

Knowledge Transfer in Innovative Leadership Q&A

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Executive Summary

Q&A: How do innovative leaders transfer knowledge to subordinates and peers?

The report investigates this question by surveying five anonymous industry leaders. The term 'Innovative Leadership' instantly stood out as fundamental differences in the interpretation what "innovative leadership" was.

Across the range of interviews, there were several responses that were expected to the questions posed around this topic, yet in other parts a uniquely different perspective was given. These interpretations are all compared and contrasted to form some bold but relevant conclusions.

As there are many facets to innovative leadership, a conceptual framework was developed to illustrate that the whole innovative leadership concept and the transfer of knowledge is made up of several related parts. This being said, it was generally agreed that the transfer of knowledge is just one part of a model for effective innovative leadership.

Introduction



How do innovative leaders transfer knowledge to subordinates and peers?

The concept of leadership carries varying definitions of varying magnitude based on the individual's life experience. Scholars like James Clawson with the Three Level Leadership and Jim Collins with Level 5 Leadership, attempt to categorise leadership to try to define, measure and analyse skills and techniques required to excel as an innovative leader.

In our journey to further define leadership best practices, we seek out the opinions and knowledge of leaders in our own professional and academic circles. This report shall explore, compare and contrast responses to this question gathered through structured interviews, designed to challenge and augment our own learning.

Raw data has been collected from leaders with the following profiles:

Interviewee	Gender	Age	Current Position	Industry	Grounding Experience
A	Male	50-55	IT Director	Information Technology	School teacher
B	Male	50-55	Line Manager	Financial Services	Bank Manager
C	Male	45-50	General Manager	Marketing	Bakery owner
D	Male	55-60	Business Owner	Construction	Engineer
E	Female	35-40	Lawyer	Marketing	Law

Conceptual Framework

The underlying set of ideas in developing a model for innovative leadership and the degree of knowledge management stems back to core levels of perception of self and of others. Organisations find true innovative leaders offer information freely without fear of recourse. They are comfortable in their position and are rewarded with facilitating inspiration and motivation in all individuals.

Through analysis of the research collected, a conceptual model for defining high-level attributes of innovative leadership is shown in Fig1.

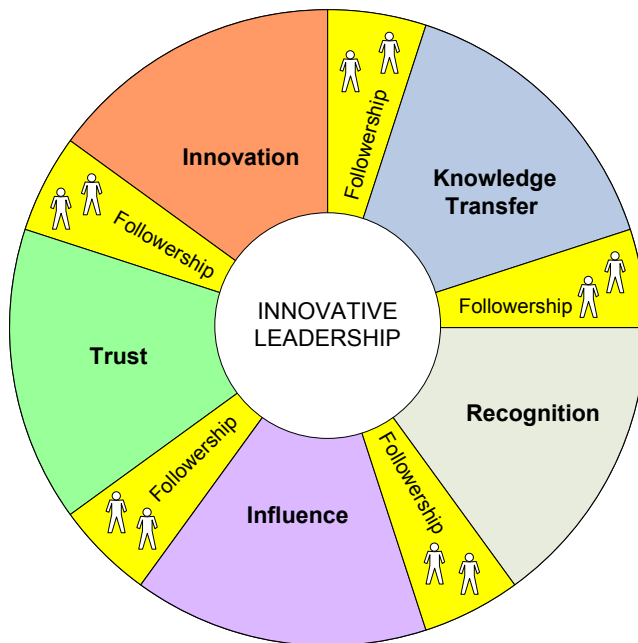


Fig1. The Conceptual Framework Model, Attributes of Innovative Leadership

Data Collection Method

The central theme driving the data collection method was to enable a comparative analysis of responses utilising a combination of eight open and closed questions, standardised across each interview in a controlled manner. Five MBA students from Swinburne University of Technology with all data comprising the final analysis provided this questionnaire.

The methodology on selecting questions and delivery style comprising the interview guide were based on techniques put forward by Minichiello (1991). The leaders who were interviewed were receptive to the funnelled questioning style as each response led to the next. This provided a recursive premise that facilitated open one-on-one conversations.

The interviewees comprised of leaders whom were known to the interviewers, with good rapport previously established. This method and open style of delivery was openly welcomed by the interviewees. Nonetheless interviewee commercial confidentiality and anonymity was established at the outset.

Analysis

One president of innovative leadership relates to Clawson's (2003, p.42) theory on VABEs (Values, Assumptions, Beliefs and Expectations) and how these innovative leaders can influence them. Diversity of question responses made transparent the different levels of VABEs within each interviewee.

In order for the reader to understand the conceptual framework model (Fig1.), comparisons were made and contrasted against interviewees response's in relation to the theory and summarised below.

1. How would you define a leader?

To compare the five responses to how one defines a leader, it is clearly evident that from these examples, a leader is seen as a person who directs and communicates a vision. This involves the human resources within a given organisation, and while the scope of questioning did not extend beyond those boundaries, it seems as though leadership does extend outside corporate walls. "Leadership is the ability to influence others towards the achievement of goals that contribute to a worthwhile purpose." (Robbins et al, 1998, p397)

In these cases, leadership is about influencing opinion and actively promoting change to achieve organisational goals, but to be truly successful, the leader must be followed willingly. "Leaders are visionaries who have more freedom than managers because they have less responsibility. Organisations claim that they want strong leaders even if they are bad managers, but organisational bureaucracy does not tolerate leadership". (White, 1997, p48).

"When analysing the dichotomy between leadership and management, management could be simply termed as 'doing the thing right', whereas leadership could be described as "doing the right thing". Management entails completing the technical, more mechanical, aspects of the every day tasks, while conforming closely to department policy, procedure, rules, and regulations. Leadership in sharp contrast, encompasses the spirit, vision and ethical considerations that accompany the decision making process". (Dobbs, Field, 1993, p22).

This is relates back to the conceptual framework, namely in the areas of **influence** and **followership**, forming a critical part of the Conceptual Framework Model (Fig1.).

2. Are there any distinctions between normal leadership and innovative leadership?

The concept of innovative leadership is certainly an area of broad interpretation. Of our interpretations there are notions that innovation is more accustomed to championing change in ever-changing environments. It is suggested that innovative leaders look outside the square at times to find new and better ways, and seek to utilise others to achieve goals. The pursuit of a common goal features heavily in leadership traits, but it seems like the leadership process is what sets leadership aside from innovative leadership.

"Management ensures that standards are being met...Leadership, meanwhile, enforces innovations needed in creating variations in style and design". (Zeeck, 1997, p4).

"Transformational leaders strongly support their change strategies by modelling: behaving with integrity, self-directedness and self-critical evaluation; being unequivocally committed to the organisation, its members, and the primary task. Through this type of exemplary behaviour they are able to influence and arouse in their followers extraordinary levels of enthusiasm, loyalty, and performance.... The role of the leader as educator is gaining emphasis following the rise of the concept of 'the learning organisation'". (Tyson, 1998, p92-93).

These responses flow into the Conceptual Framework Model (Fig1.) in the **innovation** area. This can also be subdivided further into the area of change management.

3. Does organisational culture help or hinder the effective transfer of knowledge?

Organisational culture comprises the attitudes, beliefs, knowledge, values, norms and customs of an organisation. It develops over time, and can be linked to the decisions made when an organisation was first formed right through to decisions that were made a day ago.

In particular, the question on if organisational culture help or hinder the effective transfer of knowledge, was dependant on the context the organisation and what transfer process is being used at the time. Testament to this is the varied responses we received from our interviewees. All five were from different industries, and all five had a different opinion on whether or not organisational culture actually helped or hindered, therefore giving a mixed response; that is, an organisation's culture could do both, help and hinder the effective transfer of knowledge. An organisations culture will also determine its structure (horizontal or vertical), which may be the more appropriate question; does an organisations structure help or hinder the effective transfer of knowledge. One interviewee commented that he worked within a horizontal organisation, and knowledge seemed to flow freely from side to side. While another interviewee who worked within an organisation that was structured vertically believed that information did not transfer as freely, commenting that 'every man was looking out for his or her own interests'. In short, culture, context, structure and the transfer process used at the time all play a role in how successful knowledge transfer is.

The underlying message again relates back to the Conceptual Framework Model (Fig1.) in the area of **knowledge transfer**.

4. Part of leadership is giving or showing direction, do you think the role of leadership is to impart knowledge to subordinates and peers? Discuss.

All interviewees, across all industries, acknowledged that people in a leadership role should impart knowledge to both subordinates and peers in order to meet the organisation's objectives. One interviewee, from the engineering industry, commented that by imparting knowledge, the delegation of tasks was more easily performed as employees were kept in the loop. Another interviewee commented that the dissemination of information should be done strategically, as giving away too much or too little information to subordinates and peers could damage the leaders influence and recognition. Building on this, imparting knowledge strategically is a sensible move. What information a leader releases and to who can improve a leaders' recognised standing within the organisation.

Influence was a major factor in most questions but here we found there was a strong correlation between **influence** and **recognition** stated in the Conceptual Framework Model (Fig1.).

5. How do you transfer knowledge to you team? Do you consider your technique to be innovative? Why?

First of all, one part of the criteria of six steps to effective leadership which called 'Clarifying what others can contribute' (Clawson, 2003) will be the most appropriate approach. The reason is most of the answers from many different leader seems to be that they are thinking in the similar method.

Most of them have mentioned clearly about the way how they transfer knowledge to peers and subordinates, and appearing that they could not identify the word 'innovative' as much. All of our leaders always give the opportunity or accepting the responsibility as those expressions, flexible repertoire, working collaboratively, allowing the team to operate freely, for example. Those are the proper ways of innovative leadership. On the

other hand, there is a leader in particular working experience (Construction management) also brought up the word 'Engineering senses' as 'Innovative'. That is another attitude in the way of thinking about innovative leadership because that person was trying to guide his peers and subordinates to use their own senses of engineering rather than using only just engineering strategies.

The responsibility from this perspective is able to be related to **knowledge transfer** as the part of the Conceptual Framework Model (Fig1.).

6. What unconscious and conscious behaviours are you aware of when transferring knowledge? Discuss.

Clawson's (2003) Six Steps to Effective Leadership, relentlessness featured strongly in question responses. They brought more emotion and feeling to the organisational process, rather than following instructions. For example, leaders always use the expression 'what you should do is...' It sounds like they are going to give a suggestion but said they did not mean that definition. 'Should' supposed to be 'will'. Nevertheless, they are conscious about that and trying to do it less and less each week.

The Conceptual Framework Model (Fig1.) states knowledge transfer as an integral part of innovative leadership. This attribute together with positive relentless qualities lead to **respect** and **recognition** from subordinates and peers.

7. Do your subordinates and peers transfer knowledge back to you? How? Is this beneficial?

Clawson stipulates that "effective leaders in the information age are masters of the change process (Clawson, 2003, p.22)". All interviewees answered yes to peers transferring knowledge back to them. This promotes effective, clear and functional communication that translates indirectly into success in the work-place. It is also the first step towards developing "new perspectives" (Clawson, 2003, p17) that allow the facilitation of best practices, improved efficiencies and new insights in the workplace. A communicable workplace is an effective and pro-active workplace and the leaders interviewed are promoting the process of dual communication whether they know it or not. It is the first step towards successful leadership.

In relation to the Conceptual Framework Model (Fig1.), we can see that **trust** becomes an indispensable element in the communication process. Without trust people can become hesitant to communicate truthfully and openly. Thus an effective, innovative leader must foster trust between himself and his associates in order to off-set the risks of mistakes that may arise as a result of 'what isn't said'.

Another aspect worth noting is that respondents also alluded to the Diamond Model of leadership, as explained in Clawson (2003), where leaders take into account all factors including strategy, relationships with subordinates, designing organisation and the management of change in order to facilitate the goal(s) of the organisation. The beneficial aspect of the dual transfer of knowledge between leader and follower was highlighted and its ability to help "mitigate any negative effects on the business (interview; Interviewee E)". In this case the direct benefits of dual knowledge transfer can be highlighted in relation to the maintenance of preferred practices/processes within the business, facilitating the achievement of stipulated business objectives.

8. How do you think you could improve your knowledge transfer process?

All interviewees portrayed an eagerness to improve as leaders in their knowledge transfer approach. Many focused on improvement in leadership skills being able to facilitate improvements in knowledge transfer. Some had suggestions for themselves in general as

to what would aid improvements in leadership whilst others suggested that if they knew where they could improve they would address it proactively. Thus all interviewees had a desire to improve. This is conducive towards effective leadership. The article by Goleman et al on *Primal Leadership* (2001), suggests that one's emotional intelligence may have a positive correlation with success in the workplace. All respondents portrayed a positiveness and willingness to foster improvements in their leadership skills. This type of attitude may have a trickle down effect on subordinates and thus foster successful leadership and successful knowledge transfer. Clawson discusses a similar concept when he elaborates on how leadership occurs on three levels; the organisation, the work group and one's self. In order to be an effective leader one must first be willing to work on themselves ("I'd always like to be better than what I am (interview, 2005, Interviewee E)") work with the work group ("Acknowledging the process of continuous organisational improvement through knowledge sharing is a base expectation for all in the group (interview, 2005, Interviewee A)") and integrate smoothly with the organisation ("I could probably use my resources around me better and try and foster better relationships with departments (interview, 2005, Interviewee C)"). Once these things are achieved the transfer of knowledge can be improved significantly.

Nevertheless, respondents did not highlight the need for trust in the process of knowledge transfer or management. Furthermore the issue of culture was not brought up as a mitigating factor in effective knowledge transfer (Baxter & McMurray, 2002, p.9). Studies suggest that cultural background and trust are very important factors in the success of knowledge management and transfer (Baxter & McMurray, 2002, p.9). However, a possible explanation for the omission of these factors in the interviewees' responses may be the possible reduction in the significance of ethnicity in the Australian culture due to the large multi-cultural element or make-up of the Australian population. This may desensitize workers to the importance or reduce the awareness of factors related to differing cultures. Alternatively it may not be politically correct to bring up such issues and there are legal ramifications related to discrimination that one would wish to avoid.

Final Thoughts

Our analysis also shows that the transfer of knowledge is but one important piece of the Conceptual Framework Model of effective innovative leadership, and there are many other facets beyond the narrow scope of this report influencing that leadership.

In order to transfer knowledge effectively, an innovative leader must understand the organisation's history, its culture, its context, its people and also what knowledge transfer methods the organisation is comfortable with. In addition to this, an innovative leader should also impart knowledge strategically, both to subordinates and peers, in order to remain influential within the organisation. It is also concluded that leaders cannot truly reach an 'innovative' level of their own leadership without using knowledge transfer as an open two-way line of communication. One's leadership status is defined by others and any projected self definition or assumption could be seen as pretentious and / or false.

It was strange that none of the interviewees mentioned the concept of mentoring. One would assume mentoring or mirroring the characteristics of someone you admire would play a role in the development of an innovative leader. A possible explanation for this may be that the sampling of respondents was too small. If so this is a limitation of the study that would need to be addressed if the topic was re-visited in the future.

Appendix A – Raw Interview Data

1. How would you define a leader?

Interviewee A

“The term leader necessarily restricts focus within an organisation upon the action and influence of an individual within a context. Most people would expect a person who is recognised as leader by the group to define direction, influence opinion and actively promote change and improvement in an environment filled with uncertainty. In this way, effective leadership is sought as a solution to uncertainty. It seems to me that discussion of leadership distracts attention from the more useful conversation on organisational learning and how we can promote and manage this process.”

Interviewee B

“I would define a leader as someone who articulates a vision and influences people to accept and adopt that vision.”

Interviewee C

“A leader is someone who has the ability to get one or more people to follow them. A true leader is someone who has willing followers, as in they are not forced to go along with the leader. Thinking about different types of leaders some show direction, but others show vision. The term is often confused with people who are really managers. The leaders that I know about have been great motivators and had visions of the future that they communicated as time went on.”

Interviewee D

“Personally, I think it means someone has a good leadership of Human resource management and bringing that skill into the developing the efficient company operation.”

Interviewee E

“A leader is an individual or body of people that facilitate, by the systems they implement and communication channels they create, best work practices to ensure that the organisational goal is achieved in the speediest and most cost effective manner.”

2. Are there any distinctions between normal leadership and innovative leadership? Discuss.

Interviewee A

“Each age has its own definition of what it is to be an effective leader. This is what has contributed to the area being so very confused and ill-defined. Normal or traditional leadership versus innovative leadership may seek to respond to the level of uncertainty and rate of change that is confronting all organisations. In order to keep the notion of leadership relevant, authors keep shifting the definition and its underlying *raison d'être*. Innovative leadership is a more recent iteration of this process that focuses on the essential role of navigating change in an uncertain world to produce positive outcomes and being receptive to new and emerging opportunities. Books like “Who moved the cheese” put the notion simply but succinctly.”

Interviewee B

“Leading is all about making change and leading followers. I'd say all leadership is innovative.”

Interviewee C

[Instantly asked to define “Innovative”, to which I suggested the he put his own interpretation]
“Normal leadership is as I mentioned before (above). (I guess) innovative leadership is where leaders are more innovative than what would normally be expected of a leader. Surely any leader needs some level of innovation in their style? Possibly innovative leaders, think outside the square a bit, go above and beyond normal leaders by motivating and directing in bold, thoughtful and new ways. Using resources around you to the best of their use and able to get people not directly related to your business to assist willingly. Going by the word “innovation” it sounds like an innovative leader looks at things in new ways, employs new methods and seeks to improve on what has been done before.”

Interviewee D

“The normal leadership means a skill to lead people by using his or her own experience and knowledge, but the innovative leadership means the definition of normal leadership plus being open person to get more information and giving the opportunity to the subordinates and peers for any suggestion.”

Interviewee E

“Yes, but like anything definitional, it depends on one’s interpretation of leadership and what it entails. I believe the distinction lies in the focus of the leader. A leader has attained his or her position, presumably, because of their ability to rally people toward a common goal. That leader may then focus on one of two things; one is to maintain current best practices the other to develop practice to suit the environment, personnel and to keep refining the process as the landscape changes. The first focus is leadership, the latter is innovative leadership.”

3. Does organisational culture help or hinder the effective transfer of knowledge?

Discuss.

Interviewee A

“Organisational culture is the way in which knowledge is acquired, developed, interpreted, retained and applied. By this I mean that both people and artefacts hold knowledge and are used to transferring knowledge to the point of application to produce a result. The manner and effectiveness of knowledge transfer will be affected more by organisational culture than any other influence.”

Interviewee B

“I’d say it does in that it provides a fairly open environment and a number of mechanisms (eg PDFs) for sharing information.”

Interviewee C

“Probably hinder. So many people these days are looking after their own interests and protecting their own rear ends. I think sometimes it gets to a point where people are definitely resistant to change and as a result, balk at any changes proposed by a leader. This is where it comes back to the skill of the leader and their innovation to be able to utilise their resources to achieve what they want.”

Interviewee D

“The advantage from our organisation culture is the transferring of the knowledge is not from the book, but from the real circumstance in the construction site work.”

Interviewee E

“It can do both. In a flowing horizontal structure like the one we have established in my organisation the transfer of information is seamless and encouraged, an old institutionalized hierarchical culture does not allow the effective transfer of information.”

4. Part of leadership is giving or showing direction, do you think the role of leadership is to impart knowledge to subordinates and peers? Discuss.

Interviewee A

“A person in a role of leader will necessarily be more engaged with the organisational culture if key knowledge is communicated effectively and in a timely manner. In some cases, information will flow from leader to subordinates and peers and in other times the flow will in the reverse, or indeed in a circular flow as part of an iterative process. I think of knowledge as a residing in all people and many organisational artefacts. I find it helpful to see value and opportunity in the body of knowledge residing in it all and then working hard to find ways to release the knowledge that is contained.”

Interviewee B

“It can be but not necessarily.”

Interviewee C

“Yes, definitely, but having said that, there are times when people need to follow and be somewhat in the dark! Sometimes if a Leader divulges everything they are thinking, it may disillusion the followers so this imparting of knowledge must be strategic. In terms of imparting leadership knowledge onto others, I tend to think that a leader will select one or two only out of a group and mentor or groom them. This can probably be a conscious or unconscious act, but I would think that it is conscious. I know in my case and I presume you are asking me these questions because you regard me as a leader in this company, I consciously would pick a particular person to take under my wing so to speak. No secret it's you. It's not a leaders role however to teach someone their job or how to do it though – more a way of thinking and behaving and vision.”

Interviewee D

“I think so! Because, I have overload in some task, So, It is good if I transferred the knowledge to the subordinates and peers, thus they can help me to do a task sometimes and I will be able to use that time in another task.”

Interviewee E

“Impart knowledge, yes, but also to encourage them to develop personal styles and systems. I'm not so arrogant to think that I have all the answers or can see all the solutions to various problems. I utilize the collective wisdom of peers and subordinates to my, and the companies advantage, but at the same time when a decision needs to be made I will show direction to ensure its successful implementation.”

5. How do you transfer knowledge to you team? Do you consider your technique to be innovative? Why?

Interviewee A

1. “Formal meetings called by myself and others in the team.
2. Informal discussion.
3. Writing email and more formal papers
4. Asking papers or emails to be written.
5. Articles collected from journals or web sites.
6. Questioning and asking for opinions.

The technique used in any particular situation will demand on the audience and the intended outcome. Most of the time I use intuition to decide on the method the feels the best given the circumstances and the limitations imposed by external factors. I am not sure they are innovative, but I like to think I use a reasonably wide and flexible repertoire and try to be effective. I do not see these methods as being innovative and have learned then by observing the techniques of others that seem to have worked.”

Interviewee B

“I do by working collaboratively as part of a team – therefore, I try to ‘walk the talk’. I don't think this is particularly innovative.”

Interviewee C

“Regular meetings, but that tends to be fairly managerial in purpose so I find one on one contact to be the best way to really have an effect. This can be at work, but also in social situations as well. I have a good relationship I think with both my peers and subordinates so its all pretty informal most of the time.”

Interviewee D

“I always use the engineering theory when ever it is planning design or the site work, and teaching them to apply that engineering sense to improve the task. Yes!! It is an innovative approach because a lot of people do not teach the subordinates how to use their engineering sense but I always do that.”

Interviewee E

"I transfer knowledge by allowing the team to operate freely within the parameters of the business and offering instruction or as the case may be direction when something is plainly wrong or is in need of attention. This is not innovative but rather collaborative."

6. What unconscious and conscious behaviours are you aware of when transferring knowledge? Discuss.

Interviewee A

"I try to act so that I establish trust and empathy with the person I want to communicate with and transfer knowledge. I do feel that relationship and understanding their priorities will improve my ability to transmit, receive and generate knowledge from the interaction itself. I try to communicate to them that I have an understanding of their position and would want to address any issues they consider to be important.

It is hard to be aware of unconscious behaviours, unless pointed out by close friends or family. I have been told that I have a tendency to become a little overly passionate about things important to me and that this can flood or overwhelm some people who are not extrovert or assertive. I do try and contain this."

Interviewee B

"I am conscious of many of my own behaviours, eg I am not particularly decisive; I like to discuss everything with everyone, which is not ideal in certain circumstances. Others, I rely on people around me to point out."

Interviewee C

"Always very conscious of being fully prepared and I try and put myself in their shoes for two reasons. Firstly, it gives me a great idea of what to expect as I have been in their place many years ago, secondly, it means I have a greater understanding of my own and the companies objectives, if I know their objectives and understand their perspective. Unconsciously, I tend to tell people what they should do rather than guide them to working it out for themselves and having full ownership of it. When I say "what you should do is..." its supposed to be a suggestion, but it comes across as almost a "what you will do is..." and that's not what I want. I am conscious of it and I find myself doing it less and less each week."

Interviewee D

"I can give you the example of unconscious behaviours. In term of how to do a great digging task by following instruction and from design and calculation, sometimes they always feel familiar in the work and being careless. So, the outcome will be inappropriate."

Interviewee E

"Nothing unconscious because I cannot identify or be aware of anything outside conscious thought, silly HR question, typical open ended circular shit. I consciously make sure I get the point across when transferring knowledge, otherwise its just words I guess."

7. Do your subordinates and peers transfer knowledge back to you? How? Is this beneficial?

Interviewee A

"Yes, I always expect subordinates and peers to transfer knowledge. In all the techniques listed above I would expect to build in opportunities for the process to be a two way flow in knowledge and if possible, an ongoing iterative and continuous process. More like a tide than a river."

Interviewee B

"I constantly learn from the people around me. This is not only beneficial, but essential."

Interviewee C

"Absolutely; the team around me really know their stuff and most of them a genuine concern for the company and the team. I learn a lot not just about work, but about myself and others by what they teach me. If there is something I don't understand or need advice on, I go to them!! I find this mutual respect aspect works very well."

Interviewee D

“Yes, they do. It can make the subordinates being brave to give an expression. Moreover, some expression would be beneficial because it might be something that I have never concerned before. Furthermore, I can acknowledge that how much they have experience and what issue they have.”

Interviewee E

“Of course, they give me feedback on the roles that I have assigned them to. If they report deficiencies or if I locate shortcomings in their departments, steps can be immediately taken to mitigate any negative effects on the business and in the long term measures implemented to reduce the occurrence of these problems in the future.”

8. How do you think you could improve your knowledge transfer process?

Interviewee A

1. “Acknowledging the process of continuous organisational improvement through knowledge sharing is a base expectation for all in the group.
2. Reducing the perceived risk of making errors when transferring knowledge.
3. Improving the depth of relationship with the people concerned in the process.
4. Actively recognising positive outcomes from knowledge transfer.
5. Promoting formal and informal opportunities for knowledge transfer to occur.
6. Removing any recognized impediments. Eg physical location of team members
7. Improving the technology involved in the process or knowledge transfer.”

Interviewee B

“Listen more.”

Interviewee C

“You tell me?!?!? Well I mentioned before about “suggesting” rather than “telling” but right now I am thinking back to what you first asked me about innovative leaders and whether I am one or not... I think I am to a degree, but could certainly be better at it. That is very much a conscious direction that I could take myself in. I could probably use my resources around me better and try and foster better relationships with departments that could help rather than hinder my goals. I guess though it is a bit of a poor reflection on me as a leader that I don't really know where I could improve. I'll have to think about it.”

Interviewee D

“The problem in my organisation is we have not approach enough in finding the knowledge from outside, so that can make my employee always see the problem in one side. The solution should be getting more information from outside.”

Interviewee E

“The eternal, what could you do better question? Do they still teach that do they? Well of course I could do things better and improve my approach. But if I knew them or could adopt them I would. I'd always like to be better than what I am.”

Appendix B – References

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