



VAASAN AMMATTIKORKEAKOULU
UNIVERSITY OF APPLIED SCIENCES

Abu Nayeem Muhammad Sharif

**REFINING INDIVIDUALIZED
CONSIDERATION: DISTINGUISHING
DEVELOPMENTAL LEADERSHIP AND
SUPPORTIVE LEADERSHIP**

Technology and Communication
2024

ABSTRACT

Author	Abu Nayeem Muhammad Sharif
Title	Refining Individualized Consideration: Distinguishing Developmental Leadership and Supportive Leadership
Year	2024
Language	English
Pages	60 + 1 Appendix
Name of Supervisor	Adebayo Agbejule

This study aims to investigate the potential positive effects of transformative leadership in Bangladesh. The study employs a case study, to get insights into leadership styles within various cultural contexts. A semi structured interviews was designed to collect data on leadership impressions and insights into leaders' lived experiences, with a specific emphasis on the distinction between developmental and supportive leadership styles.

The results of the study show that leaders who can tap into the potential of individualized attention are better able to engage and encourage their teams, which increases productivity, work satisfaction, and employee retention. The findings also demonstrate the importance of good leadership in creating a positive work environment and encouraging team members. These findings provide illumination on the ever-changing leadership scene in Bangladesh, where top executives have a significant impact on company culture, creativity, and the ability to thrive in today's complicated business climate.

Keywords	Leadership style, productivity, work satisfaction, employee retention
----------	---

TABLE OF CONTENTS

ABSTRACT	2
LIST OF TABLES	5
LIST OF FIGURES	5
1 INTRODUCTION	6
1.1 Background of the Study.....	6
1.2 Objectives.....	8
1.3 Research Problem and Questions.....	8
The research questions this thesis aims to answer are formulated as follows:.....	9
2 LITERATURE REVIEW	10
2.1 Leadership in a Project.....	10
2.1.1 Definition of a Project	12
2.1.2 Developmental Leadership	12
2.1.3 Supportive Leadership	19
2.1.4 Transformational Leadership	20
2.1.5 Individualized Consideration.....	23
2.1.6 Multicultural Environment in Bangladesh	25
2.1.7 Development and Supportive Leadership in Culture Setting	25
3 RESEARCH METHODOLOGY	27
3.1 Theory and Qualitative Research	28
3.2 Case Study	29
3.3 Selecting Research Frame	30
3.4 Single Case Study	31
3.5 Collecting Data through Interviews	32
3.6 Analyzing Data.....	33
3.7 Evaluation Criteria of Reliability and Validity.....	34
4 REFINING INDIVIDUALIZED CONSIDERATION: DISTINGUISHING DEVELOPMENTAL LEADERSHIP AND SUPPORTIVE LEADERSHIP BANGLADESHI CONTEXT	36
4.1 Data Collection and Sampling	36

4.2	Interviewee A	37
4.2.1	Analysis of Interviewee A	39
4.3	Interviewee B	40
4.3.1	Analysis of Interviewee B	43
4.4	Interviewee C	44
4.4.1	Analysis of Interviewee C	46
4.5	Interviewee D	47
4.5.1	Analysis of Interviewee D	50
4.6	Findings	51
5	CONCLUSION	52
5.1	Theoretical Contribution and Recommendations	52
5.2	Limitations of the Study	53
	APPENDIX Interview Questions.....	61

LIST OF TABLES

Table 1. Five Strategies of Developmental Leadership. (Peterson & Hicks, 1996).....	15
Table 2. Ten Principles of Developmental Leadership. (J. W. Gilley et al., 2011).....	16
Table 3. Typical characteristics of qualitative research. (Hirsjärvi et al., 2007)	28
Table 4. Designation and Experience of Interview A	37
Table 5. Strategy of project manager (Interviewee A).....	40
Table 6. Designation and Experience of Interview B	40
Table 7. Strategy of Team Leader (Interviewee B).....	43
Table 8. Designation and Experience of Interview C	44
Table 9. Strategy of Operations Manager (Interview C)	47
Table 10. Designation and Experience of Interview D	47
Table 11. Strategy of Senior Consultant (Interviewee D)	50

LIST OF FIGURES

Figure 1. Developmental leadership roles. (J. W. Gilley et al., 2011)	14
---	----

1 INTRODUCTION

1.1 Background of the Study

The characteristics of employment circumstances have undergone significant transformations since the mid-1970s (Benach et al., 2014). The ever-evolving nature of employment conditions and psychological contracts means that employees are being pushed to continually upgrade their abilities and manage their careers. This is a trend that is expected to continue Rafferty & Griffin (2006) and human resources are the most precious and indispensable aspect that organizations require to execute their operations in a smooth, effective, and efficient manner without any problems Mosadragh (2003). Efficient management of human resources is essential for maintaining a harmonious equilibrium between employee requirements, organizational demands and skills, and the significance of high-quality human resources for the advancement of the company (Mappamiring et al., 2020). Building a successful company requires leadership and staff grooming. Leaders who find and develop talent create a more engaged and productive workforce. Growth opportunities, regular feedback, empowerment to take ownership, and a learning and development culture are key approaches to grooming employees. This benefits the company and creates a positive workplace (Mappamiring et al., 2020; Meng & Berger, 2019). Leadership is commonly considered to be a crucial organizational element that can influence the trajectory of organizational growth and progress. In this particular scenario, the leader assumes accountability for a multitude of facets within the organization, encompassing the individuals who comprise the organization as followers (Novitasari, 2020). It is widely acknowledged that leadership plays a vital role in attaining organizational success, supported by considerable empirical evidence over the past two decades, which consistently demonstrates the significance of leadership (Ljungblom, 2012). Individualized Consideration can be defined as the recognition that a leader inspires and encourages followers to reach their unique

potential, while also providing the necessary resources for their own growth. Individualized Consideration is a significant determinant that influences the level of job satisfaction among employees within a business. Numerous empirical research studies have consistently demonstrated that the practice of Individualized Consideration within the context of leadership exerts a favorable and statistically significant impact on employees' levels of job satisfaction (Khalil & Sahibzadah , 2021).

Developmental Leadership was introduced by the Swedish National Defense College in the late 1990s. Developmental leaders set an example and raise moral and ethical issues while upholding basic beliefs. This type of employer encourages participation and creativity. Supporting others shows personal care as a developmental leader. Developmental leadership involves leading by example, caring for others, and inspiring and encouraging them (Ljungblom, 2012). Supportive leadership means that the leader is friendly and easy to talk to, and he cares about the conditions, welfare, and wants of his followers. In this case, leaders often do small things that show they value the work of those who follow them. Leaders with SL also treat their fans the same. That is, the boss tries to help and care for all of their followers, no matter what (Dayanti et al., 2022).

Individualized Consideration is vital to transformational leadership, yet developmental and supporting leadership are hard to distinguish. Developmental leadership helps followers grow, while supportive leadership creates a healthy work environment. Both are essential to a company's success, yet their effects differ. This study sheds light on distinguishing developmental and supportive leadership in terms of individualized consideration.

1.2 Objectives

The key objectives of the study are;

- a) To look into the ideas of developmental and supportive leadership.
- b) To distinguish developmental and supportive leadership.

The study seeks to advance leadership and organizational behavior by examining the differences between individualized consideration, developmental leadership, and supportive leadership. This research aims to explore the different consequences of these leadership types to improve leadership development programs and workplace assistance. Supportive leadership promotes a positive and inviting workplace, whereas developmental leadership helps people accomplish long-term professional and personal goals. Understanding these leadership styles can help create more effective leadership training programs. The research also shows that leaders who can tap into the potential of individualized attention are better able to engage and encourage their teams, which increases productivity, work satisfaction, and employee retention.

1.3 Research Problem and Questions

The job market and employability has changed a lot in the last few decades. This has made the job market very competitive. Employee motivation, satisfaction and growth are essential for a better performing organization. Individualized consideration pace those up. Good leadership can be a great aid to employee motivation, satisfaction and growth. Both supportive and developmental leadership aids in individualized consideration. It is to identify the differences.

The research questions this thesis aims to answer are formulated as follows:

- a) How can supportive and developmental leadership be differentiated?
- b) How are supportive and developmental leadership different from each other in terms of individualized consideration.

2 LITERATURE REVIEW

2.1 Leadership in a Project

Leadership is one of the most studied phenomena in social science. The critical examination of leadership is to be expected, considering that it is a universal endeavor observed in both Homo sapiens and animal species (Bass, 2008).

The concept of leadership is consistently mentioned in classical Western and Eastern writings, reflecting the pervasive conviction that it is crucial for the efficient operation of societies and organizations. However, while leadership is frequently apparent in action, it is challenging to precisely define. Undoubtedly, a precise and universally acknowledged definition of leadership eludes discovery, owing to its intricate nature. For instance, Fred Fiedler (1971) remarked, "The number of leadership definitions is nearly equivalent to the number of leadership theories, and the number of leadership theories is nearly equivalent to the number of psychologists engaged in the discipline."

The prevailing viewpoint among leadership scholars is that leadership can be defined, at least in theory, as follows: (a) a process of influence between a leader and followers, including the outcomes it produces; and (b) the manner in which this influence is explicable through the leader's dispositional qualities and actions, the followers' perceptions and attributions of the leader, and the situational backdrop in which the influence transpires (Judge et al., 2002).

In most cases, leadership is defined in terms of the individuals who are in command of organizations and the units that they oversee; by definition, these individuals are considered to be leaders. For a minute, however, you should give some thought to the abilities that are required to successfully traverse the status ladder of a large bureaucratic company. Consider the individuals who have positions of authority

within the organization in which you are employed and make an effort to identify instances of genuine leadership. Hard work, intelligence, ambition, political savvy, and chance are the distinguishing characteristics of those who ascend to the top of major organizations. However, leadership ability is not necessarily a prerequisite for success in these positions (Hogan & Kaiser, 2005).

When considering leadership, it is helpful to consider human origins as an alternate way of thinking about the concept. Due to the fact that there is safety in numbers, people developed as animals that live in groups together. The diverse groups of hominins have been engaged in a fierce fight for the control of resources during the two million years that have passed since the beginning of human history. This competition has been especially brutal. During the invasion of Persia, for instance, Genghis Khan was responsible for the death of every single resident. In general, people are extremely self-centered and tend to act in their own short-term self-interest. One of the most important aspects of leadership is the ability to convince individuals to temporarily put aside their own self-interests and work in the interest of the community. In the setting of the violent tribal warfare that has characterized the majority of human history, leadership was a solution for the survival of the group; leadership is a phenomenon that occurs collectively (Avolio & Gardner, 2005).

Leadership has been shown time and time again in the US government to be the most important element affecting employee contentment. To motivate employees, a tactic called "transformational leadership" appeals to moral principles and loftier goals. Transformational leaders inspire and provide their followers the confidence to achieve, therefore influencing them to pursue objectives beyond their own self-interest. (Dvir, Eden, Avolio & Shamir, 2002).

Project management is a rapidly expanding discipline, and many organizations have project teams that vary greatly in how virtual they are. The shift to virtuality highlights

the necessity of comprehending and improving project management in organizations, which relates to the project's success (Hyväri, 2006). Project-related organizations are now emphasizing strong leadership as a critical component of success (Crawford, 2000).

2.1.1 Definition of a Project

The term "project" has its origins in the sixteenth century and comes from the Latin word "projicere," meaning to throw ahead. This suggests movement, a path, and a connection to both space and time. The concept involves starting from a foundation and propelling oneself forward in pursuit of an objective. Architects were the first to use the term, with Filippo Brunelleschi making significant advancements in architecture during the 15th century (Vilder, 2008).

A project is an organized effort that encompasses a sequence of tasks and resources, with the objective of attaining a specific outcome, while taking into account limitations such as time, quality, and cost, and frequently resulting in a modification (Bahadur, 2020). According to the Oxford English Dictionary, a "project" is a carefully planned and structured individual or collective venture to achieve something, such as a research project or a nationwide project aimed at promoting corporate development (Vilder, 2008).

According to BS 6079 'Guide to Project Management'. "A project is a distinct collection of coordinated operations, with clear starting and stopping points, performed by an individual or organization to achieve specific objectives within a predetermined schedule, cost, and performance limits".

2.1.2 Developmental Leadership

Developmental leadership is a systematic process that includes providing people with chances, information, training, and assistance to help them advance, mature, become more adaptable, and be more effective (Hudson, 1999).

The term "development" refers to the process by which employees improve their knowledge, skills, and competences in both their personal and professional lives. Therefore, an individual emphasis, also known as individual development, reflects a philosophical commitment to the professional advancement of employees inside the business, also known as career development, as well as the enhancement of their performance. In addition to this, it encompasses the improvement of an organization's performance capacity and capabilities (Swanson, 2001).

Developmental leadership has many advantages, one of which is that it is professional, approachable, brave, and nonjudgmental. Integrity, mutual trust, and open dialogue are other cornerstones. The development of cooperative connections is the primary focus of this style of leadership. Managers can enhance their employees' experiences through developmental leadership's utilization of various initiatives. Integrated communications, developmental assessments, and reward and recognition systems are all part of this. Workers that are enthusiastic and get things done are the final product; they are prepared to lead, grow, and find innovative solutions to challenges. Instead of saying that developmental leaders promote personal progress, it would be more accurate to say that they assist individuals in becoming their authentic selves.

Organizations and their employees require developmental leadership to provide them with secure, creative avenues for generating new, ground-breaking solutions to difficult problems. The ability to generate, recognize, and implement novel ideas, approaches, or procedures is a boon to companies looking to restructure, reinvigorate, and develop lucrative business strategies. According to (J. W. Gilley et al. 2011), there are certain behaviors and attitudes that make up progressive leadership (see Figure 1).

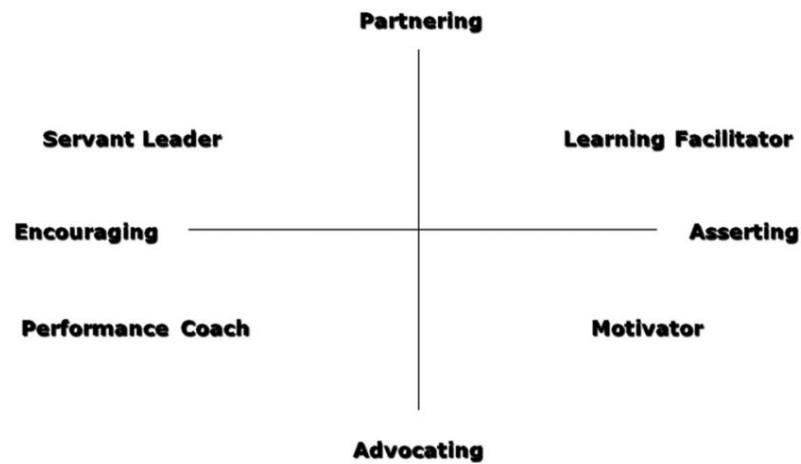


Figure 1. Developmental leadership roles. (J. W. Gilley et al., 2011)

One of the characteristics of a developmental leader is their ability to innovate and change. As a result, they are able to question the status quo, experience a sense of being challenged by the unknown, and view things from fresh perspectives. Developmental leaders are forward-thinking and cautiously optimistic individuals who are willing to take personal risks, are willing to make mistakes and benefit from them, are motivated by their own personal integrity, and inspire others to perform to the best of their abilities. They thoroughly rehearse scenarios before making judgments, they pursue beneficial alliances and networks that boost cooperation and results, and they look for new chances in the process of performance development. These leaders tackle practices that stifle human vitality and optimism while simultaneously nurturing employees who are undergoing transition and facilitating learning, training, and referrals (A. Gilley et al., 2010; Hudson, 1999) (More specifically in Table 1).

Table 1. Five Strategies of Developmental Leadership. (Peterson & Hicks, 1996)

Strategy	Definition
Forging a partnership	“Building trust and understanding people so they want to work with anyone”
Inspiring commitment	“Developing insight and motivation so people focus their energy on goals that matter”
Growing skills	“Building competencies so people know how to do what is required”
Promoting persistence	Developing a “never say die” attitude among employees
Shaping the environment	“Creating conditions that foster growth and development”

Developmental leaders regard employees (as well as the organization) as clients who merit individualized attention. They cultivate environments devoid of fear, which elicit optimal performance from employees (McIntyre, 2010). This is achieved through the establishment of unambiguous performance objectives, the anticipation of success and promotion of excellence, the utilization of questioning techniques and provision of precise feedback, the acceptance of mistakes, and the display of patience towards those encountering job-related challenges. They assist employees in constructing pathways to the future and linking the present with potential possibilities by utilizing imagination, foresight, and drive as valuable assets (A. Gilley et al., 2010).

These leaders establish a connection between their personal goals and the results they achieve, motivating others to become more efficient. Developmental leaders play a crucial role in guiding employees through essential transitions and act as a catalyst for rejuvenation, expansion, adaptability, and revival. Developmental leadership, as described by, is characterized by leaders who actively support interventions, initiatives, and activities that enable employees to: (a) participate in decisions that directly impact them, (b) assert their needs, if not their rights, (c) plan their career paths, (d) integrate more fully into the work group, (e) obtain more stimulating job roles or enhance their current ones, (f) access opportunities for additional training, education, and personal growth, (g) collaborate with their superiors in setting objectives and targets, and (h) receive fair treatment and respect in general (Martin Jr., 2019). (See more in Table 2)

Table 2. Ten Principles of Developmental Leadership. (J. W. Gilley et al., 2011)

Principle	Definition
Personal Accountability	Taking full ownership of one's own actions, results, and the impact of implemented policies, procedures, and interventions.
Trustworthiness	Building and maintaining relationships based on honesty, respect, ethical conduct, and strong moral character.
Employee Advocacy	Actively supporting and promoting the professional growth and development of others by providing opportunities for them to take on new roles and responsibilities.

Employee Self-Esteem	Fostering a positive work environment where employees feel valued, appreciated for their contributions, and confident in their skills and abilities.
Performance Partnership	Designing performance initiatives that benefit both the organization and its employees, creating a win-win situation where individual success contributes to collective achievement.
Organizational Performance Improvement	Cultivating a work environment that encourages employees to strive for their full potential, think creatively, and actively participate in quality improvement initiatives to maximize organizational success.
Effective Communication	Utilizing all available communication channels to engage with employees, provide clear direction, inspire them to excel, and challenge them to continuously improve.
Organizational Consistency	Making decisions guided by a set of core principles that ensure consistent behavior and actions, building trust and predictability.
Holistic Thinking	Developing a clear vision for the organization, crafting a practical roadmap to achieve that vision, and continuously reflecting on actions and adapting them to maximize future opportunities.
Organizational Subordination	Prioritizing the contributions, involvement, and well-being of employees over the organization's rigid structures, focusing

	on supporting employees' efforts to improve performance, productivity, and overall effectiveness.
--	---

Hudson (1999) proposes that developmental leadership is founded upon six fundamental principles.

- a) Personal power: Personal power is determined by factors such as self-esteem, confidence, identity, inner motivation, a good sense of self, clear ego boundaries, self-love, and courage.
- b) Achievement: Attained by setting and accomplishing objectives, executing projects, engaging in work, succeeding in organized sports, possessing ambition, obtaining outcomes and acknowledgment, and demonstrating purposefulness.
- c) Intimacy: Achieved through establishing personal relationships, engaging in physical touch, experiencing emotional closeness, creating a comfortable home environment, engaging in parenting responsibilities, and fostering friendship.
- d) Play and creativity encompass qualities such as imagination, intuition, spontaneity, originality, expressiveness, humor, artistry, celebration, curiosity, and a childish nature.
- e) Seek purpose: By discovering harmony, oneness, coherence, serenity, an intrinsic bond with everything, spirituality, confidence in the natural course of life, internal sagacity, a feeling of transcendence, and profound joy.
- f) Compassion and contribution involve enhancing, assisting, nourishing, transforming, leaving a positive impact on the world, bestowing, displaying generosity, serving others, demonstrating concern for social and environmental issues, establishing institutions, and engaging in volunteer work.

2.1.3 Supportive Leadership

Supportive leadership refers to the degree to which leaders provide assistance to employees by actively participating in resolving challenging situations and maintaining open, honest, and equitable interactions. The presence of SLS (Supervisory Leadership Style) can have positive impacts on health, as managers that engage in ongoing direct communication with their staff are more capable of recognizing and addressing indicators of stress, identifying the causes of stress, and mitigating the factors that contribute to stress. Another proposed mechanism outlined in the previous study is that leadership behavior impacts the organizational climate by fostering a supportive atmosphere or enhancing essential job attributes (such as role clarity), both of which are associated with health outcomes. While leadership conduct seems to be important for employee well-being in work environments the connection between leadership and health is still not fully understood (Nielsen et al., 2008; Wilson et al., 2004).

One of the most important qualities of good leaders is the ability to demonstrate supportive leadership, which focuses on meeting the requirements and preferences of subordinates. It is characterized by being approachable and personable, as well as delivering material, informational, and socio-emotional resources, including respect and concern for the well-being of employees. This type of leadership is characterized by these characteristics. Because of the good influence that it has on members of a team, supportive leadership has garnered a lot of interest in a variety of sectors, including management, public administration, and industrial and organizational psychology, among others. Research has demonstrated that employees who are employed by leaders who provide assistance report higher levels of satisfaction and motivation, as well as higher levels of performance. However, there is still a lack of clarity regarding research on the effects of supportive leadership on the processes of teams. One serious weakness in the study is the neglect of intra-group interactions,

which can have a big influence on group dynamics, processes, and performance. Understanding the relationship between team members and the results they attain starts with knowing what and how team ties are strengthened (Kim et al., 2021).

As an example, supportive leadership means helping followers in a lot of different ways, such as by giving them advice, information, or making them feel better. Listening with empathy means considering how the other person feels. In occupational stress research, two theories came about: the "main effects" model, which says that social resources are helpful no matter how stressed someone is, and the "buffering hypothesis," which says that social support protects people from stressful situations. These models and hypotheses show how important supportive leadership is. Researchers have found that supportive leadership is particularly important in this field (Rafferty & Griffin, 2006).

A supportive leadership style creates an atmosphere that encourages followers to respect one another, trust one another, work together, and provide emotional support to one another. Being open, honest, and fair in interactions is a requirement for it. It also requires active participation in the resolution of challenging situations. The term "supportive leadership" refers to a broad definition of the behaviors that organizational managers exhibit in order to assist the work of their followers. The reduction of psychological outcomes such as anxiety, depression, stress, and post-traumatic stress disorder has been positively associated with it, and it has also been positively related to greater levels of well-being, retention, and performance for subordinates (Elsaied, 2019).

2.1.4 Transformational Leadership

Burns (1978) was the first author to distinguish between transactional and "transforming" leadership styles. Transactional leadership is the interaction between leaders and followers in which the latter get recognition or benefits for complying

with the former. Transactional leadership includes management by exception and contingent compensation.

Transformational leadership is typified by idealized influence, intellectual stimulation, and inspirational motivation (Trottier, Van Wart, and Wang 2008).

"Transformational leadership" is the practice of a leader moving followers beyond their immediate self-interests by use of idealized influence (charisma), inspiration, intellectual stimulation, or individual consideration. Together with raising the follower's level of maturity and ideals, it also raises concerns about achievement, self-actualization, and the welfare of others, the organization, and society at large (Bass, 1999).

Idealized influence and inspiring leadership are exhibited by a leader who outlines high performance standards, sets an example for others to follow, depicts a desired future, and radiates confidence and drive. People that follow such leadership look for common ground with them. Intellectual stimulation can be seen in the act of a leader inspiring others to be more creative and inventive. Leaders that show customized esteem take the effort to learn about the development requirements of their followers and provide direction and encouragement. Leader's view responsibility delegation as opportunities for personal development, claim (Paarlberg and Lavigna, 2010).

Studies state that transformational leadership is a well-researched modern leadership approach. With this approach of leadership, leaders influence their followers by using four distinct behavioral traits. They are called idealized influence, intellectual stimulation, inspirational motivation, and customized consideration. 1985 saw Bass's initial presentation of the concept, which he and Avolio then developed in 1994. Idealized influence is the capacity of a leader to be seen by their followers as a role model. On the other hand, inspiring and motivating future vision communication is

what makes up inspirational motivation. Academics have identified a powerful combination of characteristics known as charisma. When a leader inspires their people to think independently and creatively, that is known as intellectual stimulation. Conversely, individualized attention pertains to the need of the leader to provide caring, support, and nurturing for the personal growth of every follower (Hiller et al., 2011).

Business literature has discussed two different perspectives on transformational leadership. Some experts have put forth the idea that transformational leadership is a valuable framework with a desirable leadership style that can bring about positive outcomes for both followers and organizations (Paarlberg & Lavigna, 2010).

As opposed to only acquiring compliance, transformational leaders drive followers to accomplish performance that exceeds expectations by transforming followers' attitudes, beliefs, and values (Longshore & Bass, 1985). This contrasts with traditional leaders who simply seek to gain conformity from their followers. A variety of subdimensions of transformational leadership were established by Bass. These subdimensions include charisma (which was later termed idealized influence), inspiring motivation, intellectual stimulation, and individualized concern.

Concerns have been expressed regarding the manner in which the subdimensions of the model have been defined, despite the fact that the transformational leadership theory is extremely popular. In particular, the theoretical distinctions between charisma and inspirational motivation have become less clear over the course of time (Barbuto, 1997).

In addition, the variety of activities that are encompassed by individualized consideration and contingent compensation has been recognized as a problematic aspect. The issue of dependent reward has been identified as being significantly more serious than previously thought. It has been suggested by authors that there are

techniques to operationalize this construct that evaluate both transformative and transactional processes (Goodwin et al., 2001).

The aforementioned problems have resulted in the empirical study providing inconsistent support for the distinction of the components that make up the transformational model. In the following section, we will examine the empirical evidence that pertains to the factor structure of the Multifactor Leadership Questionnaire (MLQ), which is the questionnaire that is most frequently used to measure transformational leadership (Rafferty & Griffin, 2004).

2.1.5 Individualized Consideration

A fundamental element of transformative leadership involves meeting the particular needs of each person. This leadership approach is characterized by providing followers with both positive and negative feedback; it is comparable to contingent reinforcement. The method aims to increase followers' motivation by emphasizing the moral and ethical ramifications of their activities. One way that this change could affect followers is if they start justifying their own actions. The "precise consideration" leadership style calls for simultaneous adjustments to conduct and perspective. Fundamentally, it's about meeting everyone's specific needs and assisting them in realizing their maximum potential to enhance performance. With the help of the Follower Development method, which entails evaluating our followers' strengths and weaknesses and providing them with the appropriate coaching or mentorship to promote their growth, your followers may realize their full potential. Opinions change when the demands of followers are consistently met. People begin to consider how their actions can help the organization, community, or group, rather than just their own immediate profits and the win-win nature of performance-based compensation. Both the leader's behavior and the way it affects other people are clear indicators of this shift (Avolio & Bass, 1995).

A significant amount of recent empirical research suggests that individualized consideration is an essential leadership behavior in the workplace (Sarros et al., 2002). As significant components of individualized consideration, (Longshore & Bass, 1985) highlighted a developmental orientation and individualized attention to followers as being among the most crucial features. According to him, developmental leadership is demonstrated when leaders provide guidance to their employees regarding their professional paths, meticulously monitor and document the success of their followers, and encourage them to participate in technical training. One of the significant developmental behaviors that was observed was the delegation of work activities to create various difficulties. On the other hand, Bass explained that customized attention takes place when a leader considers the distinctions that exist among followers and discovers what motivates everyone.

Individualized attention, according to this author's theory, enables leaders to become acquainted with their followers, increases communication, and makes information transmission more effective. In recent times, theorists have started to move the focus of individualized attention from the promotion of familiarity with followers to the provision of support. A leader as someone who "demonstrates more frequent individualized consideration by showing general support for the efforts of followers." Because research indicates that supportive leadership is unlikely to have transformative impacts, the tendency toward defining individualized attention as including both developmental leadership and supportive leadership is problematic. Furthermore, we draw on mentoring literature to feed our discussion of developmental leadership and to differentiate between supportive and developmental leadership. Our proposition is that the two components of customized consideration are separate from one another (Rafferty & Griffin, 2006).

2.1.6 Multicultural Environment in Bangladesh

Multinational businesses (MNCs) encompass a wide range of cultural origins inside their organizational structures, as they operate across multiple nations. Multinational corporations (MNCs) in Bangladesh are primarily foreign-based entities that set up subsidiaries, branches, or operational divisions within the country. They mostly engage in various industries and areas of the country. Consequently, it plays a crucial role in advancing the country's economy, creating jobs, and driving technological advancements. Due to its cost-effective labor force and bright industrial prospects, Bangladesh, as a rising nation, has attracted substantial attention from global purchasers. This is further demonstrated by the existence of two major ports in Dhaka and Chittagong. By establishing business operations in Bangladesh, these firms facilitate the employment of local workers, so effectively addressing the urgent need for job opportunities and income expansion. This is particularly significant due to Bangladesh's highly productive labor population and its capacity to emerge as a prominent contender in the global industrial sector. Due to its advantageous geographical position, Bangladesh possesses two prominent ports in Dhaka and Chittagong. This enhances the country's allure to international tourists and entrepreneurs. Efficient transportation networks are crucial for facilitating the swift and seamless movement of commodities and products, hence enhancing their attractiveness as hubs for international trade and business. Due to Bangladesh's extensive history of diverse traditions, cultures, and practices, one major obstacle to cultural adaptation in the workplace is communication, as well as variables affecting the level of living. (Raiyan & Hasan, 2023).

2.1.7 Development and Supportive Leadership in Culture Setting

According to Srica (2008), it is imperative for a leader to maintain constant awareness of the project's progress and adapt accordingly to any changes that may arise.

Additionally, it is necessary for the individual to ensure that the project group comprehends and acknowledges the current circumstances. The leaders are individuals with a forward-thinking mindset who are accountable for devising the strategy and determining the subsequent steps. The manager should possess the ability to strategize for the long term and execute plans effectively. Srivastava emphasizes the significance of problem-solving skills and their necessity in the process. The significance of being able to stimulate, inspire, and motivate others to enhance their performance is emphasized to prevent internal conflicts and guide members towards desired objectives and outcomes.

According to Mäkilouko (2003), global managers have three traits that make them stand out. Cognitive complexity is the ability to make links, gather information, and understand how different cultures work. The second quality is emotional energy, which includes self-awareness, persistence, and a willingness to take risks. Third, all global managers have one thing in common: they are mentally mature. This includes wanting to learn new things, putting a lot of value on time management skills, and having morals that are unique to each person.

Ardichvili (2001) completed a study that provides an additional illustration of cross-cultural leadership research. The study examined the effects of cultural values and transformational leadership on workplace behavior in Georgia, Kyrgyzstan, Russia, Kazakhstan, and Kyrgyzstan—all former USSR states. The purpose of the study was to investigate potential advantages of creative leadership in various cultural contexts. He discovered that the responses of these four nations to these crucial leadership qualities varied slightly. Furthermore, he found that varying degrees of leader success in the research nations may result from various approaches to individual attention and motivation.

3 RESEARCH METHODOLOGY

This part gives an overview of the ways that transformational leadership has been studied in Bangladesh, with a focus on the difference between developmental and supporting leadership styles. A mix of qualitative and quantitative research methods were used in the study to investigate leadership ideologies in different cultural situations. Two types of conversations and a structured questionnaire were used for the study to find out how leaders feel about leadership and to learn more about their personal experiences.

The section looks into the research that has already been done to find any gaps, contradictions, or new patterns in the areas of transformational leadership, developmental leadership, supporting leadership, and how society affects leadership practices. An in-depth study that looks at all aspects of supportive, developmental, and transformational leadership jobs has been created. The study used a purposive sampling methodology to carefully choose participants from Bangladesh, specifically focusing on leaders from various industries and leadership positions within organizations. The process of data gathering entails the administration of a questionnaire and the participation in semi-structured interviews with leaders representing various cultural contexts.

As shown in Table 1, qualitative research is different from quantitative research in several ways. When doing qualitative research, the material is often looked at as a whole. People's differences in different variables and the statistical links between these differences and other variables can't be used to build an argument. This can't be done, even if the data come from different study units, like people interviewed for research (Alasuutari, 1994) (see Table 3).

Table 3. Typical characteristics of qualitative research. (Hirsjärvi et al., 2007)

Characteristics
Research is comprehensive acquiring of information by nature
Material/data is collected from natural, real situations
Human beings are favored as an instrument of data collection
Using inductive analysis
Using qualitative methods in collecting material
Target group is chosen expediently; random sample method isn't used
Research plan forms along conducting the study
Cases are handled unique, and data is interpreted accordingly

3.1 Theory and Qualitative Research

Qualitative research, regardless of its empirical nature, always involves a theoretical component. In qualitative studies, theory should be viewed as an opportunity rather than a necessary need. Effective research departs from the theoretical framework but ultimately returns to it. The deductive method involves generating hypotheses based on common theory, seeking empirical answers, then comparing them to theory to determine if they were supported. Qualitative research typically follows an inductive approach, starting with individual observations and progressing to broad conclusions (Eskola and Suoranta, 1998).

In qualitative research, both deductive and inductive methods can be employed. Theory can function as both a goal and an instrument. Theory can be used as a tool to

develop and present scientific interpretations. When pursuing theory, generalizations emerge from individual observations. Theory is useful for assessing generalizability and representativeness of data, as well as developing scientific study reports. Effective application of theory can benefit the entire qualitative research process, from beginning to end (Eskola and Suoranta, 2003).

This thesis uses theory as both a tool and a goal, employing both deductive and inductive approaches. Creating a theoretical framework prior to conducting interviews can provide a more comprehensive understanding of the subject under investigation. The hypothesis will be evaluated based on the empirical study findings.

3.2 Case Study

There may be one or more cases that were picked on purpose in a case study. The main goal of a case study is to describe, examine, and solve a case or cases. The researcher must describe the case or cases. If this is done after collecting research materials, we can usually talk about research that was created by materials. (Eriksson and Koistinen, 2005)

If we need to think about the "how" and "why" of something, if what happens cannot be changed, or if the research topic is something that is happening right now, a case study is a good way to investigate it. (Yin, 2003) It is important to choose the right method for collecting materials. Often, written papers and interviews are used. Using many sites lets you do triangulation and gives us a chance to look at a lot of different topics (Koskinen et al. 2005).

There are four main ways to describe research: by mapping, describing, characterizing, or making predictions. Research can mean different things, and those meanings may change as the study goes on. Case studies are a type of planning research that involves watching events, looking for new points of view and events,

making things clearer, and coming up with ideas. The main goal of a case study is to explain a situation. (Hirsjärvi et al. 2007). The goal of this master's thesis, which is a single case study, is to look at what happens, figure out what's going on, and add what was found to a larger theory.

3.3 Selecting Research Frame

The research structure and the method used to get results are the building blocks of a case study. According to Kskinen et al (2005), the research framework is like a road map that guides the study from questions to results. Jensen and Rodgers (2001) came up with the following way to group study contexts into different groups (Jensen and Rodgers 2001, in Eriksson & Koistinen, 2005):

- Look at the current situation case studies look at a single research unit at a certain point in time.
- Longitudinal case studies look at events that happen over a certain amount of time.
- Before-and-after case studies go one step further than longitudinal studies by looking at the time before and after an event as well as the effects of that event on the time after it.
- Patchwork case studies connect several case studies that look at the same research unit at different points in time using the look of current situation, longitudinal, or before-and-after case studies.
- Patchwork studies, which compare case studies, put together the results of several case studies. People often compare things to find patterns in the data that lie in the background. Comparing research can help us see things from different points of view by linking different types of research. It also often uses both quantitative and qualitative data and methods (Eriksson & Koistinen, 2005).

3.4 Single Case Study

The number of cases in a study project can also be used to classify case studies into two groups: single case studies, which concentrate on a single case, and multiple case studies, which concentrate on numerous cases. Even though a single case study just includes one case, it may also address one or more research units. A multiple case study may consist of numerous distinct instances, as well as various research units within each case. Yin (2003) cites the following justifications for employing a single case study:

- Case is important because it expands, supports, or refutes theory.
- The instance is exceptional or rare; it yields significant information.
- The case is representative or typical; it gives information on the experiences of regular people or institutions and depicts the circumstances of a frequent occurrence.
- The case is illuminating; no opportunity to conduct scientific research on it has been presented previously, and the result is an impressive study.
- The case is longitudinal; it is studied from multiple angles simultaneously, yielding data on how the case evolves over time (Yin, 2003).

One case study is the appropriate approach to take in this situation, which can be justified. The thesis topic possesses the attributes listed above: it is representative, critical, original, and illuminating. A thesis generates significant new data and is an outstanding study that hasn't been done before in the chosen environment. This is a single situation when the organization that was chosen has multiple research units (project managers, for example) within it that are being interviewed. Since the interviewees' behavior is being examined in this context, they comprise the primary level of analysis. The case company, its multicultural leadership guidelines, and its assistance for the project managers comprise the secondary level of examination.

3.5 Collecting Data through Interviews

Mostly, the researcher gathers his own observation material. It is called primary data or material because this type of empirical data contains direct knowledge on the research object. One can also obtain material that has been gathered by someone else. Secondary data is the name given to this kind of information. For instance, a large project can have a lot of unanalyzed data, thus having researchers work with the material is beneficial. portions of the research challenge can have answers found in already published sources; other portions need one to gather the knowledge on their own. In 2007 Hirsjärvi and colleagues concluded that, since there was none available material on the subject within the case company, the material for this master's thesis was gathered from primary sources.

A fairly common way to gather information these days is the interview. Asking is a typical method of acquiring answers for lack of information and is used in many spheres of life (Rumsuuri & Tiittula, 2005).

Structured and unstructured interviews have been the two conventional categories of interview kinds according on completion and binding characteristics of the questions. Standardized and non-standard words are other often used ones. There are basically four categories into which interview types fall. Structured interview with its specially designed questions and answers is at one end. Every interviewee sees the same sequence of questions and answers. On the other hand, are open interviews with a more conversational tone. While the interviewer and the interviewee talk about a given subject, not every interviewee covers the same themes. Two further kinds lie between these two: theme interviews and semi-structured interviews. While all semi-structured interviews have the same questions, the interviewee is allowed to respond anyway he chooses. Though theme areas have been established, specific questions have not been developed in advance for theme interviews. Every theme is

covered, however the depth and order of those differ according to the interview. Interviewer does not have any prepared questions, just a list of support phrases (Ruusuvaori & Tiittula, 2005; Eskola & Suoranta, 1998).

In this study, the main information source for the empirical section were semi-structured interviews. The selection of semi-structured interviews was made to obtain responses on key issues generated from the theory framework. Furthermore, incorporated in the interviews were topic interview elements, such as unstructured conversation around the theme questions. This was done to ensure that interview subjects had a respectable degree of flexibility to share their experiences and to make the interview atmosphere more casual.

3.6 Analyzing Data

The goal of evaluating qualitative data is to bring data into clarity and, as a result, generate fresh insights into the research question. It is the goal of material analysis to be condensed without losing information; rather, it is the goal to increase information value by generating coherent output from disjointed input (Eskola and Suoranta, 1998).

There are no hard and fast guidelines when choosing analysis techniques. When and by whom collected material will be analyzed is not always clear. Analyses must be conducted not just in one phase but also in multiple phases during qualitative research, since data is frequently acquired in multiple phases and concurrently using various approaches. Thus, information is gathered and examined concurrently (Hirsjärvi et al., 2007).

This thesis followed a standard procedure and has done analysis along the route. The primary data collection was carried out in a methodical manner in compliance with the multicultural project leadership structure that was chosen. Although the

interviews were conducted one after the other, the process of conducting them was evolving; for example, the results of the first interview were taken into consideration for the second, and so on.

3.7 Evaluation Criteria of Reliability and Validity

Even if validity and reliability of results vary, it is usually preferable to perform research without errors. For this reason, the dependability of the study should be evaluated in every research endeavor. Numerous other measurement or research methods can be used to make this assessment (Hirsjärvi et al., 2007). Research outcomes that are non-random are those that can be measured repeatedly. Conversely, validity refers to an indicator's or research method's ability to measure exactly what it was designed to measure. Since these concepts were developed in a quantitative context, they are contested in qualitative research contexts. Better grading criteria for qualitative research are confirmability, credibility, transferability, and dependability (Hirsjärvi et al., 2007; Tuomi & Sarajärvi, 2003). Eskola and Suoranta (2003) define believability, transferability, and confirmability as follows:

- To establish credibility, the researcher must verify whether his interpretations align with the perspectives of the research objects.
- Generalizations are unattainable due to the heterogeneity of social reality; yet, transferability to a different environment can be conceivable in some circumstances. Confirmability is the degree to which a study is backed up by prior research on similar subjects.
- Furthermore, an external reviewer of the research process implementation is one definition of dependability (Tuomi & Sarajärvi, 2003). The qualitative study may be more reliable or trustworthy if the researcher provides ongoing descriptions of how the investigation is carried out. As per Hirsjärvi et al. (2004), the researcher is required to provide the reader with an

explanation of the conditions under which the material was produced, including the location, time, and uncomfortable elements during the interview. Additionally, the researcher must justify their results and interpretations.

The utilization of numerous information sources for the theoretical examination and interviews with people at different organizational levels has given the study in this thesis greater depth. The interviews, which were both recorded and transcribed, were conducted in a quiet, private conference room. The case company's standards and operational processes were known to the researcher; therefore, communication problems were reduced and information gathering was made easier. During the interviews, all of the participants spoke Bengali and English, which promoted more openness and eased communication. The mentor professor also observed the implementation of the research process during the project. So, primary data collection should produce trustworthy results.

4 REFINING INDIVIDUALIZED CONSIDERATION: DISTINGUISHING DEVELOPMENTAL LEADERSHIP AND SUPPORTIVE LEADERSHIP BANGLADESHI CONTEXT

4.1 Data Collection and Sampling

As indicated in Chapters 3 and 3.1, the interviews were inherently semi-structured (see Appendix A), and they were both recorded and transcribed to guarantee validity and reliability. Four project manager interviews were conducted in total, with an average duration of 1.5 to 2 hours for each. To keep things more informal and allow the people being interviewed to respond in their own tongue, the interviews were conducted in Bengali and English. The author here translated it while doing the analysis for this section of the thesis. The first step was to code the transcribed text with themes. Every interview transcript has been read through, with an emphasis on the key themes highlighted. The translation and language of quotations have been done as accurately as possible.

In the following chapters, the findings from the interviews will be introduced and analyzed one by one. The interviews were originally conducted in a different order than the theoretical framework here has been built; starting from how the interviewees see the project environment, then discussing how they see themselves as leaders, how they use emotional intelligence skills, and finally going through how they see the synergy between emotional intelligence and multicultural project leadership style (Appendix 1). This order was chosen to make an easier starting point for discussion as people often feel it inconvenient to talk about their own leadership skills and style. Thus, the findings also follow the order of interviews.

4.2 Interviewee A

The experiences and background of Interviewee A is presented in Table 4.

Table 4. Designation and Experience of Interview A

Title	Name	Work experience in MNC (<5, 5-10, 10-15, 15> years)	Project manager experience (<5, 5-10, 10-15, 15> years)	Date of the interview
Project Manager	A	5-10	5-10	25.04.2024

Interviewee A has substantial experience working in multinational corporations (MNCs) and managing projects. When discussing his leadership style, he emphasized a participative approach: *"I believe in involving team members in decision-making processes and fostering an environment where everyone feels valued and heard."*

Project Manager highlighted the importance of interpersonal skills for leaders: In addition to technical expertise, effective communication, empathy, and conflict resolution are crucial. Building good relationships with coworkers makes the workplace more productive and positive.

Project Manager emphasizes the importance of fostering open communication and debate among parties with conflicting views. They put a high value on actively listening to other points of view and want to help find an answer that works for everyone. Their goal is to address issues promptly and constructively.

The team aims to perform high-quality work on time and at a low cost by following a clear process for setting goals, keeping everyone up to date on progress, and making the best use of available resources. *"I encourage an environment that values accountability and provide the necessary encouragement and advice in order to overcome challenges."*

“To get a team member who isn't meeting standards to do better, it's important to understand why they're having problems and give them helpful feedback. For example, I set goals that can be reached, offer extra help or materials when needed, and thank colleagues for small progress to boost morale and drive.”

The Project Manager says that they try to show their team members the values and behaviors they want them to have by the way they act and make choices. They really believe in setting a good example. This boosts confidence and encourages others to do the same.

To get a demoralized team excited again, this person plans activities that build teamwork, celebrates and recognizes accomplishments, and offers chances for professional growth. *“Creating a positive and welcoming workplace that encourages appreciation and support can greatly boost morale.”*

Promoting mutual respect, making it easier for people to work together, and always looking for new information are all important parts of creating a strong work environment. One employee said that they value different points of view, encourage open conversation, and recognize the work that everyone on the team does.

To keep an eye on and rate the work of a team, people use key performance indicators, performance reviews, and regular feedback sessions. One person on the team said that their job is to make sure that the actions of the team are in line with the company's goals. They also help success keep going by setting clear goals and giving regular feedback.

One good way to make a team more open to new ideas is to actively ask for and value team members' ideas and comments. It is possible to build a culture of innovation by making the workplace a place where imagination and new ideas are valued and where everyone feels free to share their ideas and help the team succeed.

It is possible to figure out what a new team member can do by using performance reports, structured interviews, and on-the-job observations. These goals can be reached by promising to provide the necessary help and advice to help them fit in with the team and do well in the tasks they have been given.

4.2.1 Analysis of Interviewee A

Project Manager (Interviewee A) shows that they have a deep understanding of how important emotional intelligence and people skills are for good leadership. In a multicultural setting, the success of a project relies on making the team environment collaborative and welcoming. This is done through a leader's participatory leadership style.

When it comes to resolving conflicts, motivating others, and judging team success, he puts empathy, good communication, and flexibility at the top of his list. Emotional intelligence says that these strategies make sense. These skills are necessary to handle the difficulties of international project management well, because being able to see things from different points of view and using them can help to come up with creative and useful solutions.

The fact that Project Manager is focused on setting a good example and building a strong workplace shows that they want to make a place where people respect and trust each other. Higher levels of engagement and productivity are encouraged by this method, which also boosts team morale (See the strategy in brief in Table 5).

Table 5. Strategy of project manager (Interviewee A)

Strategy	Comments
Forging a partnership	Yes
Inspiring commitment	Yes
Growing skills	Yes
Promoting persistence	Yes
Shaping the environment	Yes

4.3 Interviewee B

The comprehensive professional experiences of Interviewee B are thoroughly documented and presented in Table 6.

Table 6. Designation and Experience of Interview B

Title	Name	Work experience in MNC (<5, 5-10, 10-15, 15> years)	Team leader experience (<5, 5-10, 10-15, 15> years)	Date of the interview
Team Leader	B	6 years	5-10	27.04.2024

The Team Leader (Interviewee B) has shown that they are good leaders and has been a great team leader at InnovateTech. He said, *"I use an adaptive leadership style that includes elements of temporal and transformational leadership based on the needs and circumstances of my team."* You can see that he uses both temporal and transformative methods at this point. I do everything I can to encourage and support

colleagues in reaching their full potential. When they need it, *"I also offer advice and help"*.

Team Leader talked about how important it is for leaders to have emotional intelligence, good communication skills, and the ability to solve problems. Emotional intelligence, clear and straight communication, and the ability to solve problems quickly are all important qualities for a leader. *"If you want to be successful, you need to build strong relationships, encourage teamwork, and stay calm under pressure."*

Team Leader exhibits a cooperative approach in the face of dispute among team members by saying, *"I adopt a cooperative stance, facilitating open discussions among all parties involved to address concerns and reach mutually advantageous resolutions."* Maintaining strong team connections and successfully resolving problems need the use of diplomacy, empathy, and active listening.

The individual highlights their ability to guarantee that their team consistently produces high-quality work within the allocated timeframe and budget constraints. *"I give priority to implementing efficient project management methodologies, including setting clear goals, consistently monitoring progress, and providing prompt feedback,"* they say. In addition, *"I allow my team members the freedom to accept complete accountability for their job while simultaneously giving them the tools and assistance they need to overcome obstacles."*

Giving a team member who is not performing well enough mentoring, coaching, and more training will help them perform better. He places a high value on understanding people's challenges and providing helpful criticism to close any performance gaps while maintaining a joyful and productive work atmosphere. *"My leadership philosophy revolves around setting a precedent through personal conduct."* Team Leader is dedicated to becoming a good example. He places a high value on

professionalism, dedication, and honesty, and he goes above and beyond to uphold the standards he has set for his staff.

In his opinion, providing possibilities for advancement, encouraging candid communication, and publicly recognizing successes are the best ways to boost morale inside a struggling team. His goal is to create a vibrant, friendly environment that inspires team members to give it their all.

A good work environment depends on workers building a culture of trust, cooperation, and respect for each other. This saying says it is all about how important it is to build trust and unity at work. To make the workplace friendly, He sticks to his morals, treat everyone with respect, and support honest conversation and helpful feedback.

Meetings for review and comments are important for keeping an eye on how well a team is doing. Someone he works with says that feedback meetings are common, key performance indicators are used, and team success is tracked. *“Keeping an eye on our progress, spotting trouble areas, and giving the team the help they need are all things” “I do to make them more productive and effective”.*

Innovation grows when people on a team feel free to share their thoughts and ideas. In this case, *“I actively promote a culture that fosters creativity and innovation and highly appreciate the input of team members.”* His team and he are always looking for feedback and suggestions. We carefully consider different points of view and act on good ideas.

“I use three methods to judge a new team member’s skill: formal interviews, formal performance reviews, and informal comments from other team members. So, they can do well in their job, I give them direction, help, and chances to grow”.

4.3.1 Analysis of Interviewee B

In order to suit the demands of the project and the way the team collaborates, Team Leader employs both transformational and functional leadership philosophies. The emphasis on problem-solving, effective communication, and emotional intelligence highlights the significance of these competencies in managing challenging team dynamics and fostering a positive work environment.

His methods of evaluating work, bestowing awards, and resolving issues all prioritize tact, attentive listening, and providing ongoing feedback. These techniques demonstrate the practical applications of emotional intelligence. These abilities facilitate the understanding and application of diverse points of view by teams composed of individuals from various backgrounds, which fosters the generation of original and practical ideas. The goal of Team Leader B's environment is to foster a sense of worth and mutual confidence among all members.

He is transparent about his intentions to lead by example and create a positive work environment. This approach facilitates team member collaboration and promotes increased involvement and output. Because he gets along well with people and is adaptable, Team Leader makes an excellent team leader at InnovateTech. His capacity to encourage, uplift, and collaborate with his team members in a vibrant and diverse setting demonstrates his in-depth knowledge of the qualities that define a successful leader (see the strategy in brief in Table 7).

Table 7. Strategy of Team Leader (Interviewee B)

Strategy	Comments
Forging a partnership	Yes
Inspiring commitment	Yes

Growing skills	Yes
Promoting persistence	No
Shaping the environment	No

4.4 Interviewee C

The totality of Interviewee C's professional journey, encompassing a diverse range of experiences, is meticulously outlined in Table 8.

Table 8. Designation and Experience of Interview C

Title	Name	Work experience in MNC (<5, 5-10, 10-15, 15> years)	Operation Manager experience (<5, 5-10, 10-15, 15> years)	Date of the interview
Operation Manager	C	10 years	5-10	26.04.2024

The operations manager (Interviewee C) has a substantial understanding of dealing with Global Dynamics. Given their importance, his statement, *"My leadership style is based on empathy and empowerment,"* is telling. It is important to create an environment where team members feel valued and safe sharing their skills and ideas. He believes they must work together, trust each other, and be honest to attain their goals.

According to the operations manager, leaders must learn, adapt, and listen. Leaders with these skills can solve problems, understand team requirements, and create a creative, supportive atmosphere.

While workplace problems are inevitable, the Operations Manager encourages open discussion about them. By encouraging colleagues to talk freely without judgment, he

strives to demonstrate empathy and openness. He seeks common ground and solutions that stress understanding and cooperation.

Effective communication, regular feedback, and ongoing development help him deliver high-quality work within defined boundaries. *"I help my team consistently achieve great achievements by setting clear standards, giving sufficient resources, and encouraging accountability"*.

Empathy and individualized support are essential when trying to motivate a struggling team member. Motivating an underperforming team member takes a customized approach. To help them, *"I discover why they're unmotivated. I focus on setting achievable objectives, encouraging others, and celebrating successes to help myself grow"*.

Operations Manager says actions show leadership. Since actions speak louder than words, he tries to create an ethical and work ethical example for my employees. He wishes to inspire people by staying up late to finish a project or volunteering for extra work.

He believes that *"To get a demoralized team back on track, it's important to actively engage, show empathy, and encourage understanding,"* leading team building and celebrating wins. *"In order to foster a sense of pride and belonging among team members, I organize team-building exercises, promote transparent communication, and acknowledge both individual and collective accomplishments."*

A welcoming workplace promotes a pleasant work attitude. The author recommends encouraging creativity, trying new things, and listening to feedback. In his environment, everyone is encouraged to give their all and he sees enthusiasm, confidence, and kindness.

Performance management requires clear goals and regular feedback. Setting quantifiable goals, measuring progress, and offering regular feedback and support is called *"monitoring a team's performance"*. KPIs and data analysis let him objectively assess performance and find areas for improvement.

Being passionate and open to team members' ideas boosts workplace creativity. Everyone can have great ideas, and he thinks they can do great things together. *"My dream workplace is one that's continually evolving, where people can express themselves and ideas thrive"*.

Helping a new hire pass difficult exams is the best method to assess their skills. A new team member's competence, knowledge, and interpersonal skills must be assessed. *"I encourage them, help them display their skills, and get feedback from relevant people to ensure they fit the team"*.

4.4.1 Analysis of Interviewee C

The core features of Operations Manager's leadership style are empowerment and empathy, which are essential for fostering a collaborative environment within the team. The person's performance management, motivating others, and conflict resolution techniques are all in line with the principles of emotional intelligence; they all place a high value on open communication, thorough comprehension, and ongoing development. Having these abilities is essential for ethnic team leaders since different viewpoints frequently result in more workable and practical solutions. The work environment and the leadership of the Operations Manager demonstrate his commitment to creating a trustworthy and reputable work environment. This strategy not only raises staff morale but also encourages higher levels of involvement and productivity.

In summary, the Operations Manager 's ability to effectively oversee operations at Global Dynamics can be primarily attributed to his compassionate leadership

approach and robust interpersonal abilities. He exhibits a thorough comprehension of the core principles of leadership in a complex and diverse setting by motivating, empowering, and working together with his team (see briefly in Table 9).

Table 9. Strategy of Operations Manager (Interview C)

Strategy	Comments
Forging a partnership	Yes
Inspiring commitment	Yes
Growing skills	Yes
Promoting persistence	Yes
Shaping the environment	Yes

4.5 Interviewee D

Table 10 provides a detailed overview of Interviewee D’s professional history and illustrating the qualifications for the role.

Table 10. Designation and Experience of Interview D

Title	Name	Work experience in MNC (<5, 5-10, 10-15, 15> years)	Senior Consultant experience (<5, 5-10, 10-15, 15> years)	Date of the interview
Senior Consultant	D	7 years	5-10	28.04.2024

Senior Consultant (Interviewee D) is an expert in FutureTech advice. When discussing his leadership style, he often mentioned transformative leadership. *"I base my leadership style on the principles of transformational leadership,"* stated. He thinks

the best way to create a friendly and supportive workplace is to help his team members succeed.

Senior Consultant says a good boss is adaptable, communicative, and can manage emotions. He believes leaders should prioritize emotional intelligence, creativity, and communication. These attributes help leaders handle difficult situations, get along with teammates, and promote positive change.

Senior Consultant stresses diplomatic conflict resolution. He stresses the importance of honest communication in these situations. He believes in freely discussing issues. He considers all options and seeks answers that satisfy everyone. He wants to maintain respect and excellent relationships.

He likes his staff to collaborate and set goals. They can do a superb project within a schedule and budget. This requires cooperation, regular evaluation, and goal setting, he says. When he gives his staffs flexibility and accountability for their job, let them make decisions with him and provides all the resources they need, they work best.

A team member who is not doing their job needs personalized help and inspiration. It is important to understand the specific problems the person is having and offer support and help that fits those needs. Mentoring, setting attainable goals, and giving constructive comments are some of the things he does to help people get over problems and regain their confidence.

In his or her style of leadership, Senior Consultant D stresses how important it is to set a good example. *"I try to live up to the standards I have for my coworkers, which include being honest, tough, and committed to doing a great job"*.

He said that positive reinforcement, active communication, and showing understanding are the most important things that can be done to boost the morale of a group that is having a bad time. He plans events that bring people together and

celebrates successes. To boost morale and unity, my main goal is to encourage open and honest conversation, set up team-building activities, and recognize accomplishments.

Building a good company culture requires everyone on the team to work together and trust each other. He shows how to make the workplace welcoming and open to everyone, follows ethical standards, and offers opportunities for professional growth and helpful comments.

Clear goals and regular comments are necessary for a team performance evaluation to work well. It is very important to keep track of the team's progress toward goals and Key Performance Indicators (KPIs) and to evaluate its work on a regular basis over time. He believes that a mindset of responsibility and constant growth will help people be successful.

Speaking the phrase *"I value ideas and suggestions from team members as valuable contributions to our collective success"* can help people be more creative by getting them excited about their teammates' thoughts and ideas. He actively looks for constructive comments, carefully considers different points of view, and work with his team to put new ideas into action.

There needs to be structured testing and clear direction from a mentor in order to evaluate the skills of a newly hired person: *"The evaluation process looks at a possible team member's skill, qualifications, and how well they might fit in with the current group. To make sure the transition goes smoothly, and they continue to be successful, I give them chances to show off their skills, offer advice and support, and ask for feedback from people who matter"*.

4.5.1 Analysis of Interviewee D

To cultivate a cooperative and welcoming team atmosphere, it is essential to be a transformational leader, like Senior Consultant. His emphasis on EQ, adaptability, and strong communication skills highlights the importance of these qualities for productive teamwork and better results.

He employs the most effective emotional intelligence to engage personnel, manage issues, and review performance. He supports free dialogue, tolerance, and persistent criticism. Coaching requires critically examining multiple perspectives, which usually yields more creative and better answers.

The Senior Consultant has enhanced working conditions and set an example for respect and trust among coworkers. This method boosts morale, output, and involvement.

He is excellent for a project management post at FutureTech due to his people skills and transformative leadership. His ability to motivate, encourage, and work together with his team members demonstrates that he knows what it takes to be a leader in a complex and diverse environment (see immediately on Table 11).

Table 11. Strategy of Senior Consultant (Interviewee D)

Strategy	Comments
Forging a partnership	Yes
Inspiring commitment	Yes
Growing skills	Yes
Promoting persistence	Yes
Shaping the environment	Yes

4.6 Findings

The notes of the four responders clearly show that Bangladeshi leaders use a variety of tactics. Some value cooperation and involvement more highly than independence and the ability to change their minds. All panelists agreed that good leaders need to be able to resolve problems, show empathy, and be clear. The responses underlined the need to pay attention, talk about problems, and come up with solutions that satisfy everyone. They also stress the need to set clear standards, give regular feedback, and promote an accountable culture in order to deliver high-quality work within set constraints.

To motivate team members who are not performing to their potential, set goals, they provide specialized support, boost the training, and offer helpful criticism. Developing a strong team, regularly acknowledging accomplishments, and fostering a happy workplace can all help to inspire workers to work together. People that work together as a team build an amazing work environment since they learn to accept, trust, and cooperate. It also means valuing personal differences and giving staff members' health and well-being priority. Their regular feedback sessions, performance reviews, and assessments allow them to monitor their progress against key performance indicators (KPIs) and ensure that objectives align with the company and foster team development. Those who aggressively seek input from their employees and promote an environment that embraces new ideas and operational techniques are the leaders who really value the opinions of their workforce. The results show, once all is considered, that good leadership is necessary to motivate employees and foster a productive workplace.

5 CONCLUSION

While every manager is different and possesses different abilities and experiences, all managers must be effective communicators who genuinely care about their staff and encourage teamwork. Supervisors who place a high priority on the growth and well-being of their employees do so because they recognize the vital role that internal motivation and empowerment play in the company's success. We have learned from our talks with CEOs in Bangladesh that there is a wide range of leadership styles in the nation. They value respectful and reliable surroundings; therefore, they place a high value on offering constructive criticism, having open lines of communication, and resolving disputes. Everybody wants to work somewhere they can grow professionally, be themselves, and express themselves. One illustration of this is the commitment to setting a good example and fostering a friendly work atmosphere. The results provide us with a better understanding of Bangladesh's changing leadership environment. In the contemporary business world, an organization's success, innovation, and culture are greatly influenced by top-level leadership.

5.1 Theoretical Contribution and Recommendations

A. How can supportive and developmental leadership be differentiated?

Supportive leaders create a rewarding workplace where people feel valued and supported. Teams receive emotional support, encouragement, and recognition from leaders to ensure their well-being. However, progressive leadership fosters team members' growth and career advancement. Mentorship, coaching, and training enhance personal and communal growth, while supportive leadership fosters support.

B. How are supportive and developmental leadership different from each other in terms of individualized consideration.

Supportive leadership provides team members with tailored emotional support and encouragement. Supportive leaders may listen, give comments, and provide resources to aid team members. Instead, developmental leadership fosters team members' careers. Developmental leaders can tailor training to skills, interests, and career aspirations. Both styles focus individual needs, but supportive leadership stresses emotional support and developmental leadership enhances professional skills.

Based on the results of this study, the following recommendations can be given to those in leadership positions:

- i. Develop leaders' interpersonal skills, conflict resolution strategies, and adaptive leadership styles.
- ii. Promote diversity and inclusion by promoting diverse ideas, celebrating cultural differences, and giving team members equal opportunities.
- iii. Create an environment where team members can freely express their opinions without fear of repercussions.
- iv. Create an innovative culture by encouraging experimentation, risk-taking, and creative problem-solving.
- v. Provide training, mentorship, and skill-building to promote lifelong learning.

5.2 Limitations of the Study

This study combines developmental and supportive leadership to improve individual attention, but it is not optimal. There were only four Bangladeshis in the sample, so they may not be typical of the whole community. Culture and location may have affected how people judged leadership styles, which makes the results less useful.

Second, in-depth qualitative interviews are subjective and can be affected by the biases of the individuals who are interviewees and the researchers. The self-reported data in the study could be flawed because of memory or social desirability. For a future study to be more robust, valid, and useful in a wide range of settings, it should include quantitative measures to support qualitative results and a sample of people from a wider range of cultural and demographic backgrounds.

By separating developmental leadership from helping leadership, this study made it easier to think about each person. Adding more cultures and places to the sample made it more representative and useful for everyone. Mixed-methods research used both qualitative and quantitative surveys to find a good mix between the rich insights that come from qualitative data and the objectivity and statistical rigor of quantitative analysis. Self-reported data biases went down while understanding of leadership styles went up. Standardized interviews, anonymity, and privacy made it easier for people to be honest because they did not have to worry about being judged. These methods led to more reliable, long-lasting, and useful study results.

REFERENCES:

- Ardichvili, A. (2001). Leadership styles and work-related values of managers and employees of manufacturing enterprises in post-communist countries. *Human Resource Development Quarterly*, 12(4), 363–383.
<https://doi.org/10.1002/hrdq.1003>
- Avolio, B. J., & Bass, B. M. (1995). Individual consideration viewed at multiple levels of analysis: A multi-level framework for examining the diffusion of transformational leadership. *The Leadership Quarterly*, 6(2), 199–218.
[https://doi.org/10.1016/1048-9843\(95\)90035-7](https://doi.org/10.1016/1048-9843(95)90035-7)
- Avolio, B. J., & Gardner, W. L. (2005). Authentic leadership development: Getting to the root of positive forms of leadership. *Leadership Quarterly*, 16(3), 315–338.
<https://doi.org/10.1016/j.leaqua.2005.03.001>
- Bahadur, M. (2020). Project definition , Lifecycle and role of Project Managers. *ResearchGate*, April, 1–5.
- Barbuto, J. E. (1997). Taking the charisma out of transformational leadership. *Journal of Social Behavior and Personality*, 12(3), 689–697.
- Bass, B. M. (1999). Two Decades of Research and Development in Transformational Leadership. *European Journal of Work and Organizational Psychology*, 8(1), 9–32. <https://doi.org/10.1080/135943299398410>
- Benach, J., Vives, A., Amable, M., Vanroelen, C., Tarafa, G., & Muntaner, C. (2014). Precarious employment: Understanding an emerging social determinant of health. *Annual Review of Public Health*, 35, 229–253.
<https://doi.org/10.1146/annurev-publhealth-032013-182500>
- Burns, J. M. (1978). *Leadership*. Harper & Row.
- Crawford, L. (2000). Profiling the competent project manager proceedings of PMI

research conference.

- Dayanti, P. R., Eliyana, A., Emur, A. P., & Pratama, A. S. (2022). Supportive Leadership: A Literature Review. *International Journal of Science and Management Studies (IJSMS)*, March, 74–80.
<https://doi.org/10.51386/25815946/ijms-v5i2p109>
- Dvir, Tali, Dov, Eden, Avolio, Bruce J., Boas, Shamir. (2002). Impact of Transformational Leadership on Follower development and Performance : A Field Experiment Part of the Business Administration, Management, and Operat. *Academy of Management Journal*.
<https://digitalcommons.unl.edu/managementfacpub>
- Earley, P. C., & Mosakowski, E. (2000). Creating hybrid team cultures: An empirical test of transnational team functioning. *Academy of Management Journal*, 43(1), 26–49. <https://doi.org/10.2307/1556384>
- Elsaied, M. M. (2019). Supportive leadership, proactive personality and employee voice behavior. *American Journal of Business*, 34(1), 2–18.
<https://doi.org/10.1108/ajb-01-2017-0004>
- Gilley, A., Gilley, J. W., & Kouider, E. (2010). *Characteristics of Managerial Coaching*. 24(3), 55–76. <https://doi.org/10.1002/piq>
- Gilley, J. W., Shelton, P. M., & Gilley, A. (2011). Developmental leadership: A new perspective for human resource development. *Advances in Developing Human Resources*, 13(3), 386–405. <https://doi.org/10.1177/1523422311424264>
- Goodwin, V. L., Wofford, J. C., & Whittington, J. L. (2001). A theoretical and empirical extension to the transformational leadership construct. *Journal of Organizational Behavior*, 22(7), 759–774. <https://doi.org/10.1002/job.111>
- Hiller, N. J., DeChurch, L. A., Murase, T., & Doty, D. (2011). Searching for outcomes of

- leadership: A 25-year review. *Journal of Management*, 37(4), 1137–1177.
<https://doi.org/10.1177/0149206310393520>
- Hogan, R., & Kaiser, R. B. (2005). What we know about leadership. *Review of General Psychology*, 9(2), 169–180. <https://doi.org/10.1037/1089-2680.9.2.169>
- Hudson, F. M. (1999). *The handbook of coaching: A comprehensive resource guide for managers, executives, consultants, and human resource professionals*.
- Hyväri, I. (2006). Project management effectiveness in project-oriented business organizations. *International Journal of Project Management*, 24(3), 216–225.
<https://doi.org/10.1016/j.ijproman.2005.09.001>
- Jarvenpaa, S. L., & Leidner, D. E. (1998). Communication and trust in global virtual teams. *Journal of Computer-Mediated Communication*, 3(4), 791–815.
<https://doi.org/10.1111/j.1083-6101.1998.tb00080.x>
- Judge, T. A., Bono, J. E., Ilies, R., Gerhardt, M. W., Durue, D. S., Nahrgang, J.D., Wellman, N. & Humphrey, S. E., Zaccaro, S. J., & Day, D. V. and J. A. (2002). The Nature of Leadership. *Resonnel Psychology*, 4(1), 7–52.
<http://doi.apa.org/getdoi.cfm?doi=10.1037/0003-066X.62.1.6%5Cnhttp://doi.apa.org/getdoi.cfm?doi=10.1037/0021-9010.87.4.765>
- KHALIL, D. S. H., & SAHIBZADAH, S. (2021). Leaders' Individualized Consideration and Employees' Job Satisfaction. *Journal of Business & Tourism*, 3(2), 183–191.
<https://doi.org/10.34260/jbt.v3i2.81>
- Kim, K. Y., Atwater, L., Jolly, P., Ugwuanyi, I., Baik, K., & Yu, J. (2021). Supportive leadership and job performance: Contributions of supportive climate, team-member exchange (TMX), and group-mean TMX. *Journal of Business Research*, 134(June), 661–674. <https://doi.org/10.1016/j.jbusres.2021.06.011>

- Kirkman, B. L., Gibson, C. B., & Shapiro, D. L. (2001). "Exporting" teams: Enhancing the implementat and effectiveness of work teams in global affiliates - Google Scholar. *Organizational Dynamics*, 30(1), 12–29.
http://scholar.google.com/scholar?q=related:jBlBipKtbtcJ:scholar.google.com/&hl=en&num=20&as_sdt=0,5%5Cnpapers2://publication/uuid/EFAD065B-475D-4C27-BCBB-330DCDB8AE61
- Ljungblom, M. (2012). a Comparative Study Between Developmental Leadership and Lean Leadership – Similarities and Differences. *Management and Production Engineering Review*, 3(4), 54–68. <https://doi.org/10.2478/v10270-012-0034-9>
- Longshore, J. M., & Bass, B. M. (1985). Leadership and Performance beyond Expectations. *The Academy of Management Review*, 12(4), 756.
<https://doi.org/10.2307/258081>
- Mäkilouko, M. (2004). Coping with multicultural projects: The leadership styles of project managers. *International Journal of Project Management*, 22(5), 387–396. <https://doi.org/10.1016/j.ijproman.2003.08.004>
- Mäkilouko Marko (2003). Multicultural Leadership, Strategies for Improved Performance. Helsinki: Multikustannus/ Multiprint Oy.
- Mappamiring, M., Akob, M., & Putra, A. H. P. K. (2020). What millennial workers want? Turnover or intention to stay in company. *Journal of Asian Finance, Economics and Business*, 7(5), 237–248.
<https://doi.org/10.13106/JAFEB.2020.VOL7.NO5.237>
- Martin Jr., R. M. (2019). *Leadership Development: The Effects of Service-Learning Programs on Adult Learners' Success* (Issue April).
https://www.proquest.com/dissertations-theses/leadership-development-effects-service-learning/docview/2302689082/se-2%0Ahttps://www.redi-bw.de/links/unitu?url_ver=Z39.88-

2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations&sid=ProQ:Publi

Meng, J., & Berger, B. K. (2019). The impact of organizational culture and leadership performance on PR professionals' job satisfaction: Testing the joint mediating effects of engagement and trust. *Public Relations Review*, 45(1), 64–75.
<https://doi.org/10.1016/j.pubrev.2018.11.002>

Mosadeghrad, A. M. (2003). Principles of health care administration. Dibagran Tehran, Tehran.

Nielsen, K., Randall, R., Yarker, J., & Brenner, S. O. (2008). The effects of transformational leadership on followers' perceived work characteristics and psychological well-being: A longitudinal study. *Work and Stress*, 22(1), 16–32.
<https://doi.org/10.1080/02678370801979430>

Novitasari, D. (2020). Job Stress and Turnover Intention: Understanding the Role of Leadership and Organizational Commitment. *International Journal of Science and Management Studies (IJSMS)*, October, 1–14.
<https://doi.org/10.51386/25815946/ijms-v3i5p101>

Ochieng, E. G., & Price, A. D. F. (2010). Managing cross-cultural communication in multicultural construction project teams: The case of Kenya and UK. *International Journal of Project Management*, 28(5), 449–460.
<https://doi.org/10.1016/j.ijproman.2009.08.001>

Paarlberg, L. E., & Lavigna, B. (2010). Transformational leadership and public service motivation: Driving individual and organizational performance. *Public Administration Review*, 70(5), 710–718. <https://doi.org/10.1111/j.1540-6210.2010.02199.x>

Peterson, D., & Hicks, M. D. (1996). *Leader as Coach: Strategies for Coaching and Developing Others*.

- Rafferty, A. E., & Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual and empirical extensions. *Leadership Quarterly*, *15*(3), 329–354.
<https://doi.org/10.1016/j.leaqua.2004.02.009>
- Rafferty, A. E., & Griffin, M. A. (2006). Refining individualized consideration: Distinguishing developmental leadership and supportive leadership. *Journal of Occupational and Organizational Psychology*, *79*(1), 37–61.
<https://doi.org/10.1348/096317905X36731>
- Raiyan, M. S., & Hasan, A. (2023). *Exploring the Multicultural Working Environment and Cultural Adaption*. November 2023
- Sarros, J. C., Gray, J., & Densten, I. L. (2002). Leadership and its impact on organizations. In *Federal Probation* (Vol. 10, Issue 2, pp. 1–26).
- Srica, Velimir (2008). Social Intelligence and Project Leadership. *The Business Review*, Cambridge 9:2, 189-197.
- Swanson, R. A. (2001). *The Theory Challenge Facing Human Resource Development Profession*. *Innovative Session 8*.
- Vilder, D. de. (2008). Project Management T-kit. *Book*, 107–132.
- Wilson, M. G., DeJoy, D. M., Vandenberg, R. J., Richardson, H. A., & McGrath, A. L. (2004). Work characteristics and employee health and well-being: Test of a model of healthy work organization. *Journal of Occupational and Organizational Psychology*, *77*(4), 565–588.
<https://doi.org/10.1348/0963179042596522>

APPENDIX

Interview Questions

- a) What is your leadership style?
- b) Which supporting skills do you think are more important for a leader?
- c) How do you manage a conflict situation?
- d) How do you ensure your team delivers quality work within the specified timeframe and budget?
- e) How do you motivate an under-performing team member?
- f) Can you describe a time when you led by example?
- g) How would you boost a sagging team's morale?
- h) How can you contribute to a positive work culture?
- i) How do you monitor a team's performance?
- j) How do you respond to ideas/suggestions from team members?
- k) How can you contribute to a positive work culture?
- l) How do you evaluate the capabilities of a new team member?