be required that address the context of local hotels operating in different areas of the country.

There are some studies which have shown the mediating role of OC in the relationship between various leadership behaviours and OL However, unlike the previous studies, this study investigated the mediating role of OC in the relationship between a new combination of leadership styles (TL and CL) and OL. Potentially, this study is the first of its kind in using a new conceptual framework in the context of hotel sector. Other studies may take the conceptual framework of this study as their theoretical framework to investigate its application in different research contexts and provide a better and wider perspectives of the issues.

There are many theoretical frameworks for each construct of the study. For instance, the model of Huber for OL and the DOCS were used to construct the conceptual framework of this study. However, using other models such as the model of Cameron and Quinn for OC and 4I model of Crossan for OL in the conceptual framework could provide a new approach to the problem of a study and could be a good area for researchers to add a fresh outlook to the framework.

SEM is becoming the most widely used and popular data analysis technique in quantitative studies. One of the challenging tasks that many researchers encounter in using this model is the determination of sample size as there are some complex methods and rules of thumb for determining the sample size. This study made use of "cases per parameter ratio" to determine the sample size and met the most commonly minimum required sample size of 200 cases. However, the Monte Carlo method of data simulation is becoming another popular method of sample size determination for a study using SEM and as a result, using a more robust and scientifically supported method like Monte Carlo could be an opportunity to evaluate the application of SEM from other perspectives.

## 8.6 FINAL COMMENTS

The major focus of this chapter was to provide the overall conclusion of the entire study. In addition, the researcher recapped the main elements of the problem statement, central and sub-research questions and the general and specific objectives of the study. Furthermore, the relationship between all the research questions and hypotheses was discussed and a summary of the major findings of both phases of the study was presented. The conclusions under each of the seven research questions and hypotheses were also presented in detail and the results of the direct and indirect impact analysis were presented along with the major findings of the qualitative study.

The contributions of the study in light of conceptual, empirical and contextual contributions were discussed in this chapter. Specifically, the conceptual contributions were discussed based on the knowledge contributions to the leadership and other related literature. In addition, the limitations of the study from the perspectives of methodological, contextual and other aspects were discussed. Based on the limitations of the study, potential areas for future studies were also proposed.

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# APPENDICES

## APPENDIX 1: ETHICAL CLEARANCE FORM

UNISA university of south africa

Graduate School of Business Leadership_RERC

Ref #:2023_SBL_DBL_019_FA_0536
Name: Mr Ismail Jemal
Student #: 69294488

Date: 25/10/2023

Dear: Mr Ismail Jemal

**Decision: Ethics Approval from October 2023 to September 2026**

---

**Researcher:** Mr Ismail Jemal

Addis Ababa, Kolfe keranyo sub city, Ethiopia.

Addis Ababa

69294488@mylife.unisa.ac.za 00251911110076

**Supervisor:** Prof Peet Venter ; Ventep@unisa.ac.za

**The Interplay of Leadership and Organizational Culture: Implication for Organizational Learning in the Hotel Sector**

**Qualification:** DBL

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Thank you for the application for research ethics clearance by the Graduate School of Business Leadership_RERC for the above-mentioned research study Ethics approval is granted for three years.

The **low-risk application** was **reviewed** by Graduate School of Business Leadership_RERC on 24 October 2023 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the Graduate School of Business Leadership_RERC.

The **low-risk application** was **reviewed** by Graduate School of Business Leadership_RERC on 24 October 2023 in compliance with the Unisa Policy on Research Ethics and the Standard Operating Procedure on Research Ethics Risk Assessment.

The proposed research may now commence with the provisions that:

1. The researcher(s) will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
2. Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study should be communicated in writing to the Graduate School of Business Leadership_RERC.
3. The researcher(s) will conduct the study according to the methods and procedures set out in the approved application.
4. Any changes that can affect the study-related risks for the research participants, particularly in terms of assurances made with regards to the protection of participants' privacy and the confidentiality of the data, should be reported to the Committee in writing, accompanied by a progress report.
5. The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study. Adherence to the following South African legislation is important, if applicable: Protection of Personal Information Act, no 4 of 2013; Children's act no 38 of 2005 and the National Health Act, no 61 of 2003.
6. Only de-identified research data may be used for secondary research purposes in future on condition that the research objectives are similar to those of the original research. Secondary use of identifiable human research data requires additional ethics clearance.
7. No field work activities may continue after the expiry date (September 2026). Submission of a completed research



ethics progress report will constitute an application for renewal, for Ethics Research Committee approval.

**Additional Conditions**

1. Disclosure of data to third parties is prohibited without explicit consent from Unisa.
2. De-identified data must be safely stored on password protected PCs.
3. Care should be taken by the researcher when publishing the results to protect the confidentiality and privacy of the university.
4. Adherence to the National Statement on Ethical Research and Publication practices, principle 7 referring to Social awareness, must be ensured: "Researchers and institutions must be sensitive to the potential impact of their research on society, marginal groups or individuals, and must consider these when weighing the benefits of the research against any harmful effects, with a view to minimising or avoiding the latter where possible." Unisa will not be liable for any failure to comply with this principle.

Note

The reference number 2023_SBL_DBL_019_FA_ 0536 should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

**Additional Conditions**

1. Disclosure of data to third parties is prohibited without explicit consent from Unisa.
2. De-identified data must be safely stored on password protected PCs.
3. Care should be taken by the researcher when publishing the results to protect the confidentiality and privacy of the university.
4. Adherence to the National Statement on Ethical Research and Publication practices, principle 7 referring to Social awareness, must be ensured: "Researchers and institutions must be sensitive to the potential impact of their research on society, marginal groups or individuals, and must consider these when weighing the benefits of the research against any harmful effects, with a view to minimising or avoiding the latter where possible." Unisa will not be liable for any failure to comply with this principle.

Note

The reference number 2023_SBL_DBL_019_FA_ 0536 should be clearly indicated on all forms of communication with the intended research participants, as well as with the Committee.

Kind regards,

NBWMlitwa

Prof N Mlitwa
Chair of Graduate School of Business Leadership_RERC
E-mail: wiltonb@unisa.ac.za

Prof P Msweli
Executive Dean / By delegation from the Executive Dean of Graduate School of Business Leadership_RERC
E-mail: mswelp@unisa.ac.za

APPENDIX 2: PARTICIPANT INFORMATION SHEET

**Feb, 2023**

Title: The Interplay of Leadership and OC: Implication on OL in the Hotel Sector.

**Dear Prospective Participant**

My name is Ismail Kedir Jemal and I am doing research with Professor Peet Venter in the Graduate School of Business Leadership for the requirement of Doctor of Business Leadership at the University of South Africa.

**WHAT IS THE AIM/PURPOSE OF THE STUDY?**

This study aims at investigating OL: antecedent of transformational and complexity leadership with mediation of OC in the context Ethiopian hotel sector. Specifically, the study focuses on those international hotel chains operating in Ethiopia. This study is expected to have a paramount contribution in terms of addressing several issues of the country's hotel sector which is massively marred by various challenges related to organisational leadership, learning, and cultural issues.

**WHY AM I BEING INVITED TO PARTICIPATE?**

The study involves a sample of 208 participants who are selected from four international chain hotels. You have been selected to participate in this survey because you have been working in one of the four chosen hotels for at least three years and it is believed that you have a good comprehension of the working environment and also are competent enough to participate in this study.

**WHAT IS THE NATURE OF MY PARTICIPATION IN THIS STUDY /WHAT DOES THE RESEARCH INVOLVE?**

You are only requested to fill this questionnaire which will take a maximum of 20 minutes. The questionnaire involves mainly the research topic-related questions or items and some personal questions.

**CAN I WITHDRAW FROM THIS STUDY?**

Being in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a

written consent form. You are free to withdraw at any time and without giving a reason. However, it will not be possible to withdraw once you have submitted the questionnaire.

**WHAT ARE THE POTENTIAL BENEFITS OF TAKING PART IN THIS STUDY?**

The study is expected to benefit employees, leaders, and other stakeholders in the Ethiopian hotel sector in terms of comprehending the learning practice, the leadership styles and pervasive OC in the Ethiopian hotel sector and also the findings potentially serve as an input to take actions on various issues of the sector.

**WHAT IS THE ANTICIPATED INCONVENIENCE OF TAKING PART IN THIS STUDY?**

The study poses a low risk as the participants will not face any risk higher than what they experience in their normal daily life.

**WILL WHAT I SAY BE KEPT CONFIDENTIAL?**

Please rest assured that your name will not be recorded anywhere and no one will be able to connect you to the answers you give. Your answers will be given a fictitious code number or a pseudonym and you will be referred to in this way in the data, any publications, or other research reporting methods such as conference proceedings.

Your answers may be reviewed by people responsible for making sure that research is done properly, including the researcher's supervisor and members of the Research Ethics Committee. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report.

**HOW WILL INFORMATION BE STORED AND ULTIMATELY DESTROYED?**

Hard copies of your answers will be stored by the researcher for a period of 5 years in a locked cupboard/filing cabinet for future research or academic purposes; electronic information will be stored on a password protected computer. Future use of the stored data will be subject to further Research Ethics Review and approval if applicable.

**WILL I RECEIVE PAYMENT OR ANY INCENTIVES FOR PARTICIPATING IN THIS STUDY?**

No remuneration or monetary benefits will be given for participating in the study

**HAS THE STUDY RECEIVED ETHICAL APPROVAL?**

This study has received written approval from the Research Ethics Committee of the School of Business Leadership, UNISA. A copy of the approval letter can be obtained from the researcher if you so wish.

**HOW WILL I BE INFORMED OF THE FINDINGS/RESULTS?**

If you would like to be informed of the final research findings or about any aspects of this study, please contact the researcher (Ismail Kedir Jemal) on +251911110076 or ismailkedir@gmail.com.

Should you have concerns about the way in which the research has been conducted, you may contact Professor Peet Venter (ventep@unisa.ac.zar or +27–82–416–6801).

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

Ismail Kedir Jemal

APPENDIX 3: QUESTIONNAIRE

**Questionnaire to be filled by employees of International Chain Hotels**

**Code: _____**

**Distribution Date: _____ Returning Date: _____**

**Informed consent for participation in an academic research project**

**Research Title: OL: Antecedent of Transformational and Complexity leadership with Mediation of OC.**

Dear Respondent,

You are herewith invited to participate in an academic research study conducted by Ismail Jemal, a student in the Doctor of Business Leadership (DBL) at UNISA's Graduate School of Business Leadership (SBL). The purpose of this study is to investigate the intertwined relationship between leadership (Transformational & Complexity leadership) and OC with its implication on OL in the context Ethiopian hotel sector. Specifically, the study focuses on those international chain hotels operating in Ethiopia. This study is expected to have a paramount contribution in terms of addressing several issues of the country's hotel sector which is massively marred by various challenges related to organisational leadership, learning, and cultural issues.

All your answers will be treated as confidential, and you will not be identified in any of the research reports emanating from this research. Your participation in this study is very important to the researcher. You may however choose not to participate and you may also withdraw from the study at any time without any negative consequences. Please answer the questions in the attached questionnaire as completely and honestly as possible. This should not take more than 20 minutes of your time. The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request.

Please you can contact my supervisor, Professor Peet Venter (ventep@unisa.ac.za or +27–82–416–6801). if you have any questions or comments regarding the study. Please sign below to indicate your willingness to participate in the study.

Yours sincerely

Ismail Kedir Jemal,

I, _____, herewith give my consent to participate in the study. I have read the letter and understand my rights with regard to participating in the research.

_____ _____

**Participant's signature** **Date**

**Part I: <u>Leadership (Transformational Leadership)</u>**

**Direction:** The statements below in the table indicate the various dimensions and items of **transformational leadership**. Please read the statements carefully and rate the application of transformational leadership in your organisation using the following Likert scales

**1=Not at all (Not)** **2=Once in a while (Once)** **3 = Sometimes (Some)**

**4 = Fairly often** **5 = Frequently, if not always (Frequent)**

| | **I:Transformational Leadership** | Not | Once | Some | Fairly Often | Frequent |
|---|---|---|---|---|---|---|
| | | | | | | |
| II1 | Leaders allow followers or others feel good. | 1 | 2 | 3 | 4 | 5 |
| II2 | Employees have complete trust in their leaders. | 1 | 2 | 3 | 4 | 5 |
| II3 | Employees are honoured to be linked with their leaders. | 1 | 2 | 3 | 4 | 5 |
| IM1 | Leaders can express what should and could be done with simple and few words. | 1 | 2 | 3 | 4 | 5 |
| IM2 | Leaders offer an attractive description about what can be done. | 1 | 2 | 3 | 4 | 5 |
| IM3 | Leaders assist followers in finding meaning in their work | 1 | 2 | 3 | 4 | 5 |
| IS1 | Leaders empower others to reflect innovatively. | 1 | 2 | 3 | 4 | 5 |
| IS2 | Leaders offer creative techniques of observing at unsolved issues. | 1 | 2 | 3 | 4 | 5 |
| IS3 | Leaders enable others rethink concepts never examined previously | 1 | 2 | 3 | 4 | 5 |
| IC1 | Leaders assist others in developing themselves | 1 | 2 | 3 | 4 | 5 |
| IC2 | Leaders inform followers his/her views about what they are doing. | 1 | 2 | 3 | 4 | 5 |
| IC3 | Leaders offer consideration to those who appear excluded | 1 | 2 | 3 | 4 | 5 |

**Part II: Leadership (Complexity Leadership)**

**Direction:** The statements below in the table indicate the various dimensions and items of **complexity leadership**. Please read the statements carefully and rate the application of complexity leadership in your organisation using the following Likert scales

**1=Strongly Disagree (SD) 2=Disagree (D) 3=Undecided (U) 4=Agree (A) 5=Strongly Agree (SA)**

**Leadership interaction= The relationship between formal structure and informal groups**

| | **II: Complexity Leadership** | **SD** | **D** | **U** | **A** | **SA** |
|---|---|---|---|---|---|---|
| GL1 | The leadership interaction promotes opinion diversity. | 1 | 2 | 3 | 4 | 5 |
| GL2 | The leadership interaction offers resources to try new things. | 1 | 2 | 3 | 4 | 5 |
| GL3 | The leadership interaction inspires creative approaches. | 1 | 2 | 3 | 4 | 5 |
| GL4 | The leadership interaction tolerates failure of employees. | 1 | 2 | 3 | 4 | 5 |
| GL5 | The leadership interaction promotes learning and experience sharing with other institutions. | 1 | 2 | 3 | 4 | 5 |
| AL1 | The leadership interaction sets precise targets (goal) and deliverables. | 1 | 2 | 3 | 4 | 5 |
| AL2 | The leadership interaction encourages others to assume or take responsibility. | 1 | 2 | 3 | 4 | 5 |
| AL3 | The leadership interaction sets standards to measure success or failure. | 1 | 2 | 3 | 4 | 5 |
| AL4 | The leadership interaction silences those voices diverting employees from achieving the common objective of organisation. | 1 | 2 | 3 | 4 | 5 |
| AL5 | The leadership interaction asks employees to devote more effort and time to discharge their responsibilities. | 1 | 2 | 3 | 4 | 5 |

## Part III: OC

**Direction:** The statements below in the table indicate the various dimensions and items of **OC**. Please read the statements carefully and rate the nature of OC in your institution using the following Likert scales.

**1=Strongly Disagree (SD) 2=Disagree (D) 3=Undecided (U) 4=Agree (A) 5=Strongly Agree (SA)**

| | **III: OC** | **SD** | **D** | **U** | **A** | **SA** |
|---|---|---|---|---|---|---|
| I1 | Employees have the power, imagination, and capability to handle their own job. | 1 | 2 | 3 | 4 | 5 |
| I2 | The organisation encourages teamwork and also employees attempt to achieve common goal of organisation. | 1 | 2 | 3 | 4 | 5 |
| I3 | The organisation persistently tries to empower employees to make them competitive and satisfy the requirements of their work. | 1 | 2 | 3 | 4 | 5 |
| C1 | Various divisions of the organisation can work together to achieve the common goal without intervention of the organisation. | 1 | 2 | 3 | 4 | 5 |
| C2 | There is an agreement among members of organisation on the right ways of doing things and dealing with issues. | 1 | 2 | 3 | 4 | 5 |
| C3 | Employees share common values which produce a feeling of charisma and hope. | 1 | 2 | 3 | 4 | 5 |
| A1 | The organisation assesses its environment and react quickly for any changes | 1 | 2 | 3 | 4 | 5 |
| A2 | The organisation assesses the feeling or needs of customers and acts towards the satisfaction of their needs. | 1 | 2 | 3 | 4 | 5 |
| A3 | The company gets and interprets indicators to change them into opportunities to develop organisational capacity. | 1 | 2 | 3 | 4 | 5 |
| M1 | There is an exciting strategic objective expressing the clear purpose of organisation and also clarifies the contribution of members. | 1 | 2 | 3 | 4 | 5 |
| M2 | Objectives & goals are linked to vision & mission of the organisation and are clearly expressed to employees on how to integrate with their work. | 1 | 2 | 3 | 4 | 5 |
| M3 | The projected future condition of the organisation gives direction to employees and also it is attractive and shared by all employees. | 1 | 2 | 3 | 4 | 5 |

**Part IV: OL**

**Direction:** The statements in the table below indicate the various dimensions and items of **OL**. Please read the statements carefully and rate the nature of OL in your institution using the following Likert scales.

**1=Strongly Disagree (SD) 2=Disagree (D) 3=Undecided (U) 4=Agree (A) 5=Strongly Agree (SA)**

| | IV : OL | SD | D | U | A | SA |
|---|---|---|---|---|---|---|
| KA1 | There is a coordinated and creative research and development policy in the organisation . | 1 | 2 | 3 | 4 | 5 |
| KA2 | Introducing fresh opinions in the job of employees is encouraged and confirmed continuously. | 1 | 2 | 3 | 4 | 5 |
| KA3 | Partnership with other organisations is encouraged. | 1 | 2 | 3 | 4 | 5 |
| KA4 | Employees participate in meetings, conference, and training frequently. | 1 | 2 | 3 | 4 | 5 |
| KD1 | Meetings are occasionally held to educate employees about innovations and new issues in the organisation . | 1 | 2 | 3 | 4 | 5 |
| KD2 | The organisation has proper methods to share the best practices with employees. | 1 | 2 | 3 | 4 | 5 |
| KD3 | There are some employees in the organisation who participate in various groups and act as link amongst the groups. | 1 | 2 | 3 | 4 | 5 |
| KI1 | Employees share the same vison and attempt to achieve it. | 1 | 2 | 3 | 4 | 5 |
| KI2 | Teamwork is encouraged and practiced in the organisation. | 1 | 2 | 3 | 4 | 5 |
| KI3 | Employees share their experience through discussions. | 1 | 2 | 3 | 4 | 5 |
| OM1 | The organisation has latest database to maintain useful information and best experiences. | 1 | 2 | 3 | 4 | 5 |
| OM2 | The firm has e-mail or directory of each department and thus, it is easy to access professionals or employees easily. | 1 | 2 | 3 | 4 | 5 |
| OM3 | Employees frequently refer to available information or database or organisational memory to solve their problems. | 1 | 2 | 3 | 4 | 5 |

**Part V: Personal Information**

1) Name of your institution: _____
2) Year of Service: 3–5 year ☐ 10 Year ☐ > 10 Year ☐

3) Gender: Male ☐ Female ☐
4) Educational Level:
    - High school certificate ☐
    - Diploma ☐
    - First Degree ☐
    - Second Degree ☐
    - Third Degree ☐

**Part VI: <u>Additional Comments or Recommendations</u>**

Please write below any additional comments or suggestions related to the following issues

- Leadership behaviour of your organisation
- OC
- The practice of OL

I thank you again for your precious time and willingness for taking part in this survey

APPENDIX 4: INTERVIEW GUIDE

**Interview Guide**

1. Contact addresses: Email: _____Mobile Phone No: _____
2. Name of organisation: _____
3. Position: _____
4. Date of interview: _____
5. Start time: _____ End time_____

**Informed consent for participation in an academic research project**

**Research Title: OL: Antecedent of Transformational and Complexity leadership with Mediation of OC.**

Dear Participant,

You are herewith invited to participate in an academic research study conducted by Ismail Jemal, a student in the Doctor of Business Leadership (DBL) at UNISA's Graduate School of Business Leadership (SBL). The purpose of this study is to investigate the impact of Transformational & Complexity leadership on OL with mediation effect of OC in the context of Ethiopian hotel sector. Specifically, the study deals with international chain hotels operating in Ethiopia. This study is expected to have a paramount contribution in addressing several issues of the country's hotel sector which is massively marred by various challenges related to organisational leadership, learning, and cultural issues.

All your answers will be treated as confidential, and you will not be identified in any of the research reports emanating from this research. Your participation in this study is very important to the researcher. You may however choose not to participate and you may also withdraw from the study at any time without any negative consequences.

This interview should not take more than 40 minutes of your time and it will be recorded as per your interest to transcribe the conversation for the later use. The results of the study will be used for academic purposes only and may be published in an academic journal. We will provide you with a summary of our findings on request. Please you can contact my supervisor, Professor Peet

Venter (ventep@unisa.ac.za or +27–82–416–6801), if you have any questions or comments regarding the study. Please sign below to indicate your willingness to participate in the study.

Yours sincerely

Ismail Kedir Jemal,

I, _____, herewith give my consent to participate in the study. I have read the letter and understand my rights with regard to participating in the research.

_____ _____

**Participant's signature** **Date**

**Part I: <u>Introduction and general questions</u>**

1) Please explain briefly about your experience in the Ethiopian hotel sector and also in international hotel chains operating in the country
2) Hotels in the country operate in a challenging environment. Can you please explain in detail the main challenges of the hotel sector and specific challenges to your institution and the measures taken to tackle the challenges?
3) There are some hotels who have a significant impact in the hotel industry of the country and also others which are believed to play a run-of-the-mill role. Please elaborate your institution position with respect to the above issue.
4) Stakeholders can influence the way that hotels operate in the sector. What is your assessment of the role of the stakeholders in the hotel sector? Please elaborate this issue using some instances.

**Part II: <u>Leadership: transformational and complexity leadership</u>**

1) One aspect of transformational leaders is getting the trust of their followers and instilling a strong believe in the minds of the followers about their competency. Please explain your evaluation of employees' trust in their leadership and the quality of leadership in instilling a good feeling in the mind of their followers.
2) Please describe the effort of the leadership in your organisation in terms of articulating the goal and motivating employees to buy the common goals of the organisation and work towards achieving them.
3) What is your evaluation of the leadership in your institution in encouraging employees or followers to generate novel ideas to deal with their problems and rethink the old thinking? Please elaborate this issue in light of some instances.
4) Every employee is not expected to have the same competency in performing the assigned task and thus, leaders have got to consider this issue carefully. How do you assess the effort of the leadership in taking into account the capacity difference among employees?
5) How do you describe the effort of leadership in your organisation in encouraging diversity of opinions and collective decision-making? what impact that this situation have in the commitment of employees?
6) Can you please discuss in light of your experience how organisational goal is set by considering diverse opinions of employees? And also what is your evaluation of the leadership in taking an action on any actors that can spoil the achievement of organisational goals?
7) What is the current practice of your organisation in encouraging employees to take responsibility and devote more efforts in achieving the common goals of the organisation? Please mention some instances which illustrate the practice.
8) OL (The process in which organisations acquire, interpret and distribute information to improve the performance) is affected by the leadership approaches of organisations such as transformational and complexity leadership. The first phase of this study found that the impact of the different aspects of current leadership styles pertinent to transformational and complexity leadership on OL in international chain hotels is low. What do you make of this finding?

**Part III: OC**

1) Please explain in detail the practice in your institution pertinent to the autonomy given to employees in handling their assigned tasks and the effort of your institution in empowering employees to be more competitive?
2) How do you assess the common values shared by employees of the organisation? Please elaborate how sharing common values contribute to the efforts of achieving a common goal of the organisation?
3) Please explain the effort of your organisation in assessing its operating environment to figure out what the market demands, respond properly, and utilize the available opportunities.
4) How do you characterize the contribution of each employee to the larger goals of your organisation and how the work of each employee is driven by the mission and vision of your organisation?
5) Leaders play a significant role in setting vision, establishing common values, identifying and utilizing opportunities which are some aspects of OC. Please explain in detail the role of leadership in your organisation in shaping this dimensions of OC?

**Part IV: OL**

1) Employees may acquire knowledge through different ways. Please explain the practice of knowledge or information acquisition in your institution such as through attending trainings or other different events to acquire a new knowledge and other platforms.
2) The acquisition of knowledge is greatly augmented through research. Please explain in detail the role of research and development centre for the acquisition of knowledge in your organisation including the rule and regulation governing its operation.
3) What is your impression about the effort of your organisation in encouraging and establishing a good partnership with other establishments? Please elaborate this issue in light of your hands-on experience.
4) How do you evaluate the current practice of your organisation in creating awareness about the emerging issues and how it encourages employees in instilling these emerging issues into their day-to-day activities?

5) Please explain a practice about employees of your organisation in holding discussion in order to exchange their best experiences and new information.
6) Well-experienced organisations have their own latest database or file to retain information. How do you assess this sort of practice in your organisation and how does it let employees access the database for easy reference and make an informed decision?
7) How do you assess the role of leadership in your organisation in establishing a strong OC where employees can work in harmony towards the realization of their common goals?

**Part V: <u>Closing questions</u>**

- Please describe any comments or suggestions related to leadership behaviour, the practice of OL, and the nature of culture in your organisation.
- Please explain if there is anything that you would like to add to the discussion.
- If you have any comments on issues which require further research based on the current study, please explain.

  I thank you again for your precious time and willingness in participating in this study

## APPENDIX 5: MODEL SUMMARY FOR CONFIRMATORY FACTOR ANALYSIS (CFA)

Transformational Leadership (Model Fit Summary)

CMIN

| Model | NPAR | CMIN | DF | P | CMIN/DF |
|---|---|---|---|---|---|
| Default model | 20 | 41.707 | 16 | .000 | 2.607 |
| Saturated model | 36 | .000 | 0 | | |
| Independence model | 8 | 391.945 | 28 | .000 | 13.998 |

RMR, GFI

| Model | RMR | GFI | AGFI | PGFI |
|---|---|---|---|---|
| Default model | .038 | .960 | .910 | .427 |
| Saturated model | .000 | 1.000 | | |
| Independence model | .194 | .619 | .510 | .481 |

Baseline Comparisons

| Model | NFI Delta1 | RFI rho1 | IFI Delta2 | TLI rho2 | CFI |
|---|---|---|---|---|---|
| Default model | .894 | .814 | .932 | .876 | .929 |
| Saturated model | 1.000 | | 1.000 | | 1.000 |
| Independence model | .000 | .000 | .000 | .000 | .000 |

Parsimony-Adjusted Measures

| Model | PRATIO | PNFI | PCFI |
|---|---|---|---|
| Default model | .571 | .511 | .531 |
| Saturated model | .000 | .000 | .000 |
| Independence model | 1.000 | .000 | .000 |

NCP

| Model | NCP | LO 90 | HI 90 |
|---|---|---|---|
| Default model | 25.707 | 10.315 | 48.762 |
| Saturated model | .000 | .000 | .000 |
| Independence model | 363.945 | 303.666 | 431.666 |

FMIN

| Model | FMIN | F0 | LO 90 | HI 90 |
|---|---|---|---|---|
| Default model | .172 | .106 | .043 | .201 |
| Saturated model | .000 | .000 | .000 | .000 |
| Independence model | 1.620 | 1.504 | 1.255 | 1.784 |

RMSEA

| Model | RMSEA | LO 90 | HI 90 | PCLOSE |
|---|---|---|---|---|
| Default model | .081 | .052 | .112 | .042 |
| Independence model | .232 | .212 | .252 | .000 |

Complexity Leadership (Model Fit Summary)

CMIN

| Model | NPAR | CMIN | DF | P | CMIN/DF |
|---|---|---|---|---|---|
| Default model | 22 | 35.924 | 13 | .001 | 2.763 |
| Saturated model | 35 | .000 | 0 | | |
| Independence model | 14 | 374.593 | 21 | .000 | 17.838 |

RMR, GFI

| Model | RMR | GFI | AGFI | PGFI |
|---|---|---|---|---|
| Default model | .037 | .959 | .912 | .445 |
| Saturated model | .000 | 1.000 | | |
| Independence model | .217 | .609 | .479 | .457 |

Baseline Comparisons

| Model | NFI Delta1 | RFI rho1 | IFI Delta2 | TLI rho2 | CFI |
|---|---|---|---|---|---|
| Default model | .904 | .845 | .937 | .895 | .935 |
| Saturated model | 1.000 | | 1.000 | | 1.000 |
| Independence model | .000 | .000 | .000 | .000 | .000 |

Parsimony-Adjusted Measures

| Model | PRATIO | PNFI | PCFI |
|---|---|---|---|
| Default model | .619 | .560 | .579 |
| Saturated model | .000 | .000 | .000 |
| Independence model | 1.000 | .000 | .000 |

Organisational Learning: Antecedent of TL and CL with Mediation of OC

NCP

| Model | NCP | LO 90 | HI 90 |
|---|---|---|---|
| Default model | 22.924 | 8.766 | 44.723 |
| Saturated model | .000 | .000 | .000 |
| Independence model | 353.593 | 294.492 | 420.127 |

FMIN

| Model | FMIN | F0 | LO 90 | HI 90 |
|---|---|---|---|---|
| Default model | .148 | .095 | .036 | .185 |
| Saturated model | .000 | .000 | .000 | .000 |
| Independence model | 1.548 | 1.461 | 1.217 | 1.736 |

RMSEA

| Model | RMSEA | LO 90 | HI 90 | PCLOSE |
|---|---|---|---|---|
| Default model | .085 | .053 | .119 | .038 |
| Independence model | .264 | .241 | .288 | .000 |

OC (Model Fit Summary)

CMIN

| Model | NPAR | CMIN | DF | P | CMIN/DF |
|---|---|---|---|---|---|
| Default model | 21 | 46.498 | 24 | .004 | 1.937 |
| Saturated model | 45 | .000 | 0 | | |
| Independence model | 9 | 307.142 | 36 | .000 | 8.532 |

RMR, GFI

| Model | RMR | GFI | AGFI | PGFI |
|---|---|---|---|---|
| Default model | .033 | .959 | .924 | .512 |
| Saturated model | .000 | 1.000 | | |
| Independence model | .121 | .727 | .659 | .582 |

Baseline Comparisons

| Model | NFI Delta1 | RFI rho1 | IFI Delta2 | TLI rho2 | CFI |
|---|---|---|---|---|---|
| Default model | .849 | .773 | .921 | .876 | .917 |
| Saturated model | 1.000 | | 1.000 | | 1.000 |
| Independence model | .000 | .000 | .000 | .000 | .000 |

Parsimony-Adjusted Measures

| Model | PRATIO | PNFI | PCFI |
|---|---|---|---|
| Default model | .667 | .566 | .611 |
| Saturated model | .000 | .000 | .000 |
| Independence model | 1.000 | .000 | .000 |

NCP

| Model | NCP | LO 90 | HI 90 |
|---|---|---|---|
| Default model | 22.498 | 6.955 | 45.828 |
| Saturated model | .000 | .000 | .000 |
| Independence model | 271.142 | 218.890 | 330.866 |

FMIN

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| Model | FMIN | F0 | LO 90 | HI 90 |
|---|---|---|---|---|
| Default model | .192 | .093 | .029 | .189 |
| Saturated model | .000 | .000 | .000 | .000 |
| Independence model | 1.269 | 1.120 | .905 | 1.367 |

RMSEA

| Model | RMSEA | LO 90 | HI 90 | PCLOSE |
|---|---|---|---|---|
| Default model | .062 | .035 | .089 | .209 |
| Independence model | .176 | .159 | .195 | .000 |

OL (Model Fit Summary)

CMIN

| Model | NPAR | CMIN | DF | P | CMIN/DF |
|---|---|---|---|---|---|
| Default model | 17 | 28.003 | 11 | .003 | 2.546 |
| Saturated model | 28 | .000 | 0 | | |
| Independence model | 7 | 300.202 | 21 | .000 | 14.295 |

RMR, GFI

| Model | RMR | GFI | AGFI | PGFI |
|---|---|---|---|---|
| Default model | .034 | .968 | .919 | .380 |
| Saturated model | .000 | 1.000 | | |
| Independence model | .187 | .650 | .533 | .487 |

Baseline Comparisons

| Model | NFI Delta1 | RFI rho1 | IFI Delta2 | TLI rho2 | CFI |
|---|---|---|---|---|---|
| Default model | .907 | .822 | .941 | .884 | .939 |
| Saturated model | 1.000 | | 1.000 | | 1.000 |
| Independence model | .000 | .000 | .000 | .000 | .000 |

Parsimony-Adjusted Measures

| Model | PRATIO | PNFI | PCFI |
|---|---|---|---|
| Default model | .524 | .475 | .492 |
| Saturated model | .000 | .000 | .000 |
| Independence model | 1.000 | .000 | .000 |

NCP

| Model | NCP | LO 90 | HI 90 |
|---|---|---|---|
| Default model | 17.003 | 5.076 | 36.591 |
| Saturated model | .000 | .000 | .000 |
| Independence model | 279.202 | 226.881 | 338.967 |

FMIN

| Model | FMIN | F0 | LO 90 | HI 90 |
|---|---|---|---|---|
| Default model | .116 | .070 | .021 | .151 |
| Saturated model | .000 | .000 | .000 | .000 |
| Independence model | 1.241 | 1.154 | .938 | 1.401 |

RMSEA

| Model | RMSEA | LO 90 | HI 90 | PCLOSE |
|---|---|---|---|---|
| Default model | .080 | .044 | .117 | .082 |
| Independence model | .234 | .211 | .258 | .000 |

Pooled CFA (Model Summary)

CMIN

| Model | NPAR | CMIN | DF | P | CMIN/DF |
|---|---|---|---|---|---|
| Default model | 29 | 93.409 | 37 | .000 | 2.525 |
| Saturated model | 66 | .000 | 0 | | |
| Independence model | 11 | 724.266 | 55 | .000 | 13.168 |

RMR, GFI

| Model | RMR | GFI | AGFI | PGFI |
|---|---|---|---|---|
| Default model | .022 | .936 | .886 | .525 |
| Saturated model | .000 | 1.000 | | |
| Independence model | .118 | .527 | .432 | .439 |

Baseline Comparisons

| Model | NFI Delta1 | RFI rho1 | IFI Delta2 | TLI rho2 | CFI |
|---|---|---|---|---|---|
| Default model | .871 | .808 | .918 | .875 | .916 |
| Saturated model | 1.000 | | 1.000 | | 1.000 |
| Independence model | .000 | .000 | .000 | .000 | .000 |

Parsimony-Adjusted Measures

| Model | PRATIO | PNFI | PCFI |
|---|---|---|---|
| Default model | .673 | .586 | .616 |
| Saturated model | .000 | .000 | .000 |
| Independence model | 1.000 | .000 | .000 |

NCP

| Model | NCP | LO 90 | HI 90 |
|---|---|---|---|
| Default model | 56.409 | 31.696 | 88.805 |
| Saturated model | .000 | .000 | .000 |
| Independence model | 669.266 | 586.108 | 759.859 |

FMIN

| Model | FMIN | F0 | LO 90 | HI 90 |
|---|---|---|---|---|
| Default model | .386 | .233 | .131 | .367 |
| Saturated model | .000 | .000 | .000 | .000 |
| Independence model | 2.993 | 2.766 | 2.422 | 3.140 |

RMSEA

| Model | RMSEA | LO 90 | HI 90 | PCLOSE |
|---|---|---|---|---|
| Default model | .079 | .059 | .100 | .009 |
| Independence model | .224 | .210 | .239 | .000 |

## APPENDIX 6: MODEL SUMMARY FOR STRUCTURAL MODEL

CMIN

| Model | NPAR | CMIN | DF | P | CMIN/DF |
|---|---|---|---|---|---|
| Default model | 25 | 125.483 | 41 | .000 | 3.061 |
| Saturated model | 66 | .000 | 0 | | |
| Independence model | 11 | 724.266 | 55 | .000 | 13.168 |

RMR, GFI

| Model | RMR | GFI | AGFI | PGFI |
|---|---|---|---|---|
| Default model | .026 | .920 | .872 | .572 |
| Saturated model | .000 | 1.000 | | |
| Independence model | .118 | .527 | .432 | .439 |

Baseline Comparisons

| Model | NFI Delta1 | RFI rho1 | IFI Delta2 | TLI rho2 | CFI |
|---|---|---|---|---|---|
| Default model | .827 | .768 | .876 | .831 | .874 |
| Saturated model | 1.000 | | 1.000 | | 1.000 |
| Independence model | .000 | .000 | .000 | .000 | .000 |

Parsimony-Adjusted Measures

| Model | PRATIO | PNFI | PCFI |
|---|---|---|---|
| Default model | .745 | .616 | .651 |
| Saturated model | .000 | .000 | .000 |
| Independence model | 1.000 | .000 | .000 |

NCP

| Model | NCP | LO 90 | HI 90 |
|---|---|---|---|
| Default model | 84.483 | 54.518 | 122.075 |
| Saturated model | .000 | .000 | .000 |
| Independence model | 669.266 | 586.108 | 759.859 |

FMIN

| Model | FMIN | F0 | LO 90 | HI 90 |
|---|---|---|---|---|
| Default model | .519 | .349 | .225 | .504 |
| Saturated model | .000 | .000 | .000 | .000 |
| Independence model | 2.993 | 2.766 | 2.422 | 3.140 |

RMSEA

| Model | RMSEA | LO 90 | HI 90 | PCLOSE |
|---|---|---|---|---|
| Default model | .092 | .074 | .111 | .000 |
| Independence model | .224 | .210 | .239 | .000 |

APPENDIX 7: TURNITIN REPORT

**Similarity Report**

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**Organisational Learning: Antecedent of Transformational and Complexity Leadership with Mediation of Organisational Culture**

**by**

**Ismail Kedir Jemal**

I declare that I have edited and proofread this thesis. My involvement was restricted to language usage and spelling, completeness and consistency. I did no structural re-writing of the content.

I am qualified to have done such editing, being in possession of a Bachelor's degree with a major in English, having taught English to matriculation, and having a Certificate in Copy Editing from the University of Cape Town. I have edited more than 500 Masters and Doctoral theses, as well as articles, books and reports.

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