

**Exploring the relationship between entrepreneurial leaders and followers**

Ryan Aitken

10469665

10469665@mygibs.co.za

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

01 December 2020

## **DECLARATION**

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

Signed: \_\_\_\_\_

Ryan Aitken

01 December 2020

## TABLE OF CONTENTS

<b>COVER LETTER .....</b>	<b>1</b>
<b>1. THEORY AND LITERATURE REVIEW .....</b>	<b>3</b>
1.1. Introduction .....	3
1.2. Leadership.....	3
1.2.1. Overview .....	3
1.2.2. Leader-member exchange .....	4
1.2.3. Values-driven leadership.....	5
1.3. Entrepreneurship .....	5
1.3.1. Overview .....	5
1.3.2. Creativity or innovation .....	6
1.3.3. Entrepreneurs .....	6
1.4. Entrepreneurial leadership .....	7
1.4.1. Overview .....	7
1.4.2. Founding fathers and inception .....	8
1.4.3. Prominent behaviours.....	8
1.4.4. Significance of entrepreneurial leadership for management .....	10
1.5. Dynamic business environments .....	11
1.6. Conclusion .....	12
<b>2. RESEARCH METHODOLOGY AND DESIGN.....</b>	<b>13</b>
2.1. Introduction .....	13
2.2. Choice of methodology.....	13
2.3. Population .....	14
2.4. Sampling method and size .....	15
2.5. Unit of analysis.....	16
2.6. Measurement instrument.....	16
2.7. Ethical clearance .....	18
2.8. Data collection .....	18
2.9. Data analysis .....	21
2.10. Quality controls.....	22
2.11. Research limitations.....	23
2.12. Conclusion .....	24
<b>REFERENCES.....</b>	<b>25</b>
<b>APPENDIX A: AUTHOR GUIDELINES OF THE <i>JOURNAL OF SMALL</i></b>	
<b><i>BUSINESS MANAGEMENT</i>.....</b>	<b>32</b>

<b>APPENDIX B: EXAMPLE OF ARTICLE FROM THE <i>JOURNAL OF SMALL BUSINESS MANAGEMENT</i>.....</b>	<b>36</b>
<b>APPENDIX C: INTERVIEW SCHEDULE/GUIDE.....</b>	<b>57</b>
<b>APPENDIX D: INFORMED LETTER OF CONSENT .....</b>	<b>64</b>
<b>APPENDIX E: PERSONAL NOTES ON DATA COLLECTION PROCESS.....</b>	<b>65</b>
<b>APPENDIX F: CODE BOOK.....</b>	<b>73</b>
<b>APPENDIX G: ETHICAL CLEARANCE .....</b>	<b>79</b>
<b>APPENDIX H: CONFIDENTIAL AND NON-DISCLOSURE AGREEMENTS.....</b>	<b>87</b>

## COVER LETTER

Prof. George T. Solomon  
Editor-in-Chief  
Journal of Small Business Management (JSBM)  
Funger Hall  
2201 G Street NW  
Suite 315-D  
Washington, DC 20052

Dear Prof. Solomon,

I am writing to submit our manuscript entitled “Exploring the Relationships between Entrepreneurial Leaders and Followers” for consideration as a Journal of Small Business Management research article. This qualitative study explored the prioritization of entrepreneurial leadership as perceived by both leaders and their followers. By interviewing 12 individuals across three separate small business firms, a within case and cross case study analysis provided an opportunity for the opinions and perspectives of each leader to be compared with the opinions and perspectives of their respective followers, to ascertain whether or not congruency exists within this relationship in today’s business context. We identified nine behavioural themes that emerged from the analysis, which put forward *purpose, collaboration, and authenticity* as the three most prominent behaviours, deemed to be a priority within start-up and small business contexts by the participants.

In a time where many traditional practices are losing their impact on the younger workforce which resides in our society today, we can no longer remain rigid in our approach to business practices if globalization continues to progress at the pace with which we have seen over the past decade. What can no longer be overlooked, are the demands placed on firms by the employees, who seek a more balanced and flexible lifestyle. Start-ups and small businesses appear to be adopting many of these novel practices, which tend to result in a deeper sense of commitment and loyalty if some of these demands are met. This article seeks to explore how the types of behaviours demonstrated within today’s context of business can be more effectively implemented to support the economic prosperity of start-ups and small businesses.

This article aimed to continue the conversations by Simba and Thai (2019) titled “Advancing Entrepreneurial Leadership as a Practice in MSME Management and Development”, which was published in The Journal of Small Business Management in 2019.

Each of the authors of this manuscript confirm that this has not been previously published, nor is it under consideration by any other journal. In addition, both the authors of this manuscript have approved the contents of this paper and have agreed to the submission policies of this journal.

Each named author has substantially contributed to the underlying research conducted in drafting this manuscript, and to the best of our knowledge there are no conflicts of interest, financial or otherwise.

Sincerely,

Ryan Aitken

MBA Candidate

The University of Pretoria’s Gordon Institute of Business Science

26 Melville Road, Illovo, Johannesburg, 2196

10469665@mygibs.co.za

### **Motivation for selecting the Journal of Small Business Management**

The Journal of Small Business Management is rated as 3 by the Association of Business Schools Academic Journal Quality Guide (2019) and is a progressive journal with regards to current business and management practice, especially within small business and entrepreneurial contexts. Many of the main authors which supported the research of this research, have published their findings in the Journal of Small Business Management. Furthermore, the journal is open interested in reviewing qualitative manuscripts, which support further research conducted into the field of “Entrepreneurial and Small Business Education” as well as “New Venture Creation and Venture Capital” which this research directly and indirectly supports.

# **1. THEORY AND LITERATURE REVIEW**

## **1.1. Introduction**

This chapter provides a review of the constructs that make up entrepreneurial leadership, as described by supporting theories and constructs, which form part of its make-up. Entrepreneurial leadership is broken down into its two supporting constructs of leadership and entrepreneurship, before a deeper literature review is presented on the foremost construct in this chapter. Each construct has been broken down into further segments for a more thorough and extensive comprehension of the supporting constructs' integration to entrepreneurial leadership. Dynamic business environments is introduced as a means for conceptual appreciation of its potential impact within a business context.

## **1.2. Leadership**

### **1.2.1. Overview**

Leadership has taken on many definitions as it is near impossible to reach a conclusive attestation of what the term holistically represents. This is attributed largely to the continuous advancement of leadership styles and their attributes, which form internally and externally within the business environment context (Matta & Van Dyne, 2020). One definition provided by Rost and Barker (2000) for consideration is that leadership is an influential relationship between leaders and their followers who intend to effect real change that reflects a shared purpose.

As highlighted by Hartley, Parker, and Beashel (2019), management and leadership are often mistaken for being one in the same, when the two are conceptually and theoretically distinct. Whilst management attempts to plan, build, and direct firms towards achieving their goals and objectives, leadership tends to steer the attention for possible change through the alignment, motivation, and inspiration of firms' followers (Hartley et al., 2019).

Schoemaker, Heaton, and Teece (2018) compares leaders to classical musicians, likewise as a band (firm) requires a stringent script (management) to direct each verse (objective) of the song (employee) to give it structure, it also necessitates improvisation and adaptation from, for instance, jazz performers (leaders) to boost the song's (employee's) chorus (performance). Influential leaders should aspire to

continuously develop their amplitude for contending with challenges that may arise, remaining motivated to make a difference to the lives of those around them. Such leadership requires a sense of unrelenting commitment towards the success and sustainability of the firm and its stakeholders (Schoemaker et al., 2018).

### **1.2.2. Leader-member exchange**

Leader-member exchange (LMX) theory describes leaders' abilities, by way of position, to develop high-quality relationships with their followers that can result in a deeper sense of mutual trust, respect, and loyalty (Matta & Van Dyne, 2020). With high-quality relationships forged, there can be an abundance of favourable and advantageous consequences within firms, such as improved role performance and organisational citizenship behaviours (Yu, Matta, & Cornfield, 2018).

Drawing on social exchange theory, Mostafa and Bottomley (2020) suggested that self-sacrificial leaders can realise more desirable results from their followers when the quality of the relationship exchange is improved. Such an approach to leadership carries a robust consignment of ethical responsibility that boasts unambiguous integrity to improve the social relationships between leaders and their followers. This commitment to the collective through a leader's ability to surrender self-interest for the benefit of the group is considered to be one of the more valued behaviours of great leaders (Mostafa & Bottomley, 2020).

As previously mentioned, the essence of LMX and its practical implications in the workplace surround the quality of the relationships that have been forged, but such exchanges are not possible for all of a leader's followers/subordinates (Yu et al., 2018). The development of these relationships and exchanges differs between firms, groups, and teams. Therefore, the argument can be made that it is not always possible to effectively implement the benefits of such potential exchanges within an organisation (Yu et al., 2018). With this in mind, it is prudent for business leaders and management alike to aspire to understand the complexities of their workplace conditions and dynamic business environment if they are to ascertain the benefits that can be produced from high-quality relationship exchanges.



### **1.2.3. Values-driven leadership**

More recently, attention has been given to the values-driven leadership style directed towards a more collective approach – for example, the African tradition of ubuntu, meaning “I am we; I am because we are, we are because I am” (Pérezts, Russon, & Painter, 2020, p. 732). Influential leadership success tends to be greater between leaders and their followers when they share principled values about their work (Markham, Yammarino, Murry, & Palanski, 2010).

Growing attention within leadership studies has drawn considerable focus towards the relational exchanges that occur between a leader and follower in the workplace (Cunliffe & Eriksen, 2011). A large contributing factor to this is the need for improved ethical leadership pertaining to a common good for all, described as the “interconnections that knot human beings and communities together” (Pérezts et al., 2020, p. 732). This argument builds on the need to shift the focus away from individual leaders – as leaders do not lead in complete isolation – and rather towards the relational exchanges that provide a sense of “identity”. This gives rise to a sense of “direction” or vision, which goes beyond the leaders and followers, reinstituting that leadership does not surround the individual leaders (Pérezts et al., 2020; Surie & Ashley, 2008).

This sense of direction brings purpose to individuals and their organisations. It proactively instils a notion of added accountability for a firm’s stakeholders and its community, emphasising the African tradition of ubuntu once again. The values-driven leadership style can be exceptionally beneficial to an organisation and, in some cases, can be the reason why the firm thrives or impedes the strengths and contributions of its workforce (Pérezts et al., 2020).

## **1.3. Entrepreneurship**

### **1.3.1. Overview**

Entrepreneurship can be defined as “a phenomenon at the intersection of and relationship between environments, individuals and teams, opportunities, and mode of organizing” (Simsek, Jansen, Minichilli, & Escriba-Esteve, 2015, p. 465). It is associated with discovery, exploration, and exploitation, focusing on the creative actions and processes that foster profitable opportunities within various economic contexts (Aldrich & Ruef, 2018; Hincapié, 2020; Renko, El Tarabishy, Carsrud, &

Brännback, 2015; Shane & Venkataraman, 2000). In addition, Aldrich and Ruef (2018) have described entrepreneurship as an innovative activity that employs high-growth opportunities within a range of environments and business contexts, as it often brings about the creation of new products, services, processes, and systems required for economic development.

### **1.3.2. Creativity or innovation**

Of paramount importance to the longevity of a business in today's global market, and at the heart of a firm's success, is its ability to establish competitive advantage through the development of new products and services (Revilla & Rodríguez-Prado, 2018). Creativity precedes innovation and implementation in the production and strategy process, in a practice that is often considered integrative (Revilla & Rodríguez-Prado, 2018). The nuanced difference between creativity and innovation is that creativity initiates the capability of novel idea generation as a prerequisite to innovative actions (Aldrich & Ruef, 2018). Creativity is about turning creative ideas into innovative actionable proposals for the purpose of competitive advantage for a firm (Acar, Tarakci, & Van Knippenberg, 2019).

Consequently, creativity and innovation are deemed to be interrelated and integrated into almost all progressive elements promoting a firm's longevity and success (Acar et al., 2019). However, it is contradictory that creativity and innovation are both restrained and discharged from a firm's red tape of rules and regulations, policies, and scarce resources (Acar et al., 2019).

### **1.3.3. Entrepreneurs**

Entrepreneurs are considered or viewed colloquially as individuals who are able to perceive scenarios and recognise opportunities that the vast majority cannot, thereby exhibiting an awareness that is adjudged superior to standard experimental approaches or practices (Spivack & McKelvie, 2018). Nevertheless, such discoveries cannot be attributed exclusively to certain individuals who possess this ability (Aldrich & Ruef, 2018). Rather, acknowledgement has been given to those who are willing to persist in the pursuit of creating value, despite previous unsuccessful attempts (Spivack & McKelvie, 2018). These types of behaviours and approaches have given rise to the favourable view that entrepreneurship is an effective and beneficial economic practice within the context of business.

Entrepreneurship has been stereotyped as only attracting the assertive and self-reliant to attempt its realm of uncertainty and precariousness. Hincapié (2020) provided another perspective worthy of consideration, contending that individuals' propensity for risk, their previous experiences, pecuniary wealth and access to other resources, personal network, and the ability to clearly articulate their ideas are some ancillary elements that encompass entrepreneurial participation practices. Given the business context, such entrepreneurial behaviours and practices are closely connected to leadership and its varying features, as leaders interact and contend within their environments to spearhead greater success for their firms (Bridge & O'Neill, 2018).

## **1.4. Entrepreneurial leadership**

### **1.4.1. Overview**

A distinct style of leadership, entrepreneurial leadership aims to influence and empower followers to attain the shared objectives of a firm by recognising and exploiting opportunities that create economic value (Gross, 2019; C. Harrison, Paul, & Burnard, 2016; R. Harrison, Leitch, & McAdam, 2015; Leitch & Volery, 2017; Renko et al., 2015). Whilst several studies have been conducted on the various alternative forms of leadership and entrepreneurship in isolation (Gupta, MacMillan, & Surie, 2004; R. Harrison et al., 2015; Kuratko, 2007; Renko et al., 2015; Surie & Ashley, 2008), entrepreneurial leadership is an underdeveloped construct that requires further attention. Although entrepreneurial leadership shares many similarities with other leadership styles, its distinction lies in the impact that the leaders' behaviours have on their followers.

Since the inception of entrepreneurial leadership in the latter part of the 20th century, researchers have directed their attention towards better understanding the fundamentals of this construct to ironically explore and exploit any new field-advancing opportunities (Renko et al., 2015; Simba & Thai, 2019). As a result, numerous evolving definitions and contributions have been made to entrepreneurial leadership, which have attempted to clarify and outline its characteristics.

Whilst entrepreneurial leadership employs many similarities when juxtaposed with other leadership styles, its distinction surfaces at the intersection between

entrepreneurship and leadership (Renko et al., 2015). Typically, entrepreneurs are recognised as leaders by virtue of their positions/roles within an organisation, as such responsibilities tend to include setting clear goals and empowering individuals to meet these (Renko et al., 2015). The empowered individuals are often seen as representatives of an organisation because their behaviours are regarded as more beneficial and effective when compared to their peers (Zhang, Zhong, & Ozer, 2020).

The analysis of entrepreneurship and leadership has led to the deduction that the two share robust parallels (Simba & Thai, 2019). In consequence, entrepreneurial leadership has been legitimised through the progressive advancements and recognised dependence affiliated with these two constructs.

#### **1.4.2. Founding fathers and inception**

The founding fathers of entrepreneurship as a construct or academic theory, Richard Cantillon and Jean-Baptiste Say, made their scholarly contributions in 1755 and 1803 respectively (Kim, El Tarabishy, & Bae, 2018). Their inceptive contributions to this concept were engrossed in the economic elements and their interests covered the various managerial components that contributed to such prosperous economic returns, which remain a core focus today. Research by Lumpkin and Dess (1996) advanced entrepreneurship's foundation to a willingness to support activities that promote creativity or the experimental inclination towards producing new products or services for economic profit. For that reason, among others, entrepreneurial practices have become a paramount underpinning to prudent organisational strategies that pursue success and prosperity (Aldrich & Ruef, 2018). Whilst this approach is typically associated with structural layouts and implementation procedures, entrepreneurship provides the desired flexibility for dynamic growth exploitation, especially during start-up stages (Kim et al., 2018).

#### **1.4.3. Prominent behaviours**

Previous literature contributions have revealed prominent behaviours described as being highly impactful when employed effectively (Gross, 2019; C. Harrison et al., 2016; R. Harrison et al., 2015; Leitch & Volery, 2017; Renko et al., 2015). There are four prominent behaviours and/or attributes listed as fundamental to entrepreneurship – namely vision, creativity, risk-taking, and effective

communication (Gross, 2019; C. Harrison et al., 2016; R. Harrison et al., 2015; Leitch & Volery, 2017; Renko et al., 2015; Simba & Thai, 2019).

*Vision* is most credited to the associated behaviours of entrepreneurship as being the vital component that builds a robust structure for opportunity recognition and exploitation in a variety of contexts (C. Harrison et al., 2016; Renko et al., 2015; Shane & Venkataraman, 2000). This is achieved by reinforcing the firm's purpose whilst instilling a sense of confidence in the followers' abilities to realise and attain the anticipated goals and objectives (Surie & Ashley, 2008). However, such behaviours demonstrated by entrepreneurial leaders call for a sense of legitimacy to gain a committed following. Therefore, being able to communicate this vision that is administered in a salient manner to a leader's followers may improve the alignment of the group's priorities to support the leader's vision, which is effective in recognising opportunities that can be further explored and exploited (Kuratko, 2007; Surie & Ashley, 2008).

*Risk-taking* is a behaviour related to a firm's proclivity to operate within a volatile, uncertain, complex, and ambiguous environment to remain competitive and relevant (Schoemaker et al., 2018). Successful leadership behaviours are more closely aligned with testing various scenarios and outcomes and the associated risks over designing detailed plans that do not challenge the status quo (Schoemaker et al., 2018). In addition, individuals who excel at transcending boundaries and engineering new business territories cannot achieve this without some degree of risk.

*Creativity* is often associated with emerging styles of leadership that excel in an entrepreneurial environment (Cai, Lysova, Khapova, & Bossink, 2018). As mentioned previously, creativity sits at the heart of a business's success by introducing new products and services (Revilla & Rodríguez-Prado, 2018). Creativity can also be notably expressed when introducing and communicating a shared vision and purpose for a firm to achieve its long-term objectives and goals (Sklaveniti, 2017).

*Effective communication* is the key that binds these behaviours together, but one that is often overlooked because of its inclination to be used more colloquially and frequently when speaking about leadership behaviours. Effective communication has

the ability to transcend meaning and interpretation of a vision, which can be more effectively received (Darling, Gabrielsson, & Seristö, 2007). Moreover, entrepreneurial leadership relies heavily on effective communication to explore and exploit various opportunities for amplified competitive advantage over business rivals (Roomi & Harrison, 2011).

Hence, emphasis is placed firmly on individuals' proactive behaviours and decisive actions, rather than their personality traits and characteristics (Renko et al., 2015). Although a strong importance is placed on being opportunity-focused, there are many supporting behaviours that warrant the favourable characterisations of entrepreneurship, such as the ability to influence and motivate others, tenacity, power orientation, achievement orientation, flexibility, persistence, high tolerance for ambiguity, self-confidence, self-reliance, proactiveness, optimism, and a robust internal locus of control (Freeman & Siegfried, 2015; C. Harrison et al., 2016; Leitch & Volery, 2017; O'Toole, 2019; Renko et al., 2015; Simba & Thai, 2019).

Whilst not all the behaviours or attributes listed are necessary to possess the propensity for identifying and recognising profitable opportunities, they are strong contributors to the realisation of value creation within an array of economic contexts. By highlighting these behaviours and attributes, a connection can be made between entrepreneurship and leadership, inferring its importance and establishing its significance in modern society to better understand the skills required to amplify operational efficiencies and employee (follower) motivation simultaneously (Henry, Foss, Fayolle, Walker, & Duffy, 2015; Leitch & Volery, 2017; Simba & Thai, 2019).

#### **1.4.4. Significance of entrepreneurial leadership for management**

A distinctive style of leadership, entrepreneurial leadership seeks to employ the use of its influential and empowering leadership capabilities together with entrepreneurship and its associated behaviours and attributes (Gross, 2019; Gupta et al., 2004; Shane & Venkataraman, 2000). Thus, entrepreneurial leadership aims to empower followers to recognise and exploit business opportunities that foster creativity, and its consequential innovative development, in the pursuit of economic profitability (C. Harrison et al., 2016; R. Harrison et al., 2015; Leitch & Volery, 2017; Renko et al., 2015).

There is growing interest in the theories and constructs surrounding entrepreneurship, which has materialised as the global economy has transformed congruently with the Fourth Industrial Revolution, revealing its ability to amplify firms' performance, agility, and longevity (Gupta et al., 2004). This has moulded into a leading focal point for many leaders and firms seeking to positively encourage innovative behaviours among their employees (Song, Liu, Gu, & He, 2018; Surie & Ashley, 2008).

Freeman and Siegfried (2015) believed that entrepreneurial leaders often view problems as opportunities for discovery and learning. Therefore, the right people who possess the necessary skills within a team or organisation need to be immersed in a culture of process creativity and innovation to create value. This requires an entrepreneurial leader to further develop and facilitate such behaviours and attributes through the prioritisation, reprioritisation, and reflection processes that contribute to the continual exploration and exploitation of economic opportunities (Freeman & Siegfried, 2015; Renko et al., 2015).

Self-efficacy, empowerment, and entrepreneurial passion are vital in determining a follower's susceptibility to engage in such patterns of behaviour (Renko et al., 2015). Consequently, entrepreneurial leadership does not rely solely on the leadership position within an organisation or team to promote opportunity exploitation. Rather, it is the propensity of the individual and the strength of the leader-follower relationship that will determine the implementation capabilities of these behaviours within an organisational context (C. Harrison et al., 2016; Markham et al., 2010).

### **1.5. Dynamic business environments**

In the current global business environment, processes have evolved into dynamic procedures as a result of the constantly changing environment (Vasilecas, Kalibatiene, & Lavbič, 2016). Traditional methodologies are no longer able to maintain the demands and needs of firms, which now depend on agile and adaptive (dynamic) businesses environments to meet their expectations. It all appears to be at the mercy of business communication capabilities, internally and externally, whereby previous structures and means of communication are subject to constant disruption and change (Gesell, Glas, & Essig, 2018).

Such firm business planning and its various structures and procedures are often undermined in dynamic environments, which can impede performance (Vanderstraeten, Hermans, Van Witteloostuijn, & Dejardin, 2020). On the other hand, being highly innovative can pose as a risk to start-ups and small businesses with their limited access to resources and staff. In a modern business environment that seeks to harness opportunity, and within the window of opportunity itself, entrepreneurial behaviours are becoming increasingly more important and relevant to the roles and responsibilities that shape leadership today.

### **1.6. Conclusion**

In conclusion, and with a few contrasting remarks, some views question whether entrepreneurial leadership should be viewed as a construct in isolation at all. It is implied that entrepreneurial leadership is tied to too many other constructs, such as leadership and entrepreneurship, and it has yet to clarify its common solidarity among researchers (Leitch & Volery, 2017; Simba & Thai, 2019; Vecchio, 2003).

This literature review aimed to explore the evolving leader/follower relationships and exchanges that exist to promote economic continuance for leaders of start-ups and small businesses with the intention of further validating existing literature or ensuing supplementary insights for future study considerations with this paper's findings. Chapter 3 presents the methodology utilised to further contribute to the construct of entrepreneurial leadership.



## **2. RESEARCH METHODOLOGY AND DESIGN**

### **2.1. Introduction**

This chapter outlines the design and methodology employed in the collection and subsequent analysis processes. The methodological choices and selection criteria are described and detailed in the sections that follow.

### **2.2. Choice of methodology**

The purpose of this research was to explore the contextual experiences of successful entrepreneurs to understand the positive influence that these leaders have on their followers, and how these behaviours can be employed more effectively. To acquire insights of the opinions and perspectives on the influence of these behaviours, an exploratory approach was selected. As described by Stebbins (2001), exploratory research is deliberately placing oneself in similar circumstances to better discover the perspectives, approaches, and interpretations of a social study.

This research study followed the interpretivism philosophy through a qualitative, inductive, data collection methodology (Merriam, 2009; Schweber, 2015). The value derived from such an approach lies in the rich and descriptive data that emerged in the collection procedures and the notable contribution made towards the progression of literature within this field of academia, based on certain assumptions (Creswell, 2007; Leavy, 2017; Van den Berg & Struwig, 2017).

The purpose of this research was to better understand the set of circumstances that occurred within the study of entrepreneurial leadership as a social phenomenon at a specific period in time, allowing for inductive interpretations of various perspectives to be drawn from the data collected from the participants. As such, interviews were conducted with company leaders and their followers to obtain personal encounters to comprehend the alignment in opinions and perspectives between the two groups. Through primary data collection and a comprehensive literature review, conclusive insights and suggestions were derived, which may contribute to the creation of new theories that will require further understanding (Stebbins, 2001; Van den Berg & Struwig, 2017). The aim of this research study was to provide additional literature that could be made readily available to future researchers who intend to contribute to the potential advancement of the entrepreneurial leadership construct (Blenker,

Elmholdt, Frederiksen, Korsgaard, & Wagner, 2014; Podsakoff, MacKenzie, Bachrach, & Podsakoff, 2005).

Considering this field of study is still regarded as being in its infancy (Leitch & Volery, 2017; Miao, Eva, Newman, & Cooper, 2019) and requires deliberate research that is exploratory in nature, a single data collection technique via a mono-method qualitative methodology was selected in this research to collect data (Creswell, 2007). Furthermore, an inductive approach emphasised previous contributions, which were the basis of this article, whilst presenting the insights gained through the collection of primary data from the study's participants. Particular attention was paid to lead contributing authors, as well as the most recent published articles from high-impact journals that brought consistency to the secondary data sources collected (Blenker et al., 2014; Creswell, 2007).

By employing an interpretivism approach, appropriate practices were conducted for empirical data to be collected and analysed, which aimed to serve academia and small businesses. Consequently, the goal was dependent on the participants' accounts of their events, inductively formulating meaning through the emergent patterns collected (Creswell, 2007).

### **2.3. Population**

The population identified as relevant for this research report was entrepreneurs – namely a founder or co-founder of a company that is still operational. The nature of the company's industry was irrelevant, since there was no disposition to the structure design of the company and it was (at the time) believed that all industries required some degree of leadership if there was a following. In contrast, the focus was on the behaviours and mannerisms explicitly displayed by the entrepreneurs as leaders.

To be considered for this study, a company had to be operational at the time of the interview, having three direct reports/followers who had worked alongside the founder/leader for a period exceeding a year. The criteria ensured an established leader/follower relationship had been fairly formulated for the purpose of the personal opinions and perspectives, which were collected as primary data for this research report. The study's participants had to be English-speaking to safeguard against misinterpretations of the data collected.

#### **2.4. Sampling method and size**

The sampling process applied to this research report was a non-probability purposive sampling methodology, which was heterogeneous in nature to enhance and develop previous studies and contribute to seminal publications (Blenker et al., 2014; Devers & Frankel, 2000). Purposive sampling is implemented often with qualitative research, as it seeks to develop concepts and theories from individuals who provide the percipience necessary to further build and establish previous contributions (Devers & Frankel, 2000). A heterogeneous set of participants was selected to ensure the information collected presented rich information to explore entrepreneurial leadership as a construct (Blenker et al., 2014; Devers & Frankel, 2000; Leavy, 2017).

A regularly interrogated component of research methodology surrounds the consensus on sampling method and size for qualitative research (Dworkin, 2012). Boddy (2016) sparked controversy in what is deemed to be an “adequate” qualitative sample size for data collection, as there is no dominant determination as to what sample size will yield the data required for appropriate research contribution. When sampling among a heterogeneous population using qualitative methodology, evidence suggests that data saturation can be achieved with as few as 10 participants (Blenker et al., 2014; Boddy, 2016; Sandelowski, 1995). Approximately 12–30 interviews are regarded as good practice when conducting research using case studies (Boddy, 2016).

A degree of snowballing was incorporated into the study, as the initially selected participants introduced the researcher to additional candidates within their personal network. If these identified candidates met the qualifying criteria, the reason behind following this process was to enhance the research by mitigating any incorrectly identified participants through lack of exposure or knowledge about the company’s history or viability for the study. This specific information was only shared with participants once the data from their contributions had been collected, which removed any concerns of researcher influence over the opinions and perspectives shared for objective data collection. Two variants contributed to the selection process. The first variant was to select a leader or founder of a firm/company/business that was still in operation. The second variant was to select

three followers/direct reports within the same organisation or team embedded in the same company.

Three case studies were conducted with the objective of including participants from diverse backgrounds and experiences to enhance the substantiveness of the findings and support the data saturation determination of this report. Therefore, 12 individuals with an array of demographic differences were identified for participation in the case studies. The research participants comprised three black females, four white females, two black males, and three white males. The intention was to gain added insight into the leaders' perspectives within the contextual boundaries of the research study. The participants' ages ranged from 25 to 37, with the median age being 30. After the conclusion of the eighth interview data saturation was reached, as no additional codes were generated from the interviews that followed (Guest, Bunce, & Johnson, 2006).

## **2.5. Unit of analysis**

For the purpose of entrepreneurial leadership evaluation, the opinions, perspectives, personal experiences, and narratives of individuals who were involved in a small business or start-up company were considered.

## **2.6. Measurement instrument**

The researcher used semi-structured interview guides to gather data for the research report (Edmondson & Mcmanus, 2007). The interviews aimed to "encourage participants to tell stories from their own perspectives" (Saunders & Lewis, 2018, p. 158). The preparation of an interview schedule (guide) directed the interviews to ensure the data collected aligned with the topic being discussed. This included an introduction to the interview process followed, which detailed the purpose of the study being conducted for the benefit of the respondent. Furthermore, an informed letter of consent was presented and signed by each participant, ensuring their understanding and willingness to partake was done voluntarily.

The nature of a semi-structured guide made allowances for flexibility in the order scheduling of the questions that were asked. At times, the participants would elaborate naturally or point to unasked questions. This approach allowed the

participants to speak freely, whilst providing the researcher the opportunity to return to any elements of a question that required further probing.

The interview guide was influenced by the literature review with the intention of obtaining meaningful data to further build on the theory construct. Apart from the rudimentary demographic questions posed, all the questions were open-ended to allow the participants to freely extend and share their insights and perspectives for the purpose of this study. Table 1 demonstrates how the research questions were designed to align with that of the interview questions. Deliberate avoidance of leading or closed questions was exercised. The researcher became more familiar with the flow of the interview guide as the data collection process continued, allowing for more advanced probing of unanswered questions not outlined in the interview schedule to avoid the potential lack in depth of the data collected.

**Table 1: Alignment of research and interview questions**

<b>Research question</b>	<b>Interview question</b>
<b>Research question 1:</b> What are the individual and contextual antecedents of entrepreneurial leadership?	<b>Question 1:</b> What can you tell me about your background and upbringing?
	<b>Question 2:</b> What reasons do you attribute to becoming an entrepreneur?
	<b>Question 3:</b> Who are your biggest influencers or mentors?
<b>Research question 2:</b> Does the position that is held by the leader shape or allow for a greater propensity to develop favourable entrepreneurial leadership behaviours within the context of business?	<b>Question 4:</b> What is your perspective on leadership?
	<b>Question 5:</b> How has the role of leadership governed your approach to running your business?
<b>Research question 3:</b> How essential is entrepreneurial leadership to attaining economic growth and/or prosperity in an environment that undergoes constant contextual adaptations?	<b>Question 6:</b> How has your approach to doing business positively impacted the performance of your firm?
	<b>Question 7:</b> How has the context of the global pandemic (COVID-19) impacted

	your firm and how have you adapted to ensure sustainability of your firm?
<p><b>Research question 4:</b> How can the study of organisational leaders across constantly evolving and changing environments provide the foundation for conceptualising the dynamic process associated with entrepreneurial leadership?</p>	<p><b>Question 8:</b> In your opinion, what are the most important considerations for an individual wanting to start their own business?</p>

In addition, a “mock” (pilot) interview was conducted with an entrepreneur (leader) to ensure the flow in the line of questioning was easily understood and interpreted (Jacob & Furgerson, 2012). This allowed for minor adjustments to be made prior to interviewing the first participant.

### **2.7. Ethical clearance**

Prior to conducting the research interviews and collecting data, ethical clearance was obtained from the University of Pretoria’s Gordon Institute of Business Science. The research methodology, interview schedule/guide (Appendix C), informed letter of consent (Appendix D), non-disclosure agreement (Appendix H), and confirmation to preserve participants’ confidentiality were submitted to the university’s ethics committee. An ethical clearance certificate (Appendix G) was received and data collection commenced thereafter.

### **2.8. Data collection**

The key areas explored surrounded the lived experiences of participants through their interpretations, opinions, and perspectives (Creswell, 2007; Ellis & Levy, 2008). Hence, data was collected appropriately through semi-structured interviews, as this provided a guide for the topic of entrepreneurial leadership to be explored on a deeper basis, without the interviewees deviating from their opinions. Furthermore, it allowed for themes to be drawn from unique contexts and perspectives on similar and/or different circumstances or personal lived experiences.

Consequently, particular emphasis was placed on ensuring no leading questions were presented to participants, which was approached in two ways. Firstly, an introductory agenda to the interview process provided an explanation of the structure of the interview and the meaning/purpose behind it. This also supplied an opportunity for the participants to feel at ease when sharing their journeys/stories, as it was communicated to them that the shared information would remain anonymous. Secondly, the echoing and probing techniques were employed when additional insight was sought, which related to a specific theme or word/phrase evoked by the participant. This ensures credible data collection practice and validity to the research study (Creswell, 2007; Ellis & Levy, 2008).

Three companies were selected and examined according to specific qualifying criteria to ensure quality control of the data being collected for analysis (Noble & Smith, 2015). Whilst accessibility and availability of participants was onerous at times, largely attributed to the national lockdown restrictions imposed on the public by the national government in response to the COVID-19 pandemic, all the data collected was done in a conclusive and thorough manner. As a result of COVID-19, the semi-structured interviews were conducted over the Zoom digital platform, which is readily available and accessible to any individual with Internet access. Although field observations were not plausible at the time of the initial data collection commencement, the digital image projected using a personal computer camera lens partially permitted the researcher to observe facial reactions and/or responses to certain questions, which allowed for appropriately adjusted follow-up questions/probes. One added advantage of using Zoom is that it allowed the participants to feel more at ease in the comfort of their personal environment and it allowed any necessary rescheduling without the inconvenience of travel time wastage.

To ensure the platform worked sufficiently for the study's purpose and objectives, a trial run was conducted over Zoom to test audio clarity of the recordings, as well as any foreseeable time lags that may be experienced and potentially interrupt the flow of the process. In addition to the Zoom recording, an Apple mobile phone's recording software was used to safeguard against any unforeseen interruptions or disturbances that may have altered or destroyed any of the data collected. This

process was also trialled and tested prior to commencement, which yielded similar clarity as a plausible additional layer of support.

Before interviewing the candidates selected for the research study, a mock/pilot interview was conducted with a female founder to gain better insight into how the information could be exchanged, collected, and interpreted. As fewer leaders are targeted in this study, the decision to include the mock/pilot interview was substantiated. The selection of the mock/trial participant was deliberate, as an initial consideration for selection was concluded. The reason for not considering the mock/pilot participant in the study was because her current employees did not meet the criteria of having directly reported to her for a period that exceeded a year.

The interview process for every candidate was 45–90 minutes in duration, with the majority lasting approximately 60–70 minutes each. The process that immediately followed each interview, and the resultant data collection process, ensured conscientious and dependable storage methodology. All recordings were saved to cloud-based storage facilities, removing the concerns of device software damage, theft, or misplacement. Microsoft OneDrive and Google Drive cloud storage facilities were utilised to ensure sufficient backup of the data collected. The recordings from the Apple mobile phone were kept as an additional storage platform facility.

Despite the availability of the built-in transcription feature in the Zoom digital platform, an independent third-party professional transcriptions service (Top Transcriptions) was used to ensure accuracy and subsequent credibility of the transcribed audio files. All interviews were transcribed through the same source to ensure reliability and conformity of the data being transcribed.

Whilst all precautions were taken by the researcher to ensure the interview environment was quiet and there were no interruptions or disruptions, this could not be guaranteed due to the nature of the interactions and the implications of the national lockdown measures. On one occasion, a participant who was the leader of the company insisted that the interview be conducted face to face and in person. As this interview was conducted in a public space, the ambient noise made for unforeseen obstacles. However, the recording was able to maintain voice clarity that was suitable to be kept and transcribed for data analysis. The reason for allowing



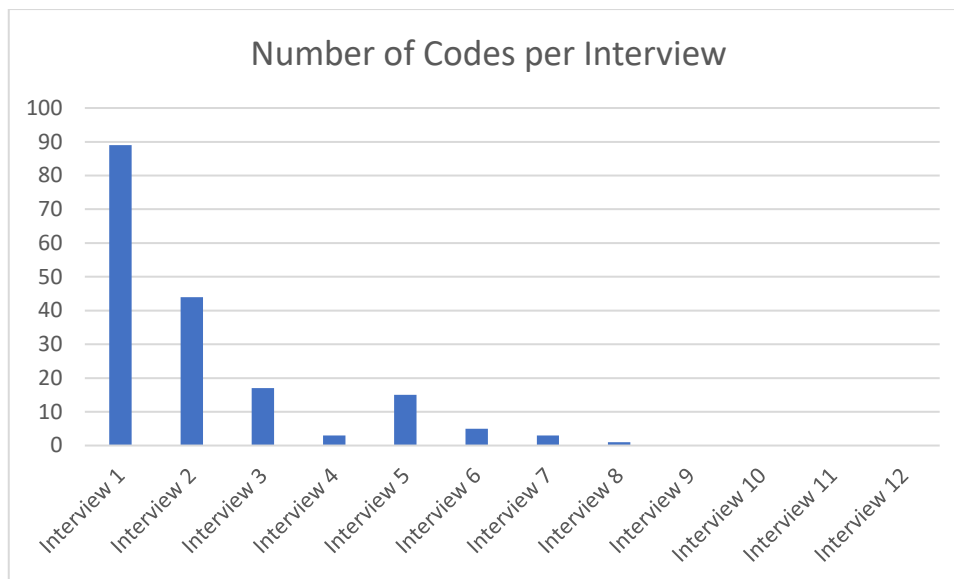
this anomaly was that this participant was a company founder who added diversity to the research study concerning demographics. Therefore, the researcher made the exception based on the rationale of overall contribution and possible recoil that may have ensued.

The mock/pilot interview and the first company were selected by the researcher. Thereafter, recommendations for and introductions to other companies were made available to the researcher by the participants (snowballing), justified through informed guidance by those within the start-up and small business space.

## **2.9. Data analysis**

The audio recordings from the interviews were transcribed by a third-party professional transcriptions company to allow for accurate analysis of the data collected. All data collection and subsequent transcriptions were conducted before further analysis was concluded immediately afterwards.

A coding analysis technique was employed using the Atlas.ti digital platform (Bloomberg & Volpe, 2012; Wildemuth, 2017). This technique required line-by-line analysis of the inputted transcriptions, reducing the large volume of content into meaningful codes that could be better understood as a representation of the data collected (Bloomberg & Volpe, 2012; Merriam & Tisdell, 2015; Yin, 2015). Codes were named inductively through open coding, as there was no predetermined set or list to follow (Bloomberg & Volpe, 2012; Hsieh & Shannon, 2005; Merriam & Tisdell, 2015), which allows for new or emerging themes to be included at any time throughout the analysis of the transcriptions (Bloomberg & Volpe, 2012). Coding saturation was identified when the rate of new codes added after each interview declined to the point where no new codes were added, as demonstrated in Figure 1.



**Figure 1: Saturation of data**

In addition, descriptive names were provided to each of the codes to best represent the conceptual ideas presented in the data collected. These codes were divided into categories (code groups), which led to nine themes emerging from the data collected, with relevance to the literature review conducted and subsequent research questions that emerged herein. This allowed for the emerging themes to be identified and then further analysed for exploratory and comparative purposes (Mackieson, Shlonsky, & Connolly, 2019).

The consolidated themes were then cross-analysed by using a within-case and cross-case study analysis, which provided triangulation of the data collected in this research study. Thus, a discussion could be generated on the results of the themes in relation to the literature reviewed, as well as the emergence of these themes across the three firms selected for further analysis and concluding remarks.

### **2.10. Quality controls**

In qualitative research, the validity and reliability of research studies are used as measurements of trustworthiness and integrity (Bloomberg & Volpe, 2012; Creswell, 2007). Each interview, within its respective denomination (leader or follower), followed the same process, with the exception of the amount of time each interviewee dedicated to answering a specific question and the one face-to-face interview. This process allowed for a natural flow and consistency in the collection of data recorded during all interviews. By following this stringent process, the interviews were effective

in collecting the data they intended to measure; and through demonstrating such clarity during the interview data collection process, potential research bias or tangents were avoided (Creswell, 2007; Noble & Smith, 2015).

Neutrality was maintained throughout the data collection process, with minimal information provided to participants outside of the topic of the research study and the manner in which the data was to be collected and stored. This became clear when, in a number of interviews, the interviewees asked the researcher to repeat what the focus topic of the study was, supporting the validity and reliability of the data collected through the exclusion of leading questions or suggestive prompts (Creswell, 2007; Noble & Smith, 2015).

By interviewing the leader and three followers, the researcher was able to ensure content validity and reliability for the research report (Noble & Smith, 2015). The motivation for interviewing at least four individuals from one organisation was that it allowed for the personal interpretations, opinions, and perspectives of the leaders to be compared with what had been similarly expressed by their followers, mitigating any partisanship conclusions from the data collected, as qualitative research has been criticised historically for its subjective analytical procedures (Noble & Smith, 2015).

### **2.11. Research limitations**

In research, all studies naturally and inherently carry limitations. Qualitative research, specifically, has received a lot of speculation for its subjectivity in reaching findings (Creswell, 2007). The researcher was not an expert in the chosen field of study, dataset analysis, interview conduction, and/or in the drafting of questionnaires. In addition, the participants' lived experiences, perspectives, opinions, and interpretations may naturally present subconscious bias in the presentation of the report's findings. Saunders and Lewis (2018) stated that definitive conclusions cannot be drawn from such research findings, as they are subjective in principle and nature. The interview interaction process did present nuanced/unique interpretations, as not all participants cooperated equally. Furthermore, due to the nature of the relationship between the interviewees and the researcher, fear for any consequence of the information shared may have been present, thereby withholding potential insights that may have been valuable. In addition, as the research study was cross-

sectional, all data collected was from one point in time, which would not allow for all circumstances pertaining to the leadership behaviours to be fairly concluded.

Research on the grounded theory of entrepreneurial leadership itself also bears limitations, in that it was still regarded as being in its infancy stage of theory development (Leitch & Volery, 2017). Renko et al. (2015) stated the limitations within this field of study with no access to the consequential outcome that entrepreneurial leadership influences may have over time. As a result, no conclusions on conceptual or empirical research have guaranteed that all elements of the necessary data or material have been captured within this discipline (C. Harrison et al., 2016).

## **2.12. Conclusion**

This chapter described the research methodology that was employed and intended for ascertaining the most impactful results for the goals and objectives it aspired to achieve. This exploratory qualitative study utilised semi-structured interviews to collect data from a purposive sample population of heterogeneous entrepreneurs to better understand the entrepreneurial behaviours that influence the leader/follower relationship of start-ups and small businesses. The method of analysis was presented to provide insight into how the results of the study were further analysed and discussed in the article.

## REFERENCES

- Acar, O. A., Tarakci, M., & Van Knippenberg, D. (2019). Creativity and innovation under constraints: A cross-disciplinary integrative review. *Journal of Management*, 45(1), 96–121. <https://doi.org/10.1177/0149206318805832>
- Aldrich, H. E., & Ruef, M. (2018). Unicorns, gazelles, and other distractions on the way to understanding real entrepreneurship in the United States. *Academy of Management Perspectives*, 32(4), 458–472. <https://doi.org/10.5465/amp.2017.0123>
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544–559.
- Blenker, P., Elmholdt, S. T., Frederiksen, S. H., Korsgaard, S., & Wagner, K. (2014). Methods in entrepreneurship education research: A review and integrative framework. *Education + Training*, 56(8/9), 697–715. <https://doi.org/10.1108/ET-06-2014-0066>
- Bloomberg, L. D., & Volpe, M. F. (2012). *Completing your qualitative dissertation: A roadmap from beginning to end* (2nd ed.). Thousand Oaks, CA: Sage.
- Boddy, C. R. (2016). Sample size for qualitative research. *Qualitative Market Research*, 19(4), 426–432. <https://doi.org/10.1108/QMR-06-2016-0053>
- Bridge, S., & O'Neill, K. (2018). *Understanding enterprise: Entrepreneurship and small business* (5th ed.). London: Palgrave Macmillan.
- Busenitz, L. W., West, G. P., III, Shepherd, D., Nelson, T., Chandler, G. N. & Zacharakis, A. (2003). Entrepreneurship research in emergence: Past trends and future directions. *Journal of Management*, 29(3), 285–308. [https://doi.org/10.1016/S0149-2063\\_03\\_00013-8](https://doi.org/10.1016/S0149-2063_03_00013-8)
- Clausen, T. H. (2020). Entrepreneurial thinking and action in opportunity development: A conceptual process model. *International Small Business Journal*, 38(1), 21–40. <https://doi.org/10.1177/0266242619872883>
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Cuddy, A. J. C., Glick, P., & Beninger, A. (2011). The dynamics of warmth and competence judgments, and their outcomes in organizations. *Research in Organizational Behavior*, 31, 73–98. <https://doi.org/10.1016/j.riob.2011.10.004>

- Cunliffe, A. L., & Eriksen, M. (2011). Relational leadership. *Human Relations*, 64(11), 1425–1449. <https://doi.org/10.1177/00187267111418388>
- Darling, J., Gabrielsson, M., & Seristö, H. (2007). Enhancing contemporary entrepreneurship: A focus on management leadership. *European Business Review*, 19(1), 4–22. <https://doi.org/10.1108/09555340710714126>
- Devers, K. J., & Frankel, R. M. (2000). Study design in qualitative research—2: Sampling and data collection strategies. *Education for Health*, 13(2), 236–271. <https://doi.org/10.1080/13576280050074543>
- Dworkin, S. L. (2012). Sample size policy for qualitative studies using in-depth interviews. *Archives of Sexual Behavior*, 41(6), 1319–1320. <https://doi.org/10.1007/s10508-012-0016-6>
- Edmondson, A. C., & Mcmanus, S. E. (2007). Methodological fit in management field research. *Academy of Management Review*, 32(4), 1155–1179. <https://doi.org/10.5465/amr.2007.26586086>
- Ellis, T. J., & Levy, Y. (2008). Framework of problem-based research: A guide for novice researchers on the development of a research-worthy problem. *Informing Science: The International Journal of an Emerging Transdiscipline*, 11, 17–33. <https://doi.org/10.28945/438>
- Freeman, D., & Siegfried, R. L., Jr. (2015). Entrepreneurial leadership in the context of company start-up and growth. *Journal of Leadership Studies*, 8(4), 35–39. <https://doi.org/10.1002/jls.21351>
- Gesell, C., Glas, A. H., & Essig, M. (2018). Business-to-business communication in a dynamic environment: A systematic adductive analysis referring to ramp-up management. *Journal of Business-to-Business Marketing*, 25(4), 339–355.
- Gross, R. (2019). The nexus between followership and entrepreneurial leadership: A firm-level analysis. *Journal of Management Policy and Practice*, 20(5), 18–27. <https://doi.org/10.33423/jmpp.v20i5.2598>
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An experiment with data saturation and variability. *Field Methods*, 18(1), 59–82. <https://doi.org/10.1177/1525822X05279903>
- Gupta, V., MacMillan, I. C., & Surie, G. (2004). Entrepreneurial leadership: Developing and measuring a cross-cultural construct. *Journal of Business Venturing*, 19(2), 241–260. [https://doi.org/10.1016/S0883-9026\(03\)00040-5](https://doi.org/10.1016/S0883-9026(03)00040-5)
- Harrison, C., Paul, S., & Burnard, K. (2016). Entrepreneurial leadership: A systematic literature review. *International Review of Entrepreneurship*, 14(2), 235–264.

- Harrison, R., Leitch, C., & McAdam, M. (2015). Breaking glass: Toward a gendered analysis of entrepreneurial leadership. *Journal of Small Business Management*, 53(3), 693–713. <https://doi.org/10.1111/jsbm.12180>
- Henry, C., Foss, L., Fayolle, A., Walker, E., & Duffy, S. (2015). Entrepreneurial leadership and gender: Exploring theory and practice in global contexts. *Journal of Small Business Management*, 53(3), 581–586.
- Hsieh, H.-F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research*, 15(9), 1277–1288. <https://doi.org/10.1177/1049732305276687>
- Hincapié, A. (2020). Entrepreneurship over the life cycle: Where are the young entrepreneurs? *International Economic Review*, 61(2), 617–681. <https://doi.org/10.1111/iere.12436>
- Jacob, S. A., & Furgerson, S. P. (2012). Writing interview protocols and conducting interviews: Tips for students new to the field of qualitative research. *The Qualitative Report*, 17(6), 1–10.
- Kim, K.-C., El Tarabishy, A., & Bae, Z.-T. (2018). Humane entrepreneurship: How focusing on people can drive a new era of wealth and quality of job creation in a sustainable world. *Journal of Small Business Management*, 56(1), 10–29. <https://doi.org/10.1111/jsbm.12431>
- Leavy, P. (2017). *Research design: Quantitative, qualitative, mixed methods, arts-based, and community-based participatory research approaches*. New York, NY: The Guilford Press.
- Leitch, C. M., & Volery, T. (2017). Entrepreneurial leadership: Insights and directions. *International Small Business Journal*, 35(2), 147–156. <https://doi.org/10.1177/0266242616681397>
- Lumpkin, G. T., & Dess, G. G. (1996). Clarifying the entrepreneurial orientation construct and linking it to performance. *Academy of Management Review*, 21(1), 135–172. <https://doi.org/10.5465/amr.1996.9602161568>
- Mackieson, P., Shlonsky, A., & Connolly, M. (2019). Increasing rigor and reducing bias in qualitative research: A document analysis of parliamentary debates using applied thematic analysis. *Qualitative Social Work*, 18(6), 965–980. <https://doi.org/10.1177/1473325018786996>
- Markham, S. E., Yammarino, F. J., Murry, W. D., & Palanski, M. E. (2010). Leader-member exchange, shared values, and performance: Agreement and levels

- of analysis do matter. *The Leadership Quarterly*, 21(3), 469–480. <https://doi.org/10.1016/j.leaqua.2010.03.010>
- Matta, F. K., & Van Dyne, L. (2020). Understanding the disparate behavioral consequences of LMX differentiation: The role of social comparison emotions. *Academy of Management Review*, 45(1), 154–180. <https://doi.org/10.5465/amr.2016.0264>
- Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation*. San Francisco, CA: Jossey-Bass.
- Merriam, S. B., & Tisdell, E. J. (2015). *Qualitative research: A guide to design and implementation* (4th ed.). San Francisco, CA: John Wiley & Sons.
- Miao, Q., Eva, N., Newman, A., & Cooper, B. (2019). CEO entrepreneurial leadership and performance outcomes of top management teams in entrepreneurial ventures: The mediating effects of psychological safety. *Journal of Small Business Management*, 57(3), 1119–1135. <https://doi.org/10.1111/jsbm.12465>
- Mostafa, A. M. S., & Bottomley, P. A. (2020). Self-sacrificial leadership and employee behaviours: An examination of the role of organizational social capital. *Journal of Business Ethics*, 161(3), 641–652. <https://doi.org/10.1007/s10551-018-3964-5>
- Noble, H., & Smith, J. (2015). Issues of validity and reliability in qualitative research. *Evidence-Based Nursing*, 18(2), 34–35. <http://doi.org/10.1136/eb-2015-102054>
- O'Toole, J. (2019). The prospects for enlightened corporate leadership. *California Management Review*, 61(3), 72–92. <https://doi.org/10.1177/0008125619839677>
- Pérezts, M., Russon, J.-A., & Painter, M. (2020). This time from Africa: Developing a relational approach to values-driven leadership. *Journal of Business Ethics*, 161(4), 731–748. <https://doi.org/10.1007/s10551-019-04343-0>
- Podsakoff, P. M., MacKenzie, S. B., Bachrach, D. G., & Podsakoff, N. P. (2005). The influence of management journals in the 1980s and 1990s. *Strategic Management Journal*, 26(5), 473–488. <https://doi.org/10.1002/smj.454>
- Renko, M., El Tarabishy, A., Carsrud, A. L., & Brännback, M. (2015). Understanding and measuring entrepreneurial leadership style. *Journal of Small Business Management*, 53(1), 54–74. <https://doi.org/10.1111/jsbm.12086>



- Revilla, E., & Rodríguez-Prado, B. (2018). Building ambidexterity through creativity mechanisms: Contextual drivers of innovation success. *Research Policy*, 47(9), 1611–1625. <https://doi.org/10.1016/j.respol.2018.05.009>
- Roomi, M. A., & Harrison, P. (2011). Entrepreneurial leadership: What is it and how should it be taught? *International Review of Entrepreneurship*, 9(3), 1–44.
- Rost, J. C., & Barker, R. A. (2000). Leadership education in colleges: Toward a 21st century paradigm. *Journal of Leadership & Organizational Studies*, 7(1), 3–12. <https://doi.org/10.1177/107179190000700102>
- Sandelowski, M. (1995). Sample size in qualitative research. *Research in Nursing & Health*, 18(2), 179–183. <https://doi.org/10.1002/nur.4770180211>
- Saunders, M. N., & Lewis, P. (2018). *Doing research in business and management: An essential guide to planning your project* (2nd ed.). Harlow: Pearson.
- Schoemaker, P. J. H., Heaton, S., & Teece, D. (2018). Innovation, dynamic capabilities, and leadership. *California Management Review*, 61(1), 15–42. <https://doi.org/10.1177/0008125618790246>
- Schweber, L. (2015). Putting theory to work: The use of theory in construction research. *Construction Management and Economics*, 33(10), 840–860. <https://doi.org/10.1080/01446193.2015.1133918>
- Shane, S., & Venkataraman, S. (2000). The promise of entrepreneurship as a field of research. *The Academy of Management Review*, 25(1), 217–226. <https://doi.org/10.2307/259271>
- Simba, A., & Thai, M. T. T. (2019). Advancing entrepreneurial leadership as a practice in MSME management and development. *Journal of Small Business Management*, 57(S2), 397–416. <https://doi.org/10.1111/jsbm.12481>
- Simsek, Z., Jansen, J. J. P., Minichilli, A., & Escriba-Esteve, A. (2015). Strategic leadership and leaders in entrepreneurial contexts: A nexus for innovation and impact missed? *Journal of Management Studies*, 52(4), 463–478. <https://doi.org/10.1111/joms.12134>
- Sklaveniti, C. (2017). Processes of entrepreneurial leadership: Co-acting creativity and direction in the emergence of new SME ventures. *International Small Business Journal*, 35(2), 197–213. <https://doi.org/10.1177/0266242616673420>
- Song, D., Liu, H., Gu, J., & He, C. (2018). Collectivism and employees' innovative behavior: The mediating role of team identification and the moderating role of

- leader-member exchange. *Creativity and Innovation Management*, 27(2), 221–231.
- Spivack, A. J., & McKelvie, A. (2018). Entrepreneurship addiction: Shedding light on the manifestation of the “dark side” in work-behavior patterns. *Academy of Management Perspectives*, 32(3), 385–378. <https://doi.org/10.5465/amp.2016.0185>
- Stebbins, R. A. (2001). *Exploratory research in the social sciences: Vol. 48. Qualitative research methods*. Thousand Oaks, CA: Sage.
- Surie, G., & Ashley, A. (2008). Integrating pragmatism and ethics in entrepreneurial leadership for sustainable value creation. *Journal of Business Ethics*, 81, 235–246. <https://doi.org/10.1007/s10551-007-9491-4>
- Van den Berg, A., & Struwig, M. (2017). Guidelines for researchers using an adapted consensual qualitative research approach in management research. *The Electronic Journal of Business Research Methods*, 15(2), 109–119.
- Vanderstraeten, J., Hermans, J., Van Witteloostuijn, A., & Dejardin, M. (2020). SME innovativeness in a dynamic environment: Is there any value in combining causation and effectuation? *Technology Analysis & Strategic Management*, 32(11), 1277–1293. <https://doi.org/10.1080/09537325.2020.1766672>
- Vasilecas, O., Kalibatiene, D., & Lavbič, D. (2016). Rule- and context-based dynamic business process modelling and simulation. *Journal of Systems and Software*, 122, 1–15. <https://doi.org/10.1016/j.jss.2016.08.048>
- Vecchio, R. P. (2003). Entrepreneurship and leadership: Common trends and common threads. *Human Resource Management Review*, 13(2), 303–327. [https://doi.org/10.1016/S1053-4822\(03\)00019-6](https://doi.org/10.1016/S1053-4822(03)00019-6)
- Wenjing, C., Lysova, E. I., Khapova, S. N., & Bossink, B. A. G. Does Entrepreneurial Leadership Foster Creativity Among Employees and Teams? The Mediating Role of Creative Efficacy Beliefs. *Journal of Business and Psychology*, 34(2), 203-217.
- Wildemuth, B. M. (2017). *Applications of social research methods to questions in information and library science* (2nd ed.). Santa Barbara, CA: Libraries Unlimited.
- Yin, R. K. (2015). *Qualitative research from start to finish* (2nd ed.). New York, NY: The Guilford Press.
- Yu, A., Matta, F. K., & Cornfield, B. (2018). Is leader-member exchange differentiation beneficial or detrimental for group effectiveness? A meta-

analytic investigation and theoretical integration. *Academy of Management Journal*, 61(3), 1158–1188. <https://doi.org/10.5465/amj.2016.1212>

Zhang, G., Zhong, J., & Ozer, M. (2020). Status threat and ethical leadership: A power-dependence perspective. *Journal of Business Ethics*, 161(3), 665–685. <https://doi.org/10.1007/s10551-018-3972-5>

# APPENDIX A: AUTHOR GUIDELINES OF THE *JOURNAL OF SMALL BUSINESS MANAGEMENT*

11/28/2020

Journal of Small Business Management

Advertisement



## Author Guidelines

### Mission Statement and Guidelines for Authors

The primary purpose of the *Journal of Small Business Management (JSBM)* is to publish quality research articles in the fields of small business management and entrepreneurship. As the official journal of the International Council for Small Business (ICSB), the *JSBM* is recognized as a primary instrument for projecting and supporting the goals and objectives of this organization, which include education, research, and the free exchange of ideas. The *JSBM*'s readership is largely academic and international; all manuscripts for the *Journal of Small Business Management* should be prepared with this audience in mind. *No manuscript will be considered for publication in the JSBM that has been published elsewhere or submitted elsewhere for review.* Topics of interest to JSBM readers include:

1. Family and Founders Owned Enterprises
2. Women and Minority Owned Enterprises
3. Small Business Strategy and Organization
4. Small Business Marketing and Franchising
5. Entrepreneurial and Small Business Education
6. New Venture Creation and Venture Capital
7. Small Business Finance and Accounting
8. Small Business Technology and Innovation
9. Small Business Policy and Economics
10. Small Business Operations and E-Commerce
11. Small Business Assistance and Consulting

The *JSBM* publishes two types of articles:

### Articles:

All manuscripts should address research issues in a rigorous way using qualitative, quantitative or a combination of these techniques; however, *JSBM* encourages the incorporation of pragmatic advice for practitioners based on the research results. Manuscripts should not exceed 20 pages, double-spaced (excluding tables and references). Occasionally, a longer manuscript that presents forefront research on small business and entrepreneurship will be accepted for review. These longer manuscripts should not exceed 30 pages (excluding tables and references). Both the shorter and longer manuscripts should use statistical techniques and address research issues in a way that is comprehensible to the small business researcher.

Each manuscript undergoes a blind review, typically by three reviewers, plus review by an associate editor. A manuscript achieves full acceptance status only after all revisions required by the associate editor, the reviewers, and the editor have been made and the manuscript meets all *JSCM* citation and format specifications. Detailed specifications are available on the *JSBM* website: <http://www.icsb.org>.

#### Submission procedure:

Manuscripts should be submitted online at <http://mc.manuscriptcentral.com/jsbm>. Full instructions and support are available on the site and a user ID and password can be obtained on the first visit. Support can be contacted by phone (434-964-4100, or Domestic toll-free 888-503-1050). If you cannot submit online, please contact Sergio D'onofrio in the Editorial Office by e-mail mailto: [jsbm@gwu.edu](mailto:jsbm@gwu.edu).

Authors submitting to *JSBM* have an option to associate their ScholarOne account with ORCID, a unique and persistent author identifier. This is a one-time action for each ScholarOne account holder and authors are strongly encouraged to complete this step. More information about ORCID and its benefits can be found [here](#).

Unless otherwise noted, opinions and conclusions expressed in the *JSBM* are those of the authors and are not necessarily those of the editors, staff, or officers of the co-sponsoring organizations. In addition, no advertisement in the *JSBM* should be considered an endorsement of the product or service involved. Authors will be required to assign copyright in their paper to the International Council for Small Business. Copyright assignment is a condition of publication and papers will not be passed to the publisher for production unless copyright has been assigned. (Papers subject to government or Crown copyright are exempt from this requirement). To assist authors an appropriate copyright assignment form will be supplied by the editorial office.

#### JSBM Style Guide

What follows is a brief overview of *JSBM* style and format.

##### Text:

Right and left justified, Paragraphs first-line indented. All acronyms spelled out first before consequent use. The word 'percent' should be used instead of %. Numbers 1-9 spelled out. Statistical terms in italics (e.g., *n*, *p*, *F*, *M*) do this in tables as well. Use single quotes only inside double quotes. In a series, use a comma before the conjunction (e.g., Smith, Jones, and Paddington). Translate Latin abbreviations into English: i.e. = that is; e.g. = for example; avoid use of etc. Footnotes, not endnotes.

##### Headings:

*Level 1:* Initial caps (excluding prepositions and conjunctions), bold, italic, left justified, separate paragraph.

*Level 2:* Initial caps, bold, left justified, separate paragraph.

*Level 3:* Initial caps, italic, within paragraph.

##### First Page of Each Article:

Title.

Author's first and last names, in italics.

Abstract, in italics, followed by short horizontal line.

Text of article.

Footnotes (preceded by short horizontal line)

Author bios,

Acknowledgements (when needed), preceded by asterisk (with corresponding asterisk in title)

##### Bibliography:

Citations must be consistent in author name(s) (spelling and name order) and publication date between the text and the bibliography at the end. Any reference in the text must be matched by a full entry in the end bibliography. Entries in the bibliography must be matched by entries in the text; if not they should be deleted. Citations must include all information

necessary to enable the reader to locate the referenced publication. The examples in the format section below reflect the information considered adequate for each type of publication. Citations should be in alphabetical order by the first author's last name (if there is a name); by the first word of the publication or authoring organization if there is no author name.

Citations in text:

'Author's last name (19\*\*) found that...'

'Recent studies (Last name 19\*\*; last name, last name, and last name 19\*\*; last name 19\*\*)...'

Note the following: a semi-colon separates entries, there is no comma before the date, there is a comma before the 'and' in multiple author listings.

Citations in references:

*Books:*

Ward, John W. (1987). *Keeping the Family Business Healthy*. San Francisco, Calif.: Jossey Bass.

Note the following: Author names and publication date are formatted like journal entries, Books are italicized and followed by a period, Publication information includes the publisher's location with city and state followed by a colon and then the publisher's full name.

*Journal:*

Hoy, Frank, and trudy G. Verser (1994). 'Emerging Business, Emerging Field: Entrepreneurship and the Family Firm,' *Entrepreneurship Theory and Practice*, 19 (1), 9-23.

Note the following: Initials or first names follow the first author's name, but precede the last name for subsequent authors. There is a comma before the 'and' between author names, even if there are only 2 authors/ There is a period after the date. Article titles use initial caps (excluding conjunctions and prepositions) and are blocked by double quotation marks. There is a comma between article title and journal title; the comma is inside the quotes. Journal titles are italicized. The column number is not italicized. Neither 'Vol.' or 'No.' are used. Thus, Vol. 19, No. 1 = 19 (1). There is no 'pp.' before the page numbers,

*Articles in edited publications:*

Kaslow, Florence W., and S. Kaslow (1992). 'The Family that Works Together: Special Problems of Family Businesses,' in *Work, Families, and Organizations*. Ed. S. Zedeck. San Francisco, Calif.: Jossey Bass, 312-361.

Note the following: Author names, publication dates and article title are formatted like journal articles. Use 'In' before book title; title is italicized, Precede editor's name with 'Ed,' (which means 'edited by'; thus 'Eds,' is inappropriate). Put initials before last names. Put a period between the editors' names and the publisher information. Include and format publisher information like a book. Include the page numbers (no 'pp.') in the book where the article is located.

*Papers presented at conferences or other meetings:*

Pleck, John (1979). 'Work-Family Conflict: A National Assessment,' paper presented at the annual meeting of the Society for the Study of Social Problems, Boston, Mass., May.

Note the following: Author names, publication dates and article title are formatted like journal articles. Include type of meeting, sponsoring organization, location, and date of meeting. If there are printed proceedings for the conference, cite the entry as an article in an edited publication.

*Theses and Dissertations:*

Simic, James (1993). 'A Comparison of SMEs in Greenland and the Fiji Islands,' Ph.D. dissertation, University of Fjord, 23-26.

Note the following: Author names, publication dates and article title are formatted like journal articles. Type of work (Master's thesis or Ph.D. dissertation) should be indicated, as well as academic institution.

*Website documentation:*

West Virginia Bureau of Business and Economic Research (2001). 'Economic Outlook Conference.' <<a href="http://www.be.wvu.edu/serve/bureau/eo/index.htm">http://www.be.wvu.edu/serve/bureau/eo/index.htm<<, Accessed on Jan. 3, 2001.

Note the following: Person or organization sponsoring the website should be included. Title of specific web page cited should be placed inside double quotation marks. The full website address (of cited page) should be bracketed. Date information was taken from the website should be included.

*Other publications or miscellaneous information:*

Refer to previous issues of *JSBM* for examples of other citations not included here.

#### Tables and Figures:

Heading consists of table/figure number in one paragraph and table/figure title in subsequent paragraph. Both use initial caps, and are boldface. Both are centered over table/figure. Cell titles are bold, initial caps, centered over columns (except first, which is left justified). Use a single horizontal line above and below cell titles and a single horizontal at the end of the last row of data. Except when clarity requires it, no other lines should be used in the table. The leftmost column should be left justified. If there are subheadings followed by a list, the listed items should be indented slightly. Avoid abbreviations (e.g., use 'number' rather than 'no.'). If numerals with decimals are used, align by decimal point, even where there is a '+' or a minus sign. An asterisk is used only to indicate significance levels, use superscripts (a, b, c) for footnotes. Notes such as significance levels, data sources, etc. are placed beneath the line indicating the last row of data.

#### Early View

*JSBM* is covered by Wiley Blackwell Publishing's Early View service. Early View articles are complete full-text articles published online in advance of their publication in a printed issue. Articles are therefore available as soon as they are ready, rather than having to wait for the next scheduled print issue. Early View articles are complete and final. They have been fully reviewed, revised and edited for publication, and the authors' final corrections have been incorporated. Because they are in final form, no changes can be made after online publication. The nature of Early View articles means that they do not yet have volume, issue or page numbers, so Early View articles cannot be cited in the traditional way. They are therefore given a Digital Object Identifier (DOI), which allows the article to be cited and tracked before it is allocated to an issue. After print publication, the DOI remains valid and can continue to be used to cite and access the article.

Published on behalf of the International Council for Small Business



More from this journal

[Jobs](#)




**APPENDIX B: EXAMPLE OF ARTICLE FROM THE *JOURNAL OF SMALL BUSINESS MANAGEMENT***

Reference: Simba, A., & Thai, M. T. T. (2019). Advancing entrepreneurial leadership as a practice in MSME management and development. *Journal of Small Business Management*, 57(S2), 397–416. <https://doi.org/10.1111/jsbm.12481>





## Advancing Entrepreneurial Leadership as a Practice in MSME Management and Development

by Amon Simba  and Mai Thi Thanh Thai

---

*Consistent with recent studies, we emphasize that entrepreneurial leadership benefits from mutual cross-fertilization between entrepreneurship and leadership, making it an effective mechanism for studying micro small and medium enterprise (MSME) management and development. Since it is an emerging concept and existing knowledge on MSME management and development so scattered, our comprehensive entrepreneurship and leadership literature review provided us in-depth insights and new perspectives. From our analysis, a framework emerged mapping a new path for MSMEs. The model presents a nuanced leadership paradigm for small businesses. Thus, by presenting a mechanism that offers new methods aimed at managing and developing MSMEs, we extend existing leadership theories.*

---

### Introduction

Leadership has been long considered an important factor in strategic management and researchers have come up with several theories to define its practice (e.g., McCarthy 2014; Quist 2009; Yukl 1999). However, mainstream leadership theories originate from studies that have mainly focused on large and more established organizations (Burns 2016; Franco and Matos 2015). Hence, utilizing such concepts to define management and business development practices in micro small and medium enterprise (MSME) would be problematic, because of several reasons. To start with, their sizes, resource bases and experiences vary widely, plus MSMEs have a high liability due to their newness (Garnsey 1998; Stinchcombe 1965) in the multiple markets they operate, as they are often spread across several business sectors (Bonger and Chileshe 2013; Reeg 2013a). On the basis of that assessment, managing and developing MSMEs would presumably require an entrepreneurial attitude together with a dynamic style of leadership.

A look into the emerging literature on entrepreneurial leadership perhaps provides new insights and direction necessary for effectively managing and developing MSMEs. As a concept entrepreneurial leadership embodies strategic and process thinking (Hitt and Ireland 2005), processual (Kraus and Schwarz 2007), and rationality (Sklaveniti 2017) as core components of its multidimensional orientation. Therefore, on the basis of the combined effects of its constructs, there is a case to argue for its (entrepreneurial leaderships') suitability in orchestrating effective management and business development methods in small businesses (Freiling 2007). Mathews (2017) emphasized that an eclectic approach to entrepreneurial leadership, which draws on the key processes of other perspectives presents a holistic view of its effectiveness. As such, utilizing entrepreneurial leadership and its components as a means for describing MSME management and business development, as this paper proposes to do, would underscore its value in these small businesses.

---

Amon Simba is Senior Lecturer in Entrepreneurship and Strategy at the Nottingham Business School, Nottingham, UK.

Mai Thi Thanh Thai is Associate Professor in the Department of Entrepreneurship and Innovation at HEC Montréal, Montréal (Québec), Canada.

Address correspondence to Amon Simba, Entrepreneurship and Strategy, Nottingham Business School, 50 Shakespeare Street, 8th Floor Newton Building, Room 819, Nottingham, NG1 4PQ, UK, E-mail: [amon.simba@ntu.ac.uk](mailto:amon.simba@ntu.ac.uk)

According to Leitch and Volery (2017, p. 148) "the research base in entrepreneurial leadership has grown significantly since the early 1990s as it has become apparent that previous studies conducted in larger, more established organizations could not simply be transposed into the emerging venture and small business context." Thus, we examine entrepreneurial leadership in MSMEs with the view to advancing it as a practice in small businesses (Mathews 2017). In our analysis, we are guided by the following two overarching questions *RQ1 and RQ2*.

*RQ1:* Which specific functional and self-competencies would owner-managers/leaders of MSMEs need to develop in order to enable their ventures to succeed within their multiple markets?

*RQ2:* In which ways would entrepreneurial leadership enable practical and effective methods for owner-managers/leaders of MSMEs to be in a position to solve managerial and business development issues in the multiple markets they operate?

By addressing these fundamental questions, the paper also responds to a growing chorus of voices calling for scholarly works that focus on understanding the elements that comprise entrepreneurial leadership. One such call for research was initiated by Kuratko (2007) in his editorial note for a special issue on *Entrepreneurial Leadership in the 21<sup>st</sup> Century*. His note to researchers expressed the importance of considering entrepreneurial leadership in today's new ventures. Kuratko was unambiguously clear that "entrepreneurial leadership is becoming a global necessity and the more we can understand the elements that comprise this concept, the more we can advance the concept itself" (2007, p. 8). His calls for advancing entrepreneurial leadership were also echoed by Leitch and Volery (2017), who stressed that there is a need to take into account the cognitive, interpersonal and social richness of leadership in SMEs and to come to grips with processes that would account for outcomes. Both Kuratko's (2007); Leitch and Volery's (2017) calls, for exploring and understanding entrepreneurial leadership, though a decade apart, demonstrate the urgency that is now needed to seriously reflect on the value of advancing the concept in the study of small businesses.

Research that has been carried out hitherto seems to recognize the impact of

entrepreneurship and leadership as crucial factors in the success or failure of small entrepreneurial firms (Harrison and Leitch 2018; Leitch, McMullan, and Harrison 2013; Ng and Kee 2018; Renko et al. 2015). This has implications for our understanding of their business methods, viability, and growth. Indeed, in the presence of such evidence and the economic development impact often associated with entrepreneurship (Acs and Storey 2004; Siddiqui and Jan 2017; Wennekers and Thurik 1999), it is hoped that this paper will chart a practical and effective framework for business management and development. The model the paper offers is presented as an instructive tool for use in defining entrepreneurship in MSME and for explaining complementary leadership styles their owner-managers/leaders may consider adopting in their preferred entrepreneurial contexts.

## **Theoretical Background**

What are the theoretical grounds that would justify focusing upon MSME management and business development? At face value, one would look to entrepreneurial leadership for new insights and direction (Fernald, Solomon, and Tarabishy 2005; Kuratko 2007; Leitch and Volery 2017). But a closer look at entrepreneurial leadership's multidimensional constructs may, in fact, further provide nuanced management and business development methods for these enterprises.

## **Entrepreneurship**

Entrepreneurship is a broad phenomenon that has got many facets. According to Steyaert and Hjorth (2003, p. 5), "there are many entrepreneurs in terms of focus, definitions, scope and paradigms." One reason for the existence of many different definitions of entrepreneurship is that it is studied in several different disciplines, including economics, psychology, sociology, and management (Nielsen et al. 2017).

This study takes advantage of the rich multidisciplinary orientation of entrepreneurship, and it aligns with Gibb's (2000) comprehensive description of the concept. Gibb stressed that entrepreneurship "relates to ways in which people, in all kinds of organizations behave in order to cope with and take advantage of uncertainty and complexity and how in turn this becomes embodied in: ways of doing things; ways of feeling things; ways of communicating things and ways of learning things" (2000,

p. 13). Perhaps Gibb's view of entrepreneurship was a signal of a shift from simply concentrating on the act of new venture creation (Lofstrom, Bates, and Parker 2014) or just the activities of the entrepreneur (Kirzner 1973; Schumpeter 1934) toward focusing on bringing together important aspects of management and business development (Bridge 2017; Bridge and O'Neill 2018; Harrison and Leitch 2018). Consistent with this, Kuratko (2014) was conclusive, stating that entrepreneurship is more than the mere creation of a new venture. Similarly, Stevenson and Jarillo (1990) regarded entrepreneurship as an approach to management. In this view, Stevenson and Jarillo highlighted "promoters" as individuals whose strategic direction is mainly driven by the perception of opportunity and "trustees" as individuals who are driven by the resources they currently hold.

In other scholarly works, this view was extended to emphasize both entrepreneurial and leadership skills as pivotal in the development of small businesses (Bridge 2017; Fernald, Solomon, and Tarabishy 2005; Kuratko 2018; Kuratko and Morris 2013; Siddiqui and Jan 2017). Furthermore, entrepreneurship was fully described in the *Education and Entrepreneurship Plan for Northern Ireland in 2003*. In this 2003 plan for entrepreneurship in Northern Ireland, the concept was presented as the ability of an individual who possess a range of essential skills and attributes to make a unique, innovative and creative contribution in the world of work, whether in employment or self-employed. This conceptualization of entrepreneurship points to evidence of its cross-fertilization with leadership.

It also indicates that it is unavoidable that, when describing entrepreneurship using the macro-level environment and institutional forces, and micro-level behavioral and cognitive process (Breslin 2011), one can easily stray into aspects of leadership. That should not be treated as a problem per se, but rather it should be welcomed as it advances the study of entrepreneurship and leadership, particularly in entrepreneurial firms.

Given the multilevel nature of the business routines (Bridge and O'Neill 2018) MSMEs require within the multiple sectors they spread their operations, an approach that connects entrepreneurship with leadership features can be decisive. Indeed, because entrepreneurship recognizes the interaction between individuals, institutional forces and the macro-environment

(Bridge 2017; Bridge and O'Neill 2018), such a consequential link to leadership would undoubtedly provide the management and development base MSMEs need within their entrepreneurial context.

### **Leadership Types**

In management studies and psychology, leadership has been subjected to extensive research for almost a century, involving thousands of empirical and conceptual studies (Leitch and Volery 2017; Western 2013; Yukl and Chavez 2002). Nonetheless, this intense scrutiny has only resulted in many different conceptualizations of leadership that do not appear to have a unifying position (see for example: Bass and Stogdill 1990; Burns 2014; Northouse 2018; Western 2013; Yukl and Chavez 2002). As much as these ideas about leadership do not seem to converge on one common definition of leadership, the various angles they focus on have been largely insightful, especially the ideas of contextual, transformational, and transactional leadership (Osborn, Hunt, and Jauch 2002; Yukl 2012). From these well-established leadership concepts, two important variables, including individual and organizational capabilities have surfaced.

The analysis of the interplay between these variables (Hutchinson 2017; Osborn and Marion 2009) has arguably led to the realization that entrepreneurship and leadership have some commonalities (Gartner, Bird, and Starr 1992; Harrison and Leitch 1994; Harrison and Leitch 2018; Leitch, McMullan, and Harrison 2009). Consequently, this has resulted in the establishment of a new concept—entrepreneurial leadership, which is progressively gaining prominence in describing entrepreneurial firms.

It is increasingly being acknowledged in the management and leadership literature that effective leadership is not universal, but it is dependent upon a wide variety of environmental (culture, economic, industry setting, etc.) and organizational (strategy, size, technology, structure) conditions (Lord et al. 2001; Northouse 2018; Shamir and Howell 1999). There is therefore logic in saying that the meaning and importance attached to numerous leadership dimensions varies by context (Osborn, Hunt, and Jauch 2002). From that perspective, we delineate how the existing types of leadership are applicable in different firm contexts.

### **Leadership in New Firms**

The challenges new firms face at micro-level demand different leadership abilities (Middlebrooks 2015), because at this very early stage of their development they lack resources and structure, and have a high liability to newness (Stinchcombe 1965; Garnsey 1998). Start-up environments are known to be chaotic and highly uncertain, and they therefore demand optimal persistence, constant reprioritizing, and reflection on outcomes to determine what's being done, what needs to be done, what's working, and what needs to change (Freeman and Siegfried 2015). At this early stage of firm development, leadership styles including transformational leadership, empowering leadership, servant leadership, ethical leadership, authentic leadership, and so forth that are more akin to people and change management, and risk minimization may not improve its chances of withstanding uncertainty.

Thus, in dynamic conditions a leadership approach that is based on a cognitive models (Kuratko, Hornsby, and Goldsby 2004), as opposed to personality (Yukl 2012) alone, would arguably deliver the level of development needed at the start-up phase (Freeman and Siegfried 2015). We therefore argue that such an entrepreneurial leadership approach is more applicable in MSMEs that have been the focus in this study.

### **Leadership in Growing Firms**

The transition process from a start-up or a micro to a growing company, if the desire is to do so, involves a shift in the nature of the leader's approach and in particular his/her relationship with members of his/her team (Freeman and Siegfried 2015). This approach lends itself more to transformational leadership which is appropriate for change management. Indeed, during this phase of development leaders rely on the technical expertise and operational capabilities of others and less so on their ability to execute the company's business model (Middlebrooks 2015). They become effective coaches who prepare the company's executives and they devise a strategic game plan that puts them in the best position to succeed (Johnson et al. 2014). Contrary for a firm at start-up stage, its leader is known to shift from task to task and there is more emphasis on everyone doing whatever might be needed to deliver value to customers (Freeman and Siegfried 2015).

### **Leadership in the Context of Corporate Entrepreneurship**

The ability to respond timely to market changes is important in all entrepreneurial contexts (Timmons 1978). However, Karol (2015) explained that when compared to start-ups, responsiveness to market changes in large firms is different. In start-ups, entrepreneurial leaders act autonomously to pivot to new directions as opportunities emerge, whereas in cooperate settings entrepreneurial leaders need to convince upper management that a change in direction is truly needed before they can act (Karol 2015). In such a situation, the entrepreneurial leader is more inclined to assume the qualities of a transformational leader (Yukl 2012).

We, however, accept that all companies need to possess leadership capacity because it is necessary for their vitality and survival (Karol 2015). Thus, with this study we advance the notion that in MSMEs, whose leaders tend to act unilaterally making strategic decisions in their multiple markets, entrepreneurial leadership principles should be the basis of that process. Indeed, leading an emerging business venture by pursuing entrepreneurial opportunities with lots of enthusiasm, but lacking structure, legitimacy, and any history may not fully yield the desired performance outcomes (Renko 2017). In that regard, this study is timely in that it advances entrepreneurial leadership as a practice in MSMEs in their multiple markets. Doing so offers new insights while providing some guidance on the best way(s) of leading these small and emerging companies.

### **Entrepreneurial Leadership**

Since its inception in the early 1990s (Gartner, Bird, and Starr 1992; Harrison and Leitch 1994), entrepreneurial leadership has been utilized as a mechanism for defining management, development, and growth-related issues within small businesses, in general. It is a concept that is very much in its infancy (Leitch, McMullan, and Harrison 2013). It exists at the intersection or crossroads of entrepreneurship and leadership (Cogliser and Brigham 2004; International Council for Small Business (ICSB) 2015; Renko et al. 2015; Tarabishy et al. 2005). Moreover, it draws attention to enterprising individuals, even when its outcomes are measured at firm level (McClelland 1961; Renko et al. 2015; Skodvin and Andresen

2006). Leitch and Volery (2017) positioned entrepreneurial leadership as a phenomenon located at the nexus between the leadership and entrepreneurship fields. This may suggest that both domains benefit from mutual cross-fertilization. Given its distinctive characteristics and origins, various academics that have attempted to describe entrepreneurial leadership have acknowledged that it encompasses attributes, such as personality, style, business management, internal operations, and external business conditions (see Table 1).

Some have focused on entrepreneurial leadership from a purely human empowerment and management perspective (Nicholson 1998). Although Vecchio (2003) aligned his views with the human empowerment and management school of thought, he did not see anything distinctive about entrepreneurial leadership. Leitch and Volery (2017, p. 148) elaborated on this view concerning entrepreneurial leadership stressing that "it is simply a type of leadership that occurs in a specific setting, such as emerging organizations or small, fast-growing businesses."

**Table 1**  
**A Sample of Existing Conceptualizations of Entrepreneurial Leadership**

Cunningham and Lischeron (1991)	Entrepreneurial leadership involves setting clear goals, creating opportunities, empowering people, preserving organizational intimacy, and developing a human resource system.
Ireland, Hitt, and Sirmon (2003)	Entrepreneurial leadership entails the ability to influence others to manage resources strategically in order to emphasize both opportunity-seeking and advantage-seeking behaviors.
Thornberry (2006)	Leadership requires passion, vision, focus, and the ability to inspire others. Entrepreneurial leadership requires all these, plus a mind-set and skill set that helps entrepreneurial leaders identify, develop, and capture new business opportunities.
Darling et al. (2007)	Entrepreneurial leadership can generally be thought of as leading, through direct involvement, a process that creates value for organizational stakeholders by bringing together a unique innovation and package of resources to respond to a recognized opportunity.
Goossen and Stevens (2013, 2017)	Entrepreneurial leadership is the type of leadership which provides for the scenarios where committed followers are gathered to be led by the vision of the leader toward finding new opportunities and utilizing them for sustainable success and value for the organization.
Renko et al. (2015)	Entrepreneurial leadership entails influencing and directing the performance of group members toward the achievement of organizational goals that involve recognizing and exploiting entrepreneurial opportunities.
Fontana and Musa (2013, 2017)	Entrepreneurial leadership is about influencing others toward a goal through effective communication to recognize opportunity and share a vision about future possibilities that organizations could exploit to sustain competitiveness.

Adapted from Leitch and Volery (2017) and Renko et al. 2015 *plus* authors' ideas

Consistent with these ideas, the ICSB (2015) commented that entrepreneurial leadership is a "style rather than a theory and it "fits" well within an all echelons approach to strategic leadership." The ideas endorsed by other scholars and the ICSB cited already, perhaps suggest that entrepreneurial leadership may just as well be another form of leadership. However, notwithstanding these well-established scholarly views in the literature, other scholars have taken a holistic and complementary approach in their conceptualization of entrepreneurial leadership. Those who have taken this approach have marked a departure from the one-sided view of entrepreneurial leadership. They have emphasized the fusion of both entrepreneurship and leadership constructs (see for example: Coglister and Brigham 2004; Tarabishy et al. 2005). This notion of looking at entrepreneurship and leadership as an intertwined paradigm was also advanced elsewhere.

In the scholarly works of Covin and Slevin (1991); Gupta, MacMillan, and Surie (2004); Leitch, McMullan, and Harrison (2013); Renko et al. (2015); Stevenson and Jarillo (1990) entrepreneurial leadership was described as a synthesis of three key concepts including entrepreneurship, entrepreneurial orientation and management with leadership. In addition, Freiling (2007) offered theoretical perspectives comprising system renewal (Johnson et al. 2014), system exploitation (Tidd and Bessant 2014), and system protection (Slack and Lewis 2008) as anchor points that are particularly relevant in growing and managing small businesses.

Therefore, by combining Freiling's (2007) integrated perspectives on entrepreneurial leadership with the previous philosophies that advocated for the fusion of entrepreneurship and leadership constructs, it is unequivocal that management and the business development activities undertaken in small businesses stand to benefit from the entrepreneurial leaderships' functional and processual methods.

On the basis of the forgoing debate on what constitutes entrepreneurial leadership, this study adopts a holistic approach in its definition. It aligns with Leitch and Volery's (2017) school of thought that entrepreneurial leadership is about role and behavior defined by interaction in specific contexts. The emphasis being on more dynamic view of entrepreneurial leadership, including leadership development (Leitch, McMullan, and Harrison

2009). From that perspective, we define entrepreneurial leadership as a process, which involves: (1) conceiving of and validating a new business model idea; (2) setting a vision and organizational mission while also establishing an identity and culture; (3) building and maximizing the potential of a team; (4) executing the business model to create, deliver, and capture value; and (5) rapidly adapting as circumstances change (Freeman 2014). This holistic view of entrepreneurial leadership extends it as a concept that guides attention to those very parts of leadership that enhance entrepreneurial behaviors within an organization (Carsrud, Renko-Dolan, and Brännback 2018). Consequently, increasing entrepreneurial intensity is a precursor for commercial success in dynamic markets (Siddiqui and Jan 2017).

Although it is argued that a CEO's transformational leadership style shapes corporate behavior that impacts a firm's engagement in entrepreneurship activities (Ling et al. 2008), it can be said that it also leads to corporate-level entrepreneurship (Burns 2016). Nonetheless, it is worth highlighting what differentiates entrepreneurial leadership from transformational leadership. Entrepreneurial leadership benefits from the mutual cross-fertilization between entrepreneurship and leadership (Carsrud, Renko-Dolan, and Brännback 2018; Hutchinson and Leitch 2018).

Also, its multidimensional orientation has the potential to enable a firm to enhance opportunity recognition and exploitation as its leader(s) and its employees would be engaged in opportunity-focused behaviors (Hatem 2018). Such a distinction when debating small business management and development is important as it provides greater concentration on the functions and activities that matter for entrepreneurial action (Bell and Whittington 2018; Carsrud, Renko-Dolan, and Brännback 2018; Kuratko 2018).

Perhaps, credit is due to those scholarly works in the literature that have endorsed the view that entrepreneurial leadership has more to do with individual capabilities (e.g., Hansson and Mønsted 2008; Kansikas et al. 2012; Skodvin and Andresen 2006), as well as business enterprise skills, including leading, directing, and providing scope (Hutchinson 2017; Harrison and Leitch 2018; Kraus and Schwarz 2007; Tarabishy et al. 2005). Their vision about entrepreneurial leadership may have paved the way for other scholars to seriously consider it

as a new method in the management and development of MSMEs.

## ***Micro Small and Medium Enterprises***

### **The Characterization of MSMEs**

MSMEs are categorized as small-sized enterprises (Garnsey 1998) that have limited liability (Stinchcombe 1965) and are often established with a limited resource base (Wiklund, Patzelt, and Shepherd 2009). The liability of smallness is known to be inherent in MSMEs (Lall 2000; Roxas et al. 2008). Another common characteristic of these enterprises is concerned with the way their owner-managers shape their organization, management, and development (Freiling 2007). These individuals often imprint their DNA and they directly influence strategy development and the direction of the ventures (Burns 2010). Such characterization implies that the management and business development methods in many small businesses reflect, to a larger extent, the attributes of their leader(s), owner, or founding figure (Storey 1994; Beaver 2002).

In the context of MSMEs the business model they seem to follow is distinctive and often complex. According to Reeg (2013a), they operate in a wide range of business sectors. This unorthodox enterprise behavior often revealed through their business operations was effusively explained by Bonger and Chileshe (2013). Bonger and Chileshe clarified that MSMEs engage in many business activities across several sectors. This demonstrates the heterogeneity and sophisticated business approaches MSMEs often adopt. They engage in businesses ranging from petty traders and artisans to high-end, technologically advanced and specialized manufacturing units (Reeg 2013a). Such enterprising behavior can be described as context-motivated. Quite clearly, their business posture is shaped by the socioeconomic conditions militating their environment (Kibera 2000). If we take, for instance, the developing and emerging economy context, MSMEs are predominantly active within the informal sector (Reeg 2015). In such a market structure, they turn to adapt their business activities as a response.

From a developing, emerging, and even advanced country context, MSMEs have for far too long been a vital segment of their overall economies (Berry et al. 2002; Maxwell et al. 2007).

The United Nations Development Programme [UNDP] (2004) reported that MSMEs account for, by far, the great majority of enterprises globally with the highest capital/employment ratio and they provide income to a broad layer of the world population. Given their economic significance (see for example: Acs and Storey 2004; Alvarez et al. 2011; Audretsch and Keilbach 2004; Bolton 1971) an understanding of what constitutes their existence, nature, and characteristics alongside their management and development process may be justified.

Although understanding the management and business development activities of MSMEs has become a necessity, there are noteworthy issues. For example, the criteria used to define MSMEs vary widely from country to country. Various and complex methods for defining MSMEs have been reported in the literature and these have often included, the number of employees, turnover, capital investments, nature of activity and combinations (Reeg 2015; Saxena and Jagota 2015) as well as their business strategies and approaches to resource management (Maxwell et al. 2007). This has been further complicated by the wider umbrella terms used to categorize them. The broader categories often used include micro and small-sized enterprises (MSEs) and micro small and medium-sized enterprises (MSMEs) (Reeg 2015; United States Agency for International Development [USAID] 2007).

As much as the debate about what constitutes a typical MSME is worth pursuing, the disparity with respect to their competing classifications will not be resolved in this paper. But, from the brief characterization of these unique enterprises, it is clear that they are small in size and their reported business models suggest a tendency to spread operational activities across several business sectors in anticipation for high returns and growth. It would therefore be expected that given their size, newness, and limited resource bases it would be difficult for them to sidestep management and development related issues in their operations. As such, by applying the principles of entrepreneurial leadership, it may be possible to fully diagnose and map out a new management and business development path for MSMEs.

### **Management and Business Development in MSMEs**

From a functional point of view, small businesses generally feel the effects of market

pressures. May be their small size, resource limitations and newness to the market (Garnsey 1998; Penrose 1959; Stinchcombe 1965) exposes them more than their established counterparts.

Indeed, managing and developing MSMEs in ephemeral markets is a challenge in comparison with established firms because they have to deal with limited financial and human capital in their response to the environmental constraints (Duncan 1972; Robinson 1982). Therefore, it is to be expected that in such markets effective business management and leadership skills would be vital for their sustainable growth and development. Scholars (e.g., Daft, Sormunen, and Parks 1988; Day and Schoemaker 2005) have acknowledged that actively scanning general economic and business conditions, technological trends and capabilities as well as constantly striving for a competitive position in saturated markets is a management function responsible for turning most underperforming businesses around. Despite this evidence in the literature, though limited, pointing to the importance of management and development capabilities, Stefanovska and Soluncevski (2015) explained that MSMEs still lack these essential skills.

As previously discussed, MSMEs have a rather linear structure running through their owners with a small number of employees (Bonger and Chileshe 2013; Reeg 2013a, 2015; USAID 2007) who simultaneously perform multiple job functions. Based on this seemingly demanding work practice, issues to do with management and business development are highly likely to emerge. Therefore, the probability that a proportionally large percentage of these businesses devote less time and attention to environmental analysis is high, and yet doing so should form the basis for effective business management methods and development strategies (Stefanovska and Soluncevski 2015).

Elsewhere, Mangham and Silver (1986); Curran et al. (1996) shared similar views that owner-managers in small businesses do not invest enough time in training and management practices, which seriously undermines the growth and development aspirations of their companies. The tendency in these small firms is to link management practices with individual capabilities to the characteristics of the owner-manager (Ates et al. 2013).

What is also common in these small firms, especially MSMEs, is that their owner-managers

juggle several roles whereas at the same time taking the responsibility of key business functions including operations and strategic formulation (Reeg 2013a). Their management style emerges mostly as a response to internal operational needs that often surface at the start-up stage (Ates et al. 2013). Business process improvements are not often the result of strategic planning, but rather are made only in response to contingent and emerging problems and often provide short-term solutions (Jennings and Beaver 1997).

According to Ates et al. (2013), any attention to technical aspects of the business and development-related problems often arise from the conviction that the only real determining factor for competitive success is the technical excellence of the product and production processes. With respect to MSMEs, managerial tools and techniques are perceived as being of little benefit to the company. The absence of management processes (Kuratko 2017) suggests that there is no processual organization in MSMEs. Any form of planning is carried out on an ad hoc basis. The consequences of such behaviors are that, MSMEs may not reach their full growth potential, hence the necessity for entrepreneurial leadership (Kuratko 2007; Leitch and Volery's 2017).

Both leadership and entrepreneurship play an important role in any organization particularly in MSMEs that spread their activities across different markets. One of their key functions pertains to environmental scanning (Timmons 1978). Its outcomes feed into internal management processes and trigger business development and growth initiatives (Greiner 1972; Gibb and Davies 1990). Indeed, constantly monitoring the external market conditions is an integral part of business development (Scott and Bruce 1987). This paper does not underestimate the capabilities gap in MSMEs that often limit their ability to effectively monitor market changes (Greiner 1998; Smallbone, Leigh, and North 1995) so as to map their management and development strategies.

The literature (e.g., Ahmad 2012; Ates et al. 2013; Blackburn, Hart, and Wainwright 2013; Gherhes et al. 2016; Mazzarol, Reboud, and Soutar 2009) recognized the lack of business experience of their owner-managers in the field of business, limited technical abilities, inadequate managerial capabilities, lack of processual planning at business level, and in some cases lack of confidence



and entrepreneurial training as contributing factors. Furthermore, Mwaanga (2014) commented that operational skills (including accounting and finance, business planning, quality control, health and safety regulations, marketing, and human resource management) are often the sources of management and development complications in MSMEs. This implies that managerial characteristics and developmental processes affect the growth of most enterprises (Watson et al. 2011). So, in order to obtain the functional competencies and self-competencies (Bagheri, Pihie, and Krauss 2012) mentioned earlier, entrepreneurial leadership may provide new avenues for MSMEs through its multidimensional approach to management and business development. This view is advanced in this paper and it is also reflected upon by Bonger and Chileshe who commented that "much of the current drive for MSME development is being championed from an entrepreneurship development perspective" (2013, p. 13). Moreover, it is also embedded in one of the earlier conceptualizations of entrepreneurial leadership provided in Cunningham and Lischeron (1991), who clarified that entrepreneurial leadership involves setting clear goals, creating opportunities, empowering people, preserving organizational intimacy, and developing a human resource system.

### ***Methodological Justification***

This inductive research study was designed to build theory (Glaser 2002) in order to advance entrepreneurial leadership as a practice in MSME management and development. On the basis of scattered previous conceptual knowledge concerning management and development activities specifically in MSMEs, the research adopted an exploratory approach (Guba and Lincoln 1994).

Exploratory studies are associated with inductive designs (Saunders, Lewis, and Thornhill 2007) and they enable theory formation (Strauss and Corbin 1998).

Accordingly, the research was able to delve into the literature on entrepreneurship and leadership to gain in-depth insights and new perspectives for describing the complex management and development activities of MSMEs, consequently, mapping a new path for MSMEs using the multidimensional constructs of entrepreneurial leadership.

Since the study is literature-based, a key question in achieving its goals, stated previously, related to an appropriate literature review technique to adopt. This research design-related question led to a trade-off favoring a traditional/narrative literature technique as opposed to a systematic approach (Boland Cherry, and Dickson 2017; Gough, Oliver, and Thomas 2012). Adopting a purely systematic review technique would have restricted the analysis of secondary data to studies with a specific research design(s), for example, meta-analysis (featuring quantitative findings only) or meta-synthesis (with findings mainly from multiple qualitative research studies) (Cronin Ryan, and Coughlan 2008). Systematic reviews tend to follow rigid criteria, which requires spelling out the inclusion and exclusion criterion (Coughlan, Cronin, and Ryan 2007).

Against that backdrop, a traditional or narrative literature review (Cronin Ryan, and Coughlan 2008) was deemed appropriate in that the research was able to sift through a sizeable and related body of literature (Branley, Seale, and Zacharias in Seale 2018) on entrepreneurial leadership, management and business development in small businesses/MSMEs. The headings in the literature review section were organized into relevant entrepreneurial leadership themes following Saunders, Lewis, and Thornhill (2007) "relevance tree" technique. To search the literature, we utilized computers and electronic databases (Younger 2004), including Google scholar, Wiley, Emerald and EBSCO. Key terms comprising entrepreneurship, leadership, entrepreneurial leadership and management in MSMEs were used to retrieve relevant empirical and theoretical materials. In order to broaden our search and access to these relevant materials we combined the key words highlighted previously. To help with these combinations we used "Boolean operators" as commands. These included "AND," "OR," and "NOT" (Ely and Scott 2007).

The data we collected were analyzed by both researchers with the view to enhancing our interpretations and deepen our understanding of entrepreneurial leadership. Following this thorough analysis and synthesis of a large body of literature, a theoretical Framework was developed and new insights informing business management and development in small businesses were offered. In light of the new perspectives derived from the literature, their theoretical implications were discussed.

## Mapping a New Path for MSMEs

The emergence of entrepreneurial leadership as a paradigm to use for recommending fresh management and development methods for businesses is timely and promising particularly for MSMEs, in several ways. First, it provides vital instructive tools that would assist MSMEs to plot their way through the rough business terrain, often triggered by market instability (Duane, Covin, and Kuratko 2009; Longenecker et al. 2014). Second, it evokes new strategic thinking (Hitt et al. 2001; Ireland, Hitt, and Sirmon 2003; Ireland, Covin, and Kuratko 2009) for their owner-managers/leaders in ways they may have never been able to before. Third, entrepreneurial leadership provides new theoretical and applied methods for addressing management and business development-related complications as well as ideas for avoiding strategic dissonance (Burns 2014; Timmons and Spinelli 2009) in MSMEs. Its theoretical and practical influence hypothesized as described previously marks its advent as a potent paradigm for defining management and business development in entrepreneurial ventures.

### Critical Constructs

#### Entrepreneurial Context

In Figure 1, the entrepreneurial context of MSMEs is conceptualized as encompassing

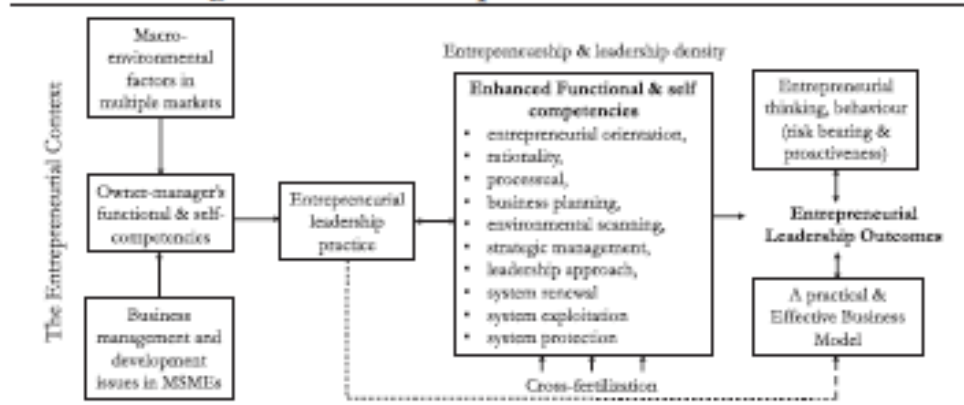
the various business management and development issues they have to contend with, the multiple markets they operate in, and their owner-managers/leaders' abilities.

This combination of a myriad of factors militating to influence how the owner-managers/leaders of MSMEs manage and develop their firms is seen as a catalyst that should trigger them to consider entrepreneurial leadership as a practice in their business activities. The idea that these owner-managers/leaders of MSMEs devote less time to developing their high-order skills for managing and developing their businesses has been acknowledged in the literature (see Ahmad 2012; Ates et al. 2013; Blackburn, Hart, and Wainwright 2013; Curran et al. 1996; Mangham and Silver 1986) as a major constraining factor affecting the commercial performances of their businesses within their multiple markets (Bonger and Chileshe 2013; Reeg 2013a). In light of the limitations of their abilities and the pressures arising from their dynamic business context, Figure 1 underscores that entrepreneurial leadership can be a practice that provides them answers for unlocking effective management and development methods for their businesses.

#### Entrepreneurial Leadership Practice

The presumed lack of attention to functional and self-competencies among owner-managers/leaders of MSMEs, operating in multiple markets, and the advent of entrepreneurial

**Figure 1**  
**Advancing Entrepreneurial Leadership as a Practice for the Management and Development Activities of MSMEs**



leadership is depicted in Figure 1, as stimuli for them to exploit this emerging concept by taking advantage of its mutual cross-fertilization between entrepreneurship and leadership. The new model further illustrates that practicing entrepreneurial leadership in MSMEs can lead to the establishment of an effective and practical business model. Such an entrepreneurial outcome is considered vital for their commercial performance in the types of markets they choose to operate.

### **Entrepreneurship and Leadership Density**

The cross-fertilization between entrepreneurship and leadership has the potential to transform MSMEs management and development in new and meaningful ways within their multiple markets (Bonger and Chileshe 2013; Reeg 2013a).

Considering its ability to blend entrepreneurship and leadership, owner-managers/leaders of MSMEs are presented with a rare opportunity to acquire high-order functional and self-competencies that can enable them to effectively manage and develop their businesses. Such a composite of capabilities also gives them an opportunity to broaden their awareness of the managerial and business development strategies they need to adopt to withstand the challenges arising in their entrepreneurial contexts (Mathews 2017).

Their functional competencies that are mainly concerned with how owner-managers in MSMEs organize their business activities through processual means, business planning, strategic management, systems renewal and protection can enable them to develop an effective business model aligned with the conditions in the multiple markets they operate in. Likewise, their self-competencies encompassing entrepreneurial orientation, rationality, environmental scanning, leadership and system exploitation can inform the actions they need that can give rise to entrepreneurial thinking and behavior (risk bearing and proactiveness) (Lumpkin and Dess 1996) in their markets.

On the basis of the foregoing discussion it's unequivocal that the owner-managers' personal abilities, both functional and self-competencies, are important factors that can drive the practice of entrepreneurial leadership in MSMEs. Clearly, by developing a mixture of

competencies the owner-managers/leaders can enhance their awareness of the need for additional entrepreneurial and leadership capacity within themselves and others in their businesses (Carsrud, Renko-Dolan, and Brännback 2018). Arguably, the theoretical insights advanced in Figure 1 have the potential to inspire owner-managers in MSMEs to be indifferent to social distractions (Nicholson 1998) within their multiple markets.

Thus, the model we offer is a motivational instrument that can be used to envision and enact a proactive transformation of MSMEs.

## **Discussions**

### **Theoretical Applications of the New Framework**

In order to plot a new path for MSME management and development, Figure 1 is presented as an instructive and multivariate framework. It inculcates owner-managers in MSMEs to concentrate on developing their functional and self-competencies using the entrepreneurial leadership microscope. As part of their development exercise, the multivariate entrepreneurial leadership framework can be utilized as the base that supports management and business development practices in MSMEs. Considering that dealing with environmental uncertainty is a major problem for entrepreneurs (Floren 2006; Gupta, MacMillan, and Surie 2004; Wyncarczyk et al. 1993) in general; entrepreneurial leadership would give rise to entrepreneurial thinking, opportunity-seeking, risk bearing, and proactive behavior (Nicholson 1998).

Such behavioral traits in business modeling are a direct outcome of the cross-fertilization between entrepreneurship and leadership manifested in entrepreneurship and leadership density (Kuratko 2018; Mathews 2017). This is detailed in Figure 1. The figure offers a combination of specific skills (functional and self-competencies) comprising entrepreneurial orientation, rationality, processual, business planning, environmental scanning, strategic management, leadership approach, system renewal, system exploitation, and system protection that owner-managers and leaders in MSMEs would need to develop. We argue that without these high-order level skills, the process of crafting an effective business model aligned with the multiple markets MSMEs operate would be a huge task for them.

Thus, taking advantage of the fusion between entrepreneurship and leadership to guide their business management and development processes would result in positive entrepreneurial outcomes in the multiple markets they operate, and it would ultimately set their path for commercial success.

#### **Wider and Practical Implications**

The theoretical and practical effects of the new framework have implications for how owner-managers/leaders manage and develop their businesses in distinct markets. Clearly, its emphasis on cross-fertilization makes it applicable in MSMEs as well as in different contexts. On that basis, there is ground for extending its utility in several types of contemporary firms that operate in today's globalized markets. For example, it can be utilized in entrepreneurial firms, including international new ventures (INVs), family businesses, multinational enterprise to defuse management, and business development issues.

For MSMEs and entrepreneurial firms operating in complex business conditions, the new framework can be used for business management and development purposes. Specifically, it can be used to align internal business process (Timmons 1978) with the macro business environment militating their operations. Moreover, the new model can be used for identifying a strategic position in the multiple markets MSMEs operate. Thus, it can significantly help to accelerate their growth and development in markets that continue to evolve at an alarming speed. In such markets, uncertainty is unavoidable (Simba and Ndlovu 2014).

In that respect managers/founders/owners and their organizations, regardless of the size of their businesses, have no choice but to prioritize the search for theoretical and practical solutions for their business management and development problems. Against that backdrop, this paper has demonstrated that entrepreneurial leadership offers managers/founders/owners new and applied knowledge with the capacity to unlock management and development complications in their firms. Thus, the proposed model in Figure 1 is timely. Indeed, the manner in which it articulates entrepreneurial leadership, clearly signals the advent of an integrated and holistic approach for instructing management and business development activities in contemporary firms. At the core

of such activities is entrepreneurial leadership and managers/CEOs/owners of various types of businesses have to appreciate its merits, particularly the individual and organizational benefits associated with entrepreneurship and leadership. For academics, the various angles of debate concerning the theoretical intersection between entrepreneurship and leadership this paper presents offer them new knowledge that has long been absent.

#### **Theoretical Contributions**

A proportionately large percentage of MSMEs that are currently active in developing, emerging economies and to some extent advanced economies do not seem to follow a developmental business path that starts in a modest way and eventually develops much more complicated and sophisticated processes of production (Reeg 2013a). Reeg (2015) explained that MSMEs often lack the know-how for improving and developing their businesses further. This lack of a flexible development path and know-how in MSMEs points them toward entrepreneurial leadership as a possible solution for plotting effective management and business development strategies, hence it was focused on in this paper. According to Smallbone, Leigh, and North (1995), active strategies are a necessity in small businesses in terms of achieving business development and growth.

A common problem that is often recycled in the scholarly works on small business management concerns their owner-managers (Chaston 2010; Down 2013). They are known to juggle several roles in their businesses (Ahmad 2012; Shrader, Mulford, and Blackburn 1989; Smallbone, Leigh, and North 1995). As they do so, they show obvious signs of lacking the necessary time and heterogeneous skills resulting in the negligence of managerial and business development issues (Fuller-Love 2006). Because of their neglected managerial and developmental issues, it becomes extremely challenging for them to grow their businesses to a point where they are able to manage day-to-day operations effectively (Gray 2002). This inevitably contributes to the failure of their ventures (Longenecker et al. 2014). To reduce such failures, Fuller-Love (2006) expressed that management development is necessary for improving the skills of managers and for ultimately developing organizational capabilities.

In their contribution to this debate, Hill and Stewart (2000) explained the management and business development methods common in MSMEs. Hill and Stewart clarified that their management methods are often "informal, reactive and short-term in outlook" (2000, p. 114). Related to this, Kotey and Slade (2005) explained that there is a high degree of informality in micro-sized small businesses. In comparison with large organizations, MSMEs or small-sized enterprises follow more personalized management approach which is less formal (Wilkinson 1999). Clearly, there is consensus in the literature that business management in small businesses is largely carried out through informal means (see for example: Blackburn, Hart, and Wainwright 2013; Gibb and Scott 1985; Robinson and Pearce 1984; Shrader, Mulford, and Blackburn 1989). Such informality may be due to a combination of the manager-employee proximity in smaller businesses and, again, lack of resources (Bardoel et al. 1999; Kinnie et al. 1999). Informality may have its roots in entrepreneurship, but it is equally important to recognize that organizational planning and/or formal systems are necessary in MSMEs as ways of harnessing entrepreneurial outcomes (Chaston 2010; Duane, Covin, and Kuratko 2009) in the various business sectors they trade.

As such, the focus on entrepreneurial leadership, in this paper, initiates progression toward instituting effective management and business development methods in MSMEs. The mutual cross-fertilization (Leitch and Volery 2017) between entrepreneurship and leadership positions entrepreneurial leadership as a grounded theoretical proposition that can benefit small business management and development initiatives in meaningful and applicable ways. Clearly, in its absence, MSMEs that operate in multiple markets would, most likely, find it hard to develop and grow. Perhaps this validates the rationale for advancing our multivariate entrepreneurial leadership paradigm as an instructive framework in the management and development of MSMEs (Roxas et al. 2008), especially in the multiple markets they operate in (Bagheri, Pihie, and Krauss 2012).

#### **Research Limitations**

The traditional or narrative literature review approach adopted for this study provided a critical appraisal and analysis of the wider literature on entrepreneurial leadership. In comparison, a systematic literature review

approach would have required the study to explicitly adhere to a rigid protocol for screening secondary sources based on research design. Such a design was considered more suitable mainly for clinical studies that aim to achieve specific or narrow outcomes. As such, the rationale for adopting a traditional or narrative literature review approach was to cover the wider literature on entrepreneurship and leadership in order to highlight, inform, and advance the benefits of a cross-fertilization in managing and developing small businesses. Nonetheless, because of space limitations we do not claim to have covered all the literature on entrepreneurial leadership.

Another weakness that can be highlighted with respect to our study is related to the lack of empirical evidence to support the formation of our new framework. Perhaps the lack of such evidence presents other scholars the opportunity to undertake field work so as to better understand the elements that comprise entrepreneurial leadership (Kuratko 2007), thereby advancing further its usability in small business research.

#### **Suggestion for Future Studies**

As the voices calling for more attention on entrepreneurial leadership continue to grow louder (see Hutchinson 2018; Harrison and Leitch 2018; Kuratko 2007; Leitch and Volery 2017), this study responds by offering theoretical perspectives that introduce new ways of applying the concept in MSMEs. In doing so, the paper sets the tone for future studies. To continue advancing entrepreneurial leadership, it is important that future studies explore the extent to which legacy in large organizations may hinder or help the implementation of entrepreneurial leadership practises. Knowledge generated from such studies would further enhance our understanding of its applicability in organizations of different sizes in their different entrepreneurial contexts. As Kuratko (2007, p. 8) puts it, "the more we can understand the elements that comprise this concept, the more we can advance the concept itself." Indeed, this will have significant implications in terms of how entrepreneurial firms, whether large or small, may be managed in the future.

#### **Conclusions**

This paper validated entrepreneurial leadership as a practice in MSMEs, in particular, and small businesses, in general. It has engaged in

the debate concerning entrepreneurial leadership and has mapped new methods that can be applied in managing and developing MSMEs. Considering that the majority of MSMEs' management and businesses development activities hinge on the capabilities of their owner-managers, the research highlighted the need for these individuals to pay attention to the development of their functional and self-competencies. Clearly, in the multiple business sectors MSMEs trade (Bonger and Chileshe 2013), both endogenous and exogenous factors (Timmons 1978) conspire to influence their business activities, and under such conditions an integrated business model anchored on entrepreneurial leadership was offered in this paper as a possible way for providing theoretical and applied management and business development solutions.

The way in which entrepreneurial leadership has been utilized to plot a path for management and business development in MSMEs, formed a key part of contributions that the subject matter of this study is essentially about. Indeed, given that MSMEs operate in multiple business sectors and are profoundly influenced by their owner-managers, the cross-fertilization between entrepreneurship and leadership advanced in this research, has offered refined theoretical and functional ways for mapping their management and business development methods. Considering that existing management and development paradigms originate from studies that have focused only on large and established businesses, their use for the purposes of studying MSMEs would be problematic. Therefore, advancing entrepreneurial leadership practice when simultaneously debating management and business development activities in MSMEs was timely. Particularly, in providing vital instructive tools that would assist MSMEs to map their way through a rough business terrain often triggered by market instability (Duane, Covin, and Kuratko 2009; Longenecker et al. 2014). Moreover, it modifies thinking within MSMEs in ways they may have never been able to before.

## References

- Acs, Z. J., and D. J. Storey (2004). "Introduction: Entrepreneurship and Economic Development," *Regional Studies* 38(8), 871-877.
- Ahmad, A. (2012). "Micro, Small and Medium-sized Enterprises Development in the Kingdom of Saudi Arabia: Problems and Constraints," *World Journal of Entrepreneurship, Management and Sustainable Development* 8(4), 217-232.
- Alvarez, C., D. Urbano, A. Coduras, and J. Ruiz-Navarro (2011). "Environmental Conditions and Entrepreneurial Activity: A Regional Comparison in Spain," *Journal of Small Business and Enterprise Development* 18(1), 120-140.
- Ates, A., P. Garengo, P. Cocca, and U. Bittici (2013). "The Development of SME Managerial Practice for Effective Performance Management," *Journal of Small Business and Enterprise Development* 20(1), 28-54.
- Audretsch, D. B., and M. Keilbach (2004). "Entrepreneurship and Regional Growth: An Evolutionary Interpretation," *Journal of Evolutionary Economics* 14(5), 605-616.
- Bagheri, A., Z. A. Pihie, and S. E. Krauss (2012). "Entrepreneurial Leadership Competencies among Malaysian University Student Entrepreneurial Leaders," *Asia Pacific Journal of Education* 33(4), 493-508. Available at: <https://doi.org/10.1080/02188791.2013.822789>, Accessed on 25/11/2017.
- Bardoel, A. E., S. A. Moss, K. Smyrniotou, and P. Tharenou (1999). "Employee Characteristics Associated with the Provision of Work-Family Policies and Programs," *International Journal of Manpower* 20(8), 563-577.
- Bass, B. M., and R. M. Stogdill (1990). *Bass & Stogdill's Handbook of Leadership: Theory, Research, and Managerial Applications*. New York, NY: Simon and Schuster.
- Beaver, G. (2002). *Small Business, Development*. Harlow, England: Pearson Education Limited, ISBN: 13-178-0273-65105-5.
- Bell, R. G., and J. L. Whittington (2018). "Enabling the Full Range of Leadership Across the Organisational Life Cycle and Growth States of Entrepreneurial Firms," in *Research Handbook on Entrepreneurial Leadership*. Eds. R. T. Harrison and C. M. Leitch. Northampton, MA: Edward Elgar Publishing, 173-194.
- Berry, A., M. von Blottnitz, R. Cassim, A. Kesper, B. Rajaratnam, and D. E. van Seunter (2002). "The Economics of SMMES in South Africa," Trade and Industrial Policy Strategies (TIPS) Report, Johannesburg. Available at: <https://www.tips.org.za/files/506.pdf> Accessed on 15.11.2017.

- Blackburn, R. A., M. Hart, and T. Wainwright (2013). "Small Business Performance: Business, Strategy and Owner-Manager Characteristics," *Journal of Small Business and Enterprise Development* 20(1), 8–27.
- Boland, A., M. G. Cherry, and R. Dickson (2017). *Doing a Systematic Literature Review: A Student's Guide*, 2nd ed. Thousand Oaks, CA: SAGE Publications.
- Bolton Report (The). (1971). *Small Firms, Report of the Committee of Inquiry on Small Firms*. London: HMSO, Cmd. 4811.
- Bonger, T., and C. Chileshe (2013). "The State of Business Practices and the Impact of BDS on MSMEs in Lusaka and Kabwe, Zambia," ICBE-RF Research Report No. 76/13 Investment Climate and Business Environment Research Fund (ICBE-RF). Available at: [www.trustafrica.org/icbe](http://www.trustafrica.org/icbe), Accessed on 11/11/2017.
- Branley, D., C. Seale and T. Zacharias (2018). "Doing a Literature Review," in *Researching Society and Culture*, 4th ed. Ed. C. Seale. Thousand Oaks, CA: SAGE Publications Limited.
- Breslin, D. (2011). "Evolution and Entrepreneurship," in *Perspectives in Entrepreneurship: A Course Text*. Eds. K. Mole and M. Ram. London: Palgrave, 107–119.
- Bridge, S. (2017). *The Search for Entrepreneurship: Finding More Questions than Answers*. London: Routledge.
- Bridge, S., and K. O'Neill (2018). *Understanding Enterprise: Entrepreneurship and Small Business*, 5th ed. London: Palgrave Macmillan.
- Burns, P. (2010). *Entrepreneurship and Small Business: Start-up, Growth and Maturity*. London: Palgrave Macmillan.
- Burns, B. (2014). *Managing Change*, 6th ed. Hallow, UK: Pearson Education.
- Burns, P. (2016). *Entrepreneurship and Small Business*, 4th ed. New York, NY: Palgrave Macmillan Limited.
- Carsrud, A. L., M. Renko-Dolan and M. Brännback (2018). "Understanding Entrepreneurial Leadership: Who Leads a Venture Matters," in *Research Handbook on Entrepreneurial Leadership*. Eds. R. T. Harrison and C. M. Leitch. Northampton, MA: Edward Elgar Publishing, 195–215.
- Chaston, I. (2010). *Entrepreneurial Management in Small Firms*. Thousand Oaks, CA: SAGE Publications.
- Coglister, C., and K. Brigham (2004). "The Intersection of Leadership and Entrepreneurship: Mutual Lessons Learned," *The Leadership Quarterly* 15(6), 771–799.
- Coughlan, M., P. Cronin, and F. Ryan (2007). "Step-by-Step Guide to Critiquing Research. Part I: Quantitative Research," *British Journal of Nursing* 16(11), 658–663.
- Covin, J. G., and D. P. Slevin (1991). "A Conceptual Model of Entrepreneurship as Firm Behavior," *Entrepreneurship Theory and Practice* 16(1), 7–25.
- Cronin, P., F. Ryan, and M. Coughlan (2008). "Undertaking a Literature Review: A Step-by-step Approach," *British Journal of Nursing* 17(1), 38–43.
- Cunningham, J. B., and J. Lischeron (1991). "Defining Entrepreneurship," *Journal of Small Business Management* 29(1), 45–62.
- Curran, J., J. K. Blackburn, J. Kitchins, and J. North (1996). *Establishing Small Firms' Training Practices, Needs, Difficulties and Use of Industry Training Organisations*. London: Department of Education and Employment/HMSO.
- Daft, R. L., J. Sormunen, and D. Parks (1988). "Chief Executive Scanning Environmental Characteristics and Company Performance: An Empirical Study," *Strategic Management Journal* 9(2), 123–139.
- Darling, J. R., M. J. Keeffe, and J. K. Ross (2007). "Entrepreneurial Leadership Strategies and Values: Keys to Operational Excellence," *Journal of Small Business & Entrepreneurship* 20(1), 41–54.
- Day, G. S., and P. J. H. Schoemaker (2005). "Scanning the Periphery," *Harvard Business Review* 83(11), 135–148.
- Down, S. (2013). *Enterprise, Entrepreneurship and Small Business*. Thousand Oaks, CA: SAGE Publications.
- Duane, L., J. G. Covin, and D. F. Kuratko (2009). "Conceptualizing Corporate Entrepreneurship Strategy," *Entrepreneurship Theory and Practice* 33(1), 24.
- Duncan, R. B. (1972). "Characteristics of Organisational Environment and Perceived Environmental Uncertainty," *Administrative Science Quarterly* 17(1972), 313–327.
- Ely, C., and I. Scott (2007). *Essential Study Skills for Nursing*. Edinburgh: Elsevier.
- Fernald, L. W., Jr, G. T. Solomon, and A. Tarabishy (2005). "A New Paradigm: Entrepreneurial Leadership," *Southern Business Review Spring* 30(2), 1–10.

- Floren, H. (2006). "Managerial Work in Small Firms: Summarising What We Know and Sketching a Research Agenda," *International Journal of Entrepreneurial Behaviour and Research* 12(5), 272-288.
- Fontana, A., and S. Musa (2017). "The Impact of Entrepreneurial Leadership on Innovation Management and Its Measurement Validation," *International Journal of Innovation Science* 9(1), 2-19.
- Franco, M., and P. G. Matos (2015). "Leadership Styles in SMEs: A Mixed-Method Approach," *International Entrepreneurship and Management Journal* 11(2), 425-451.
- Freeman, D. (2014). "Entrepreneurial Leadership Across Contexts: Unique Challenges and Skills," *Journal of Leadership Studies* 8(3), 40-41. <https://doi.org/10.1002/jls.21338>
- Freeman, D., and R. L. Siegfried (2015). "Entrepreneurial Leadership in the Context of Company Start-up and Growth," *Journal of Leadership Studies* 8(4), 35-39. <https://doi.org/10.1002/jls>
- Freiling, J. (2007). "SME Management - What Can We Learn from Entrepreneurship Theory?" Available at SSRN: <https://ssrn.com/abstract=984658> or <https://doi.org/10.2139/ssrn.984658> (accessed on November 15, 2017).
- Fuller-Love, N. (2006). "Management Development in Small Firms," *International Journal of Management Reviews* 8(3), 175-190. <https://doi.org/10.1111/j.1468-2370.2006.00125.x>.
- Garnsey, E. (1998). "A Theory of the Early Growth of the Firm," *Industrial and corporate change* 7(3), 523-556.
- Gartner, W. B., B. J. Bird, and J. A. Starr (1992). "Acting as If: Differentiating Entrepreneurial from Organizational Behavior," *Entrepreneurship Theory and Practice* 16(3), 13-32.
- Gherhes, C., N. Williams, T. Vorley, and A. C. Vasconcelos (2016). "Distinguishing Micro-businesses from SMEs: A Systematic Review of Growth Constraints," *Journal of Small Business and Enterprise Development* 23(4), 939-963.
- Gibb, A., and L. Davies (1990). "In Pursuit of Frameworks for the Development of Growth Models of the Small Business," *International Small Business Journal* 9(1), 15-31.
- Gibb, A. A., and M. Scott (1985). "Strategic Awareness, Personal Commitment and the Process of Palling in the Small Business," *Journal of Management Studies* 22(6), 597-631.
- Gibb, A. A. (2000). "SMEs Policy, Academy Research and Growth of Ignorance," *International Small Business Journal*, 18(3), 13-35.
- Glaser, B. G. (2002). "Conceptualization: On Theory and Theorizing Using Grounded Theory," *International Journal of Qualitative Methods* 1(2), 23-38.
- Goossen, R. J., and R. P. Stevens (2013). *Entrepreneurial Leadership: Finding Your Calling, Making a Difference*. Downers Grove, IL: Intervarsity Press.
- Gough, D., S. Oliver, and J. Thomas (2012). *An Introduction to Systematic Literature Reviews*. Thousand Oaks, CA: SAGE Publications Ltd.
- Gray, C. (2002). "Entrepreneurship, Resistance to Change and Growth in Small Firms," *Journal of Small Business and Enterprise Development* 9(1), 61-72.
- Greiner, L. E. (1972). "Evolution and Revolution as Organizational Growth," *Harvard Business Review* 4, 98-114.
- (1998). "Evolution and Revolution as Organizations Grow," *Harvard Business Review* 76, 55-69.
- Guba, E. G., and Y. S. Lincoln (1994). "Competing Paradigms in Qualitative Research," *Handbook of Qualitative Research* 2(163-194), 105-117.
- Gupta, V. M., I. C. MacMillan, and G. Surie (2004). "Entrepreneurial Leadership: Developing and Measuring a Cross-Cultural Construct," *Journal of Business Venturing* 19(2), 241-260.
- Hansson, F., and M. Monsted (2008). "Research Leadership as Entrepreneurial Organizing for Research," *Higher Education* 55(6), 651-670.
- Harrison, R. T., and C. Leitch (1994). "Entrepreneurial and Leadership: The Implication for Education and Development," *Entrepreneurship and Regional Development* 6, 112-125.
- Harrison, R. T., and C. M. Leitch (2018). *Research Handbook on Entrepreneurial Leadership*. Northampton, MA: Edward Elgar Publishing. Available online at: <https://www.e-elgar.com/shop/research-handbook-on-entrepreneurship-and-leadership> (accessed on July 19, 2018).
- Hatem, O. M. (2018) "Entrepreneurial Distributed Leadership in the Emergence



- and Development of High-Growth Internationalizing Firms," in *Research Handbook on Entrepreneurial Leadership*. Eds. R. T. Harrison and C. M. Leitch. Northampton, MA: Edward Elgar Publishing, 262–289.
- Hill, R., and J. Stewart (2000). "Human Resource Development in Small Organisations," *Journal of European Industrial Training* 24(2/3/4), 105–117.
- Hitt, M. A., and R. D. Ireland (2005). "Strategic Entrepreneurship," in *The Blackwell Encyclopaedia of Management: Entrepreneurship*. Eds. M. A. Hitt and R. D. Ireland. Oxford, UK: Blackwell Publishers, 228–231.
- Hitt, M. A., R. D. Ireland, S. M. Camp, and D. L. Sexton (2001). "Strategic Entrepreneurship: Entrepreneurial Strategies for Wealth Creation," *Strategic Management Journal* 22(6–7), 479–491.
- Hutchinson, C. E. (2017). "Engineering Entrepreneurship, from Idea to Business Plan," *Technology and Innovation* 19(1), 451.
- Hutchinson, K. (2018). "Stories and Storytelling for Small Business Leaders," in *Leadership and Small Business*. Cham: Palgrave Macmillan. [https://doi.org/10.1007/978-3-319-64777-7\\_5](https://doi.org/10.1007/978-3-319-64777-7_5)
- International Council for Small Business (ICSB), (2015). "Entrepreneurial Leadership at a Crossroads," ICSB World Conference Proceedings, Washington, DC, Washington-International Council for Small Business (ICSB), 1–13.
- Ireland, R. D., M. A. Hitt, and D. G. Sirmon (2003). "A Model of Strategic Entrepreneurship: The Construct and Its Dimensions," *Journal of Management Development* 29(6), 963–989.
- Ireland, R. D., J. G. Covin, and D. F. Kuratko (2009). "Conceptualizing Corporate Entrepreneurship Strategy," *Entrepreneurship Theory and Practice* 33(1), 19–46.
- Jennings, P., and G. Beaver (1997). "The Performance and Competitive Advantage of Small Firms: A Management Perspective," *International Small Business Journal* 15(2), 34–58.
- Johnson, G., R. Whittington, K. Scholes, D. Angwin and P. Regner (2014). *Exploring Strategy: Text and Case*. Hallow, UK: Pearson Education.
- Kansikas, J., A. Laakkonen, V. Sarpo, and T. Kontinen (2012). "Entrepreneurial Leadership and Familiness as Resources for Strategic Entrepreneurship," *International Journal of Entrepreneurial Behaviour & Research* 18(2), 141–158. <https://doi.org/10.1108/13552551211204193>
- Karol, R. A. (2015). "Leadership in the Context of Corporate Entrepreneurship," *Journal of Leadership Studies* 8(4), 30–34. <https://doi.org/10.1002/jls.21350>
- Kibera, L. W. (2000). "The Role of Small-scale Enterprises in Socio-economic Development and Poverty Alleviation in Kenya: A Gender Perspective," 7th Annual International Management Conference, Kampala: Makerere Business Journal Publications School, 38–48.
- Kinnie, N., J. Purcell, S. Hutchinson, M. Terry, M. Collinson, and H. Scarbrough (1999). "Employment Relations in SMEs: Market-driven or Customer-Shaped?" *Employee Relations* 21(3), 218–236.
- Kirzner, I. M. (1973). *Competition and Entrepreneurship*. Chicago, IL: University of Chicago Press.
- Kotey, B., and P. Slade (2005). "Formal Human Resource Management Practices in Small Growing Firms," *Journal of small business management* 43(1), 16–40.
- Kraus, S., and E. J. Schwarz (2007). "The Role of Pre-Start-Up Planning in New Small Business," *International Journal of Management and Enterprise Development* 4(1), 1–17.
- Kuratko, D. F. (2018). "The Challenges of Corporate Entrepreneurial Leadership," in *Research Handbook on Entrepreneurial Leadership*. Eds. R. T. Harrison and C. M. Leitch. Northampton, MA: Edward Elgar Publishing, 219–236.
- (2007). "Entrepreneurial Leadership in the 21st Century," *Journal of Leadership and Organisational Studies* 13(4), 1–11.
- (2014). *Entrepreneurship: Theory, Process, Practice*, 9th ed. Mason, OH: Cengage Publishing.
- (2017). *Entrepreneurship: Theory, Process, and Practice*. Boston, MA: Cengage Learning.
- Kuratko, D. F., and M. H. Morris (2013). *Entrepreneurship and Leadership*. Cheltenham, UK: Edward Elgar Publishing.
- Kuratko, D. F., J. S. Hornsby, and M. G. Goldsby (2004). "Sustaining Corporate Entrepreneurship: Modeling Perceived Implementation and Outcome Comparisons at Organizational and Individual Levels,"

- International Journal of Entrepreneurship and Innovation* 5(2), 77–89.
- Lall, S. (2000). Strengthening SMEs for International Competitiveness. Workshop on What Makes Your Firm Internationally Competitive? Cairo Egyptian Center for Economic Studies, March 6–8, 2000. Available at: <https://pdfs.semanticscholar.org/8e65/be07b909b0f44e6ccbb1155ee6bf7b44c03a.pdf>, accessed on 6.12.2017.
- Leitch, C. M., C. McMullan, R. T. Harrison (2013). "The Development of Entrepreneurial Leadership: The Role of Human, Social and Institutional Capital," *British Journal of Management* 24(3), 347–366.
- Leitch, C. M., and T. Volery (2017). "Entrepreneurial Leadership: Insights and Directions," *International Small Business Journal* 35(2), 147–156.
- Leitch, C. M., C. McMullan, and R. T. Harrison (2009). "Leadership Development in SMEs: An Action Learning Approach," *Action Learning: Research and Practice* 6(3), 243–263.
- Ling, Y. A. N., Z. Simsek, M. H. Lubatkin, and J. F. Veiga (2008). "Transformational Leadership's Role in Promoting Corporate Entrepreneurship: Examining the CEO-TMT Interface," *Academy of Management Journal* 51(3), 557–576.
- Lofstrom, M., T. Bates, and S. C. Parker (2014). "Why Are Some People More Likely to Become Small-Businesses Owners than Others: Entrepreneurship Entry and Industry-specific Barriers," *Journal of Business Venturing* 29(2), 232–251.
- Longenecker, J. G., J. W. Petty, L. E. Palich, and F. Hoy (2014). *Small Business Management: Launching and Growing Entrepreneurial Ventures*. Stanford, CT: Cengage Learning.
- Lord, R. G., D. J. Brown, J. L. Harvey, and R. J. Hall (2001). "Contextual Constraints on Prototype Generation and Their Multilevel Consequences for Leadership Perceptions," *The Leadership Quarterly* 12(3), 311–338.
- Lumpkin, G. T., and G. G. Dess (1996). "Clarifying the Entrepreneurial Orientation Construct and Linking It to Performance," *Academy of Management Review* 21(1), 135–172.
- Mangham, I. L., and M. S. Silver (1986). *Management Training: Context and Practice*. London: Economic and Social Science Research Council.
- Mathews, J. (2017). "Entrepreneurial Leadership: A Conceptual Examination," *IUP Journal of Entrepreneurship Development* 14(4), 31–50.
- Maxwell, G., I. Rankine, S. Bell, and A. MacVicar (2007). "The Incidence and Impact of Flexible Working Arrangements in Smaller Businesses," *Employee Relations*, 29(2), 138–161. <https://doi.org/10.1108/01425450710719987>
- Mazzarol, T., S. Reboud, and G. N. Soutar (2009). "Strategic Planning in Growth Oriented Small Firms," *International Journal of Entrepreneurial Behavior and Research* 15(4), 320–345. <https://doi.org/10.1108/13552550910967912>
- McCarthy, A. (2014). "Leading During Uncertainty and Economic Turbulence: An Investigation of Leadership Strengths and Development Needs in the Senior Irish Public Sector," *Advances in Developing Human Resources* 16(1), 54–73. <https://doi.org/10.1177/1523422313509566>
- McClelland, D. C. (1961). *The Achieving Society*. Princeton, NJ: Van Nostrand.
- Middlebrooks, A. (2015). "Introduction: Entrepreneurial Leadership Across Contexts," *Journal of Leadership Studies* 8(4), 27–30. <https://doi.org/10.1002/jls.21349>
- Mwaanga, C. (2014). "Business Development Services: An Experiment of MSMEs in Central and Lusaka Provinces in Zambia," *Management* 4(5), 103–111. <https://doi.org/10.5923/j.mm.20140405.01>
- Ng, H. S., and D. M. H. Kee (2018). "The Core Competence of Successful Owner-Managed SMEs," *Management Decision* 56(1), 252–272.
- Nicholson, N. (1998). "Personality and Entrepreneurial Leadership: A Study of the Heads of the UK's Most Successful Independent Companies," *European Management Journal* 16(5), 529–539.
- Nielsen, S. L., K. Klyver, M. R. Ewald and T. Bager (2017). *Entrepreneurship in Theory and Practice: Paradoxes in Play*. Northampton, MA: Edward Elgar Publishing.
- Northouse, P. G. (2018). *Leadership: Theory and Practice*. Thousand Oaks, CA: Sage Publications.
- Osborn, R. N., and R. Marion (2009). "Contextual Leadership, Transformational Leadership and the Performance of International Innovation Seeking Alliances," *The*

- Leadership Quarterly* 20(2009), 191–206. <https://doi.org/10.1016/j.leafqua.2009.01.010>
- Osborn, R. N., J. G. Hunt, and L. R. Jauch (2002). "Toward a Contextual Theory of Leadership," *The Leadership Quarterly* 13(6), 797–837.
- Penrose, E. T. (1959). *The Theory of the Growth of the Firm*. New York, NY: Oxford University Press.
- Quist, A. H. (2009). "A Credible Leader for Turbulent Times: Examining the Qualities Necessary for Leading into the Future," *Journal of Strategic Leadership* 2(1), 1–12.
- Reeg, C. (2013a). "Micro, Small and Medium Enterprise Upgrading in Low- and Middle-income Countries – A Literature Review," (Discussion Paper 15/ 2013), German Development Institute / Deutsches Institut für Entwicklungspolitik, Bonn.
- (2015). "Micro and Small Enterprises as Drivers for Job Creation and Decent Work," (Discussion Paper 10/ 2015), *German Development Institute / Deutsches Institut für Entwicklungspolitik*, Bonn.
- Renko, M., A. Tarabishy, A. L. Carsrud, and M. Brännback (2015). "Understanding and Measuring Entrepreneurial Leadership Style," *Journal of Small Business Management* 53(1), 54–74.
- Renko, M. (2017). "Entrepreneurial Leadership": Forthcoming in *Nature of Leadership*, 3rd ed. Eds. D. V. Day and J. Antonakis. Thousand Oaks, CA: SAGE Publications. Available at SSRN: <https://ssrn.com/abstract=2977744> (accessed June 7, 2018).
- Robinson, R. B. (1982). "The Importance of Outsiders in Small Firm Strategic Planning," *Academy of Management Journal* 25(1982), 80–93.
- Robinson, R. B., and J. A. Pearce (1984). "Research Thrusts in Small Firm Strategic Planning," *Academy of Management Review* 9(1), 128–137.
- Roxas, H. B., V. Lindsay, N. Ashill, and A. Victorio (2008). "Institutional Analysis of Strategic Choice of Micro, Small, and Medium Enterprises: Development of a Conceptual Framework," *Singapore Management Review* 30(2), 67–72.
- Saunders, M., P. Lewis, and A. Thornhill (2007). *Research Methods for Business Students*, 4th ed. Harlow: FT Prentice Hall.
- Saxena, A., and R. Jagota (2015). "Should the MSMEs Be Governed the Corporate Way?" *Indian Journal of Corporate Governance* 8(1), 54–67. <https://doi.org/10.1177/0974686215574427>
- Schumpeter, J. (1934). *Capitalism, Socialism, and Democracy*. New York, NY: Harper and Row.
- Scott, M., and R. Bruce (1987). "Five Stages of Growth in Small Business," *Long Range Planning* 20(3), 45–52.
- Shamir, B., and J. M. Howell (1999). "Organizational and Contextual Influences on the Emergence and Effectiveness of Charismatic Leadership," *The Leadership Quarterly* 10(2), 257–283.
- Shrader, C. B., C. L. Mulford, and V. L. Blackburn (1989). "Strategic and Operational Planning, Uncertainty, and Performance in Small Firms," *Journal of Small Business Management* 27(4), 45–60.
- Siddiqui, S., and S. Jan (2017). "Developing Entrepreneurial Intensity among Women Entrepreneurs of Jammu and Kashmir: Model Building through Confirmatory Factor Analysis," *Vision* 21(3), 295–304.
- Simba, A., and T. Ndlovu (2014). "The Entrepreneurial Marketing Management and Commercialization Arrangements of Born-Global Bio-Enterprises: The Case of UK Companies," *Journal of Small Business & Entrepreneurship* 27(2), 143–170.
- Sklaveniti, C. (2017). "Processes of Entrepreneurial Leadership: Co-acting Creativity and Direction in the Emergence of New SME Ventures," *International Small Business Journal* 35(2), 197–213.
- Skodvin, T., and S. Andresen (2006). "Leadership Revisited," *Global Environmental Politics* 6(3), 13–27.
- Slack, N., and M. Lewis (2008). *Operations Strategy*, 2nd ed. Essex: John Wiley and Sons, Ltd. Upper Saddle River, NJ: Financial Times Prentice Hall.
- Smallbone, D., R. Leigh, and D. North (1995). "The Characteristics and Strategies of High Growth Firms," *International Journal of Entrepreneurial Behaviour and Research* 1(3), 44–62.
- Stefanovska, L., and M. Solunecvski (2015). "Challenges and Problems in the Process of Strategic Planning in Micro, Small and Medium Enterprises," International May Conference on Strategic Management - IMKSM2015 Book of Proceedings, May 29–31, 2015, Bor, Serbia.
- Stevenson, H. H., and J. C. Jarillo (1990). "A Paradigm of Entrepreneurship:

- Entrepreneurial Management," *Strategic Management Journal*, 11, Special Issue: Corporate Entrepreneurship (Summer 1990), 17–27.
- Steyaert, C., and D. Hjorth, Eds. (2003). *New Movements in Entrepreneurship*. Cheltenham, UK: Edward Elgar Publishing.
- Stinchcombe, A. L. (1965). "Social Structures and Organizations," in *Handbook of Organizations*. Ed. James G. March. Chicago: Rand McNally, 142–193.
- Storey, D. J. (1994). *Understanding the Small Business Sector*. London: Routledge.
- Strauss, A., and J. Corbin (1998). *Basics of Qualitative Research*. Thousand Oaks, CA: SAGE Publications.
- Tarabishy, A., G. Solomon, L. W. Jr., Fernald, and M. Sashkin (2005). "The Entrepreneurial Leader's Impact on The Organization's Performance in Dynamic Markets," *Journal of Private Equity* 8(4), 20–29.
- Thornberry, N. (2006). *Lead Like an Entrepreneur: Keeping the Entrepreneurial Spirit Alive within the Corporation*. Fairfield, PA: McGraw Hill.
- Tidd, J., and J. Bessant (2014). *Strategic Innovation Management*. New York, NY: John Wiley and Sons.
- Timmons, J. A. (1978). "Characteristics and Role Demand of Entrepreneurship," *American Journal of Small Business* 3(1), 5–17.
- Timmons, J. A., and Spinelli, S., (2009). *New Venture Creation, Entrepreneurship for the 21st Century*, 8th Ed. New York, NY: McGraw-Hill Higher Education.
- UNDP. (2004). Business Development Services How to Guide. Bratislava Regional Centre United Nations Development Programme. Available at: [https://www.pintoconsulting.de/Images/pdf/10\\_business\\_dev\\_services\\_2004.pdf](https://www.pintoconsulting.de/Images/pdf/10_business_dev_services_2004.pdf) (accessed on November 15, 2017).
- USAID. (2007). *Booklet of Standardized Small and Medium Enterprise Definitions*. Available at [https://pdf.usaid.gov/pdf\\_docs/PNADM845.pdf](https://pdf.usaid.gov/pdf_docs/PNADM845.pdf) (accessed November 11, 2017).
- Vecchio, R. P. (2003). "Entrepreneurship and Leadership: Common Trends and Common Threads," *Human Resource Management Review* 13(2), 303–327.
- Watson, W., R. Pavur, D. Cooper, and J. N. L. Torres (2011). "Managerial Characteristics, Operational Observations, and Small Business Performance: A Comparison of US and Mexican Ventures," *International Journal of Intercultural Relations*. <https://doi.org/10.1016/j.ijintrel.2010.12.003>.
- Wennekers, S., and R. Thurik (1999). "Linking Entrepreneurship and Economic Growth," *Small Business Economics* 13(1), 27–55.
- Western, S. (2013). *Leadership: A Critical Context*, 2nd ed. Washington, DC: SAGE Publications.
- Wiklund, J., H. Patzelt, and D. A. Shepherd (2009). "Building an Integrative Model of Small Business Growth," *Small Business Economics* 32(4), 351–374.
- Wilkinson, A. (1999). "Employment Relations in SMEs," *Employee Relations* 21(3), 206–217.
- Wynarczyk, P., R. Watson, D. Storey, H. Short, and K. Keasey (1993). *Managerial Labour Markets in SMEs*. London: Routledge.
- Younger, P. (2004). "Using the Internet to Conduct a Literature Search," *Nursing Stand* 19(6), 45–51.
- Yukl, G. (1999). "An Evaluation of Conceptual Weaknesses in Transformational and Charismatic Leadership Theories," *Leadership Quarterly* 10(2), 285–305.
- (2012). "Effective Leadership Behaviour: What We Know and What Questions Need More Attention," *Academy of Management Perspectives* 26(4), 66–85.
- Yukl, G., and C. Chavez (2002). "Influence Tactics and Leader Effectiveness," *Leadership* 139–165.

## APPENDIX C: INTERVIEW SCHEDULE/GUIDE

### **Script before interview commences:**

- Introduction of self, role, and nature/purpose of the study
- Semi-structured guidelines
- Thank the participant for their involvement
- Brief explanation of the data capture methodology and intended analysis of the report
- Present informed consent form and provide detailed explanation of confidentiality and anonymity to participant; consent form to be signed before commencement of the interview
- Explain the transcription process of the data collected and the anonymity that is ensured through a non-disclosure agreement
- Provide details of the actual interview process; duration/completion time, benefits to the participant, style of questioning and freedom to express one's own personal perspectives and opinions
- Allow for any questions before commencement

### **Interview commencement:**

*Demographic and general information data:*

- Age
- Gender
- Industry of firm ***[leader only]***
- No of employees ***[leader only]***
- Firm lifespan (to date) ***[leader only]***

## **Semi-structured interview questions [LEADERS]**

The questions will be guided by the literature to provide further insight into the role that entrepreneurial leaders play across a variety of dynamic organisational contexts. Behaviours and insights will be probed for further comprehension and context to contribute to the overall findings of the report.

*[Note: questions may not follow the order detailed below as a means of allowing the respondent the opportunity to provide a personal account that is not influenced by the interviewer's interjections, to ensure the integrity of the interview process is maintained throughout].*

### **QUESTIONS:**

#### **1. Could you tell me about your background?**

- a. Probe:
  - i. Education
  - ii. Work experience

#### **2. What reasons do you attribute to yourself becoming an entrepreneur?**

- a. Probe:
  - i. Perceptions/attitude towards entrepreneurship
  - ii. Network and support
  - iii. Opportunity/Risk approach to work
  - iv. Previous attempts and learnings

#### **3. Who are your biggest influencers or mentors?**

- a. Probe:
  - i. Influencer's characteristics/behaviours
  - ii. Noteworthy exchanges/experiences

#### **4. What is your perspective on leadership?**

- a. Probe:
  - i. Characteristics/behaviours they demonstrated
  - ii. Personal view of what good leadership is

- iii. Your Personal style
- iv. Experience of good leadership

**5. How has the role of leadership governed your approach to running your business?**

- a. Probe:
  - i. Culture
  - ii. Noteworthy experiences (positive/negative) to the firm
  - iii. Active internal discussions regarding the impact of leadership

**6. How has your approach to doing business positively impacted the performance of your firm?**

- a. Probe:
  - i. Perceived patterns of behavioural influence [reflection now; proactive]
  - ii. Collaboration with followers/reports
  - iii. How important is communication to your business?
  - iv. Lessons in approaches to avoid
  - v. Processes that require more attention that initially perceived
  - vi. Type of individual you look to hire [traits/characteristics; how do you determine these]

**7. How has the context of the global pandemic (COVID-19) impacted your firm and how have you adapted to ensure sustainability of your firm?**

- a. Probe:
  - i. Risk management/appetite
  - ii. Adaptation requirements
  - iii. Psychological security techniques used for the benefit of employees
  - iv. General mindset to the way of doing business post-COVID-19
  - v. Fears

**8. In your opinion, what are the most important considerations for an individual wanting to start their own business?**

- a. Probe:

- i. Most important
- ii. Relevant today
- iii. Required for tomorrow
- iv. Perceived elements that will govern successful business outcomes

**9. Are there any other perspectives you would like to add/contribute that you may believe to be beneficial to this study?**

- a. Probe:
  - i. Where appropriate

**Script after interview concludes:**

- Thank the participant for their involvement in the research
- Conclude interview



## **Semi-structured interview questions [FOLLOWERS]**

The questions will be guided by the literature to provide further insight into the role that entrepreneurial leaders play across a variety of dynamic organisational contexts. Behaviours and insights will be probed for further comprehension and context to contribute to the overall findings of the report.

*[Note: questions may not follow the order detailed below as a means of allowing the respondent the opportunity to provide a personal account that is not influenced by the interviewer's interjections, to ensure the integrity of the interview process is maintained throughout].*

### **QUESTIONS:**

#### **1. Could you tell me about your background?**

- a. Probe:
  - i. Education
  - ii. Work experience

#### **2. What reasons do you attribute to joining the firm?**

- a. Probe:
  - i. Perceptions/attitude towards entrepreneurship
  - ii. Network and support
  - iii. Opportunity/Risk approach to work
  - iv. Previous attempts and learnings

#### **3. Who are your biggest influencers or mentors?**

- a. Probe:
  - i. Influencer's characteristics/behaviours
  - ii. Noteworthy exchanges/experiences

#### **4. What is your perspective on leadership?**

- a. Probe:
  - v. Characteristics/behaviours demonstrated
  - vi. Personal view of what good leadership is
  - vii. Firm's leadership style

- viii. Your own personal style
- ix. Experience of good leadership

**5. How has the role of your leaders influenced your role?**

- a. Probe:
  - i. Culture
  - ii. Noteworthy experiences (positive/negative) to the firm
  - iii. Active internal discussions regarding the impact of leadership
  - iv. Collaboration

**6. How have you been positively influenced by your leader(s) to improve your personal performance at your firm?**

- a. Probe:
  - i. Perceived patterns of behavioural influence
  - ii. Collaboration with followers/reports
  - iii. Processes that require more attention
  - iv. Type of individuals that would suit this environment

**7. How has the context of the global pandemic (COVID-19) impacted your firm and how have your leaders adapted to ensure sustainability of your firm?**

- a. Probe:
  - i. Risk management/appetite
  - ii. Adaptation requirements
  - iii. General mindset to the way of doing business post-COVID-19
  - iv. Fears

**8. In your opinion, what are the most important considerations for an individual wanting to start their own business?**

- a. Probe:
  - i. Most important
  - ii. Relevant today
  - iii. Required for tomorrow
  - iv. Perceived elements that will govern successful business outcomes

**9. Are there any other perspectives you would like to add/contribute that you may believe to be beneficial to this study?**

a. Probe:

i. Where appropriate

**Script after interview concludes:**

- Thank the participant for their involvement in the research
- Conclude interview

## APPENDIX D: INFORMED LETTER OF CONSENT

To whom it may concern,

Ryan Aitken is currently a student enrolled at the Gordon Institute of Business Science (University of Pretoria) completing his Master of Business Administration (MBA). A requirement for graduation is the completion of an original research report to be conducted in 2020. The research to be conducted herewith seeks to better understand the role that entrepreneurial leaders play within dynamic organisational contexts. The research aims to interpret insights of personal experiences from both the leaders and their followers within the context of their organisation as a means of primary data capture to further enhance and contribute to the existing field of research within the discipline of entrepreneurial leadership.

Through such exchanges, the data collected seeks to contribute to the field of entrepreneurship by highlighting the behaviours which promote successful and sustainable business practices. The interview is semi-structured in nature, promoting an unbiased account of the respondent's lived experiences, and should take approximately 60 minutes to complete. The interview will be recorded and transcribed into text format for further analysis/interpretation to be utilised for the purpose of this research report. Your participation will be noted as voluntary, as you can withdraw at any time during the interview process.

By agreeing to an interview, you are acknowledging your voluntary participation in this study. All data will be reported without identifiers to any individual/employee or firm/organisation/company. The integrity of this report will be maintained through the anonymity and confidentiality of all names collected during the data collection process.

Should you have any concerns or queries, please do not hesitate to contact Ryan Aitken or Dr Kerrin Myres (supervisor).

Participant Name and Surname:

Signature:

Date:

Researcher Name and Surname:

Signature:

Date:

**Researcher name:** Ryan Aitken

**Email:** 10469665@mygibs.co.za

**Contact number:** 083.794.0110

**Supervisor name:** Dr Kerrin Myres

**Email:** myresk@gibs.co.za

**Contact number:** 011.771.4000

## **APPENDIX E: PERSONAL NOTES ON DATA COLLECTION PROCESS**

### **Interview 1 [Mock/Pilot Interview – Leader Company 1; female; white]**

I decided to conduct a mock/pilot interview to get a better understanding of what the process may entail or evolve. What I did notice about 15min into the interview, was that my question guideline provided me with the base I needed, however, the order of questioning was redirected as I noticed the interviewee began to move into other areas of questioning do to the nature of a semi-structured interview process.

Ensuring that I was not asking leading questions, I at times would refer to the words spoken by the interviewee with the intention to further probe/explore their thoughts, opinions and perspectives on various comments.

Another noteworthy element to the process that I was able to recognise and utilise to the benefit of the data collection process, was to allow the interviewee to continue speaking until they had finished their thought process. This was dependent on the subject area, if required I would bring the conversation back to the topic where necessary. However, there were often moments where I began to believe that there was too much repetition in the answers before different perspective and thoughts would immerge at the (seemingly) last moment. This created a sense of discipline to provide the interviewee with the freedom to continue until she believed her answer was complete.

As a result of the rich data that was collected, and the preparation that went into the interview guide beforehand, the process for this mock interview went well and there were no elements that I would have altered for the purpose of this research report. Therefore, I have decided to include the interview in my overall findings as part of the leadership group, which although is a case study approach, will provide substance to the discussion of the data when consolidating. This is supported by a distinct theme that immerged which I have not found to be in the literature and one I believe may be prudent to future studies on the topic of entrepreneurial leadership.

### **Interview 2 [Leader Company 2; male; white]**

In a similar fashion, this interview started off strongly with regards to following the question guideline I would refer to. However, there were more distinct switches

between the order of questions in the interview guide, often touching on two to three separate areas of questioning that I still required further nuanced insight into. In allowing the interview to continue in its natural form, I simply had to change the way in which I presented the question, to continue investigating the perspectives I believed were not yet comprehensively answered.

Through repeating the words and phrases that the interviewee provided, I was able to ascertain further depth and insight into their perspectives which added considerable richness to the data collected.

At times, my attention to certain words or phrases seemed to be of a repetitive nature for the interviewee, which I picked up on through his facial expressions on the screen. However, with correct timing for various additional insight exploration I could see the interviewee became, once again, engaged in the conversation.

### **Interview 3 [Report Company 2; male; white]**

A slight change in the question guide required additional preparation to ensure the merit in the question guide was in line with the purpose of the research.

The interviewee answered questions initially at a very superficial level, often not going too deeply into his answers. What I picked up on, as not being the leader of a organisation, is the lack in experience or understanding of the fundamentals of leadership. He spoke to a few items that are relevant and important, but he was hesitant to go too deep in certain areas, which again I believe to be a lack in fundamental understanding of leadership.

### **Interview 4 [Report Company 2; male; black]**

A lengthy interview, that ran 20 minutes over the allocated time slot, but a rich and insightful interview. Clear from the outset, was the fundamental comprehension of entrepreneurial leadership. The extra time was warranted as it provided a different element to the previous interviewees in terms of personal background and his path to this point in his career.

Rich and deep insight was provided about the leaders that I had not received in the previous interview, all aimed at wanting to provide information that would enhance the research process, which made for a great conversation.

The process and flow of the discussion, up until this point, was the most insightful and rich with regards to data collection for the purpose of this research report.

**Interview 5 [Report Company 2; male; white]**

This interview did not contribute at a similar level in terms of maturity or understanding of what a corporate/business requires.

The candidate had been employed for the qualifying amount of time at the company, however, due to his overall lack of work experience, many references were made to sporting teams rather than his professional experiences. He did however, touch on some important points that are relevant to the research.

*Interviews 3-5 were done 30 min apart from one another, on the same day. This allowed me to gain momentum which enhanced my timing and line of questioning.*

**Interview 6 [Leader Company 3; female; white]**

The engagement was intriguing and thought-provoking throughout. Due to the experience of the leader, her professional career carries a vast array of experience which built a foundation for the interview to be enriching to the line of questions from the interview guide.

An additional contribution that I had not yet been introduced to as yet, was the importance placed upon the way in which she governs her businesses, as there distinct values and mantras that are followed in her daily professional career that was a strong element to the discussion. Still relevant to the topic, but in such a way that additional areas worth exploring may stem from the conversation and hopefully provide a plausible area for future research to be conducted.

**Interview 7 [Report Company 3; female; white]**

A very insightful engagement into the organisation itself and the role that she plays as part of one of the earlier members to be brought into the organisation. A deep understanding and comprehension of the subject matter was apparent, which allowed for a fluidity that enriched the data collected during this interview.

A noteworthy difference in the theme of answers provided to me, was the insistence to firstly speak about her leader(s), and then often refer to herself and the interaction she has with her reports. The value here is being able to connect her opinion to her leader's characteristics and behaviours, that have been clearly transferred to her in the way she conducts herself. Which is a principle example of what the literature describes entrepreneurial leadership to be.

#### **Interview 8 [Report Company 3; female; white]**

This process naturally took the direction of what entrepreneurship meant to the interviewee, how her experiences and influences have shaped her career in terms of perception and want to pursue a similar space. I therefore decided to allow more of that to be brought out, to establish a foundation from where I could either refer back to specific statements she mentioned or examples she provided to use as a means for comparison to the company and her leaders.

She did join the company in CPT and has subsequently moved back to Europe where she is originally from. Her differences in upbringing and culture to that of South Africa, painted for a unique perspective that may have not otherwise been considered. Furthermore, it also highlighted areas of adaption needed across diverse backgrounds that has not come through on many occasions up until this point in the data collection process.

I have noticed that my question guide is probably geared for a minimum of 50 minutes, with the need to often try cut things at 70-75 minutes. Without the formalities, it should take approximately 55-60 minutes to complete.

Another noteworthy mention, is my ability to jump back and forth between ideas has improved, whereby I am still able to collect data from all the questions in the question guide, without having to worry which direction the conversation naturally takes.

#### **Interview 9 [Report Company 3; female; white]**

It was rather apparent that the interviewee was interested in the topic from the outset, described as passionate in my opinion. I decided from the interaction during the first question, that I would allow her to speak freely for the purpose of gaining additional insight through her experiences.



The conversation went back and forth between topics, but this was largely due to the way in which the interviewee processes and manages her thoughts. To ensure the conversation maintained its fluidity, I listened intently and would repeat phrases or words used by the interviewee (verbatim), for the purpose of allowing her to continue down each topic at her own speed and methodology. Through repeating back to her what had previously been said, I was able to tap deeper into her perspectives and opinions without losing the flow of the dialogue. I have definitely begun appreciate the skill involved in the process, and as a result, I believe my ability to have a conversation whilst touching on important points that are related to my research report is improving substantially.

Unfortunately, there was a break in the interview process after about 50 minutes. The interviewee had to step out and attend to a personal matter, therefore the interview continued a few hours later in the day. This contributed to the interview's duration being extended quite considerably to approximately 90 minutes. It took about five minutes initially to get the flow back to where it had been before, but from this point onwards it was once again rich content. The additional duration I was aware of but allowed for as previously mentioned, the interviewee is passionate about the topic matter and therefore I found it prudent to allow her the space to move through each question at her own pace. A skill worth enhancing as I have noticed how much more important information is provided when an individual is given the chance to speak in their own personal style and manner.

Another new construct was introduced into the research report namely, 'Lifestyle Creation'. Something worth potentially mentioning as suggestion to future research developed out of entrepreneurial leadership.

#### **Interview 10 [Leader Company 4; female; black]**

Unfortunately, this individual insisted on meeting in person in a public space, rather than over a Zoom call. This has been the only interview conducted outside of the standardised data collection process for this research report in that of Zoom call recordings. As a result, the backup device was able to pick up a clearer audible recording, which aptly demonstrated the need for multiple devices to be used when recording.

Another unfortunate element to this interview, was that the subject chose to eat during the interview. This not only made it difficult at times to have a conversation, but it also appeared that she was, at times, more interested in eating than elaborating on her answers. This did require me to probe much more than I have had to do otherwise during the collection of the data for this research report. As a result, I did not believe the data was as rich as it could've been, and therefore the interview recorded as the shortest thus far.

One positive for the purpose of the report, is it appeared that whilst she shared some of the common constructs that are associated to running a business that derive from the literature as well as many common items expressed by others in this interview process thus far. There were many comments made that alluded to her not being that skilled in managing people as well as the period being difficult financially for the business. It will be advantageous to connect her reports and get their opinions in the understanding of her short-comings and which direction the business ought to have taken during the difficult times, especially from a position of leadership.

#### **Interview 11 [Report Company 4; female; black]**

A highly informative discussion that took some time to get into. I could sense there was a slight bit of apprehension in what might be relayed back to her leader despite the reassurance given to her. It must be sympathised that she was asked if she was willing to be interviewed only two days prior to our conversation. Having said that, she was willing and able to adjust her schedule to accommodate my study which was very kind of her.

The conversation flowed nicely, a lot of passionate remarks were made, and I could tell she enjoyed reflecting on her career's past until present throughout the conversation. After a few hesitations, she opened up and the conversation took flight. Passionate about the space, clear drive with some hesitation in her own abilities at times it seemed, which made for a great interview and conversation, in that it provided deeper contextual meaning for her decision to be in that environment in order to learn and improve herself.

What I realised was the further development in my interviewing skills and the process itself. I was able to put additional emphasise on probing in such a manner that built trust without having to force her hand. I no longer needed to read the questions at all, I looked and one word which prompted my further probing.

#### **Interview 12 [Report Company 4; male; black]**

I thoroughly enjoyed this interview. The gentleman was engaging and very interested in the topic from the outset. At first I couldn't quite gauge him. His son was making a noise in the background and his phoned notifications distracted him in the initial two or three minutes, but once he understand a bit more about the interview and the motivation behind it, he latched on.

What was super interesting about this participant in particular, is his motivation for joining the firm was exactly for the reasons which emerged from the literature. He wanted to better understand what other leaders were doing, so that he could improve himself. This is particularly significant given his background and journey up until this point. He himself is a serial entrepreneur, having successfully run small profitable business from an array of industries. His story is one motivated by hardship, yet his tenacity is something to be admired.

His dedication to learning and seeking opportunities to learn made for an enriched interview. In many ways I let him take over and just speak, because he touched on so many elements and then some. At the end of the interview, he was so intrigued, before I could indicate that out of curtesy, I would send him a copy of the interview if interested, he had already requested that I do. He is what this construct speaks to in a nutshell.

#### **Interview 13 [Report Company 4; female; black]**

The shortest interview of them all, the participant was not all that eager to engage. This was largely due to the fact that she decided to participate in the interview process from the 'comfort' of her car at midday. Because of this, she was restless because of the heat and at times seemed distracted. She did not engage further than she had to, unlike the majority of the other candidates, which added little to no substance to the process as a whole. Having said that, saturation had already been

met on the themes that which were drawn, the difference in opinion between her and her leader was the only element potential effected by this.

## APPENDIX F: CODE BOOK

Codes	Grounded	Code Groups	Themes
Behaviours: Accountable	32	Accountable	<i>Accountability</i>
Behaviours: Accountability	6	Accountable	<i>Accountability</i>
Behaviours: Assertiveness	2	Leading	<i>Accountability</i>
Behaviours: Avoid conflict	2	Accountable	<i>Accountability</i>
Behaviours: Being a role model	6	Leading	<i>Accountability</i>
Behaviours: Being Proactive	3	Accountable	<i>Accountability</i>
Behaviours: Commitment	3	Commitment	<i>Accountability</i>
Behaviours: Committed	22	Commitment	<i>Accountability</i>
Behaviours: Completing projects	3	Accountable	<i>Accountability</i>
Behaviours: Consistency	5	Accountable	<i>Accountability</i>
Behaviours: Ambiguous Decision Making	2	Accountable	<i>Accountability</i>
Behaviours: Getting things done	7	Accountable	<i>Accountability</i>
Behaviours: Idealistic Leadership	1	Leading	<i>Accountability</i>
Behaviours: leading from the front	23	Leading	<i>Accountability</i>
Behaviours: Reliability	3	Accountable	<i>Accountability</i>
Behaviours: Reliable	2	Accountable	<i>Accountability</i>
Behaviours: Setting an example	29	Leading	<i>Accountability</i>
Behaviours: Setting the pace	9	Leading	<i>Accountability</i>
Behaviours: Taking initiative	3	Leading	<i>Accountability</i>
Behaviours: Taking ownership of outcomes	6	Accountable	<i>Accountability</i>
Behaviours: Taking Responsibility	9	Accountable	<i>Accountability</i>
<b>TOTAL</b>	<b>178</b>		
Background: Alternative Opportunities	1	Adaptability	<i>Agility</i>
Behaviours: Adaptability	29	Adaptability	<i>Agility</i>
Behaviours: Creativity	14	Creativity	<i>Agility</i>
Behaviours: Creativity encouragement	4	Creativity	<i>Agility</i>
Behaviours: Curious inclination	9	Creativity	<i>Agility</i>
Behaviours: Entrepreneurial/Desire to Create	19	Creativity	<i>Agility</i>
Behaviours: Exploiting Opportunities	20	Adaptability	<i>Agility</i>
Behaviours: Not Adapting	5	Adaptability	<i>Agility</i>
Behaviours: Seeking Opportunity	20	Adaptability	<i>Agility</i>
Behaviours: Solution focused	4	Adaptability	<i>Agility</i>
<b>TOTAL</b>	<b>125</b>		

Behaviours: Authentic	55	Authentic	<i>Authenticity</i>
Behaviours: Authenticity	4	Authentic	<i>Authenticity</i>
Behaviours: Compassion	1	Compassion	<i>Authenticity</i>
Behaviours: Compassionate	16	Compassion	<i>Authenticity</i>
Behaviours: Empathetic	48	Empathy	<i>Authenticity</i>
Behaviours: Empathy	7	Empathy	<i>Authenticity</i>
Behaviours: Establishing emotional connections	7	Empathy	<i>Authenticity</i>
Behaviours: Honest	18	Integrity	<i>Authenticity</i>
Behaviours: Honesty	1	Integrity	<i>Authenticity</i>
Behaviours: Humble	5	Authentic	<i>Authenticity</i>
Behaviours: Impatience	2	Compassion	<i>Authenticity</i>
Behaviours: Integrity	15	Integrity	<i>Authenticity</i>
Behaviours: Interpersonal skills	2	Empathy	<i>Authenticity</i>
Behaviours: Keeping promises	1	Integrity	<i>Authenticity</i>
Behaviours: Kindness	1	Benevolence	<i>Authenticity</i>
Behaviours: Loyalty	3	Integrity	<i>Authenticity</i>
Behaviours: Nurturing others	1	Benevolence	<i>Authenticity</i>
Behaviours: Respect	6	Respect	<i>Authenticity</i>
Behaviours: Respectful	16	Respect	<i>Authenticity</i>
Behaviours: Sincerity	2	Authentic	<i>Authenticity</i>
Behaviours: Vulnerable	2	Vulnerability	<i>Authenticity</i>
Behaviours: Willingness/ability to let go	31	Vulnerability	<i>Authenticity</i>

**TOTAL      244**

Behaviours: Ability to work with others	5	Cooperation	<i>Collaboration</i>
Behaviours: Being approachable	9	Cooperation	<i>Collaboration</i>
Behaviours: Collaboration with others	34	Cooperation	<i>Collaboration</i>
Behaviours: Collective success	38	Collectivism	<i>Collaboration</i>
Behaviours: Collectivism/Partnering	45	Collectivism	<i>Collaboration</i>
Behaviours: Common Practices	6	Process-orientated	<i>Collaboration</i>
Behaviours: Empowerment of others	52	Empowerment	<i>Collaboration</i>
Behaviours: Encouraging a shared vision	5	Collectivism	<i>Collaboration</i>
Behaviours: Encouraging peer development	14	Empowerment	<i>Collaboration</i>
Behaviours: Humanitarian outlook	18	Collectivism	<i>Collaboration</i>
Behaviours: Micromanage	2	Trust	<i>Collaboration</i>
Behaviours: Networking	8	Cooperation	<i>Collaboration</i>

Behaviours: Provide freedom and flexibility	10	Trust	<i>Collaboration</i>
Behaviours: Routines	3	Process-orientated	<i>Collaboration</i>
Behaviours: Sharing common goals	1	Collectivism	<i>Collaboration</i>
Behaviours: Socialising	2	Cooperation	<i>Collaboration</i>
Behaviours: Supporting others	10	Collectivism	<i>Collaboration</i>
Behaviours: Team interactions	2	Cooperation	<i>Collaboration</i>
Behaviours: Team player	2	Cooperation	<i>Collaboration</i>
Behaviours: Time management	1	Process-orientated	<i>Collaboration</i>
Behaviours: Trust	7	Trust	<i>Collaboration</i>
Behaviours: Trusting	33	Trust	<i>Collaboration</i>

**TOTAL 307**

Behaviours: Ability to speak up	1	Frequent Interactions	<i>Communication</i>
Behaviours: Communicator	21	Frequent Interactions	<i>Communication</i>
Behaviours: Effective public speaking	3	Frequent Interactions	<i>Communication</i>
Behaviours: Nonverbal communication	1	Frequent Interactions	<i>Communication</i>
Behaviours: One on one time	1	Frequent Interactions	<i>Communication</i>
Behaviours: Outspokenness	1	Frequent Interactions	<i>Communication</i>
Behaviours: Active Listening	2	Attentive	<i>Communication</i>
Behaviours: Actively Listening	2	Attentive	<i>Communication</i>
Behaviours: Addressing issues	2	Conflict	<i>Communication</i>
Behaviours: Attention to detail	3	Attentive	<i>Communication</i>
Behaviours: Avoiding conflict	1	Conflict	<i>Communication</i>
Behaviours: Being present in the moment	1	Attentive	<i>Communication</i>
Behaviours: Celebrating successes	4	Recognition	<i>Communication</i>
Behaviours: Communicating criticism	1	Conflict	<i>Communication</i>
Behaviours: traditional mindset	13	Rigid	<i>Communication</i>
Behaviours: Confrontation	1	Conflict	<i>Communication</i>
Behaviours: Confusion	4	Conflict	<i>Communication</i>
Behaviours: Transparency in communication	15	Frequent Interactions	<i>Communication</i>
Behaviours: Dealing with conflict	4	Conflict	<i>Communication</i>

Behaviours: Feedback	5	Feedback	<i>Communication</i>
Behaviours: Giving Advice	1	Feedback	<i>Communication</i>
Behaviours: Incentivising others	1	Rewards	<i>Communication</i>
Behaviours: Observant	10	Attentive	<i>Communication</i>
Behaviours: Paying attention	2	Attentive	<i>Communication</i>
Behaviours: Receiving Advice	1	Feedback	<i>Communication</i>
Behaviours: Rewarding others	2	Rewards	<i>Communication</i>
Behaviours: Showing appreciation	6	Recognition	<i>Communication</i>

**TOTAL      109**

Behaviours: Arrogance	3	Confidence	<i>Confidence</i>
Behaviours: Confidence	4	Confidence	<i>Confidence</i>
Behaviours: Confident	12	Confidence	<i>Confidence</i>
Behaviours: Destroying confidence	9	Confidence	<i>Confidence</i>
Behaviours: Emotional control	6	Stoic	<i>Confidence</i>
Behaviours: Ignoring opinions and contributions	9	Individualism	<i>Confidence</i>
Behaviours: Inauthentic leadership	4	Individualism	<i>Confidence</i>
Behaviours: Individual goals over group	12	Individualism	<i>Confidence</i>
Behaviours: Individualistic	17	Individualism	<i>Confidence</i>
Behaviours: In-group/out-group	2	Individualism	<i>Confidence</i>
Behaviours: lack of empathy	15	Individualism	<i>Confidence</i>
Behaviours: Manipulative	2	Individualism	<i>Confidence</i>
Behaviours: Optimism	19	Optimism	<i>Confidence</i>
Behaviours: Optimistic attitude	3	Optimism	<i>Confidence</i>
Behaviours: Overconfidence	1	Confidence	<i>Confidence</i>
Behaviours: Pessimistic attitudes	4	Optimism	<i>Confidence</i>
Behaviours: Positive reinforcement	5	Optimism	<i>Confidence</i>
Behaviours: Risk Appetite	24	Risk	<i>Confidence</i>
Behaviours: Self-confidence	10	Confidence	<i>Confidence</i>
Behaviours: Setting high standards	17	Confidence	<i>Confidence</i>
Behaviours: Taking Risk	5	Risk	<i>Confidence</i>
Behaviours: Unapproachable	4	Individualism	<i>Confidence</i>
Behaviours: Unethical	1	Individualism	<i>Confidence</i>
Behaviours: Willingness to Fail	8	Risk	<i>Confidence</i>

**TOTAL      196**

Behaviours: Admission of limitations	3	Introspection	<i>Development</i>
Behaviours: Admission of uncertainty	1	Introspection	<i>Development</i>
Behaviours: Continuous improvement	15	Development	<i>Development</i>



Behaviours: Critical thinking	1	Introspection	<i>Development</i>
Behaviours: Introspective Reflection	3	Introspection	<i>Development</i>
Behaviours: Learning from mistakes	5	Development	<i>Development</i>
Behaviours: Reviewing mistakes/failures	1	Introspection	<i>Development</i>
Behaviours: Seeking alternative perspectives	14	Development	<i>Development</i>
Behaviours: Self-awareness	21	Introspection	<i>Development</i>
Behaviours: Self-improvement areas	10	Introspection	<i>Development</i>
Behaviours: Self-reliance	4	Introspection	<i>Development</i>
Behaviours: Willingness to improve	38	Development	<i>Development</i>
Behaviours: Willingness to Learn	9	Development	<i>Development</i>
Behaviours: Willingness to teach/train/support	30	Development	<i>Development</i>
Company: Employee Development	2	Development	<i>Development</i>

**TOTAL 157**

Behaviours: Ability to remain resolute	5	Resilience	<i>Grit</i>
Behaviours: Accepting setbacks	4	Resilience	<i>Grit</i>
Behaviours: Being prepared	2	Work Output	<i>Grit</i>
Behaviours: Desire to succeed	49	Determination	<i>Grit</i>
Behaviours: Determination	16	Determination	<i>Grit</i>
Behaviours: Grit and determination	5	Determination	<i>Grit</i>
Behaviours: Industrious	37	Work Output	<i>Grit</i>
Behaviours: Overcoming adversity	7	Resilience	<i>Grit</i>
Behaviours: Productivity	4	Work Output	<i>Grit</i>
Behaviours: Resilience to failure	46	Resilience	<i>Grit</i>
Behaviours: Self-discipline	1	Determination	<i>Grit</i>
Behaviours: Tenacious	18	Tenacity	<i>Grit</i>
Behaviours: Work ethic	3	Work Output	<i>Grit</i>

**TOTAL 197**

Background: Career Choices	2	Financial Priority	<i>Purpose</i>
Behaviours: Alignment to beliefs	20	Belief Alignment	<i>Purpose</i>
Behaviours: Alignment to purpose	22	Belief Alignment	<i>Purpose</i>
Behaviours: Ambitious	28	Ambition	<i>Purpose</i>
Behaviours: Attach purpose to work	10	Belief Alignment	<i>Purpose</i>
Behaviours: Being focused	1	Goal-orientated	<i>Purpose</i>
Behaviours: Bigger picture focused	6	Belief Alignment	<i>Purpose</i>
Behaviours: Clear vision	32	Goal-orientated	<i>Purpose</i>
Behaviours: Financial priority	8	Financial Priority	<i>Purpose</i>

Behaviours: Future focused	18	Futuristic	<i>Purpose</i>
Behaviours: Goal-orientated	2	Goal-orientated	<i>Purpose</i>
Behaviours: Long-term view	10	Futuristic	<i>Purpose</i>
Behaviours: Long-term Vision	4	Futuristic	<i>Purpose</i>
Behaviours: Open-mindedness	17	Futuristic	<i>Purpose</i>
Behaviours: Overly Ambitious	1	Ambition	<i>Purpose</i>
Behaviours: Passionate	16	Passion	<i>Purpose</i>
Behaviours: Problem focused	4	Goal-orientated	<i>Purpose</i>
Behaviours: Progressive mindset	25	Futuristic	<i>Purpose</i>
Behaviours: Purpose-driven	47	Belief Alignment	<i>Purpose</i>
Behaviours: Results driven	7	Goal-orientated	<i>Purpose</i>
Behaviours: Seeking Purpose	5	Belief Alignment	<i>Purpose</i>
Behaviours: Setting clear expectations	19	Goal-orientated	<i>Purpose</i>
Behaviours: Strategically focused	5	Goal-orientated	<i>Purpose</i>

**TOTAL 309**

<b>GRAND TOTAL</b>			
<b>177</b>	<b>1822</b>	<b>42</b>	<b>9</b>

## APPENDIX G: ETHICAL CLEARANCE

### GIBS ETHICAL CLEARANCE APPLICATION FORM 2020

#### RESEARCH PROJECT INFORMATION

NAME:	Ryan Aitken
STUDENT NUMBER:	10469665
PHONE NUMBER:	
E-MAIL ADDRESS:	10469665@mygibs.co.za
PROPOSED TITLE OF STUDY:	Leadership Attributes displayed by Successful South African Entrepreneurs.
RESEARCH SUPERVISOR:	Kerrin Myres
E-MAIL OF SUPERVISOR:	myresk@gibs.co.za

The purpose of this Research Ethics process is to ensure that all research conducted under the auspices of GIBS is done so in an ethical manner, in accordance with the University's policy and in such a way that **the rights of all stakeholders** associated with the research are protected.

In order for the GIBS Research Ethics Committee to assess your application, you are required to submit a **description of your Research Methodology** that must contain sufficient detail to ensure that the required steps have been taken to achieve this purpose, in the research design, data collection, analysis and storage of data used in the conduct of this research.

**Please indicate the nature of the output your research is aimed at producing (mark one box only):**

- PGDip Applied Business Project
- MBA/MPhil Research Report
- MBA Project Publish Article
- MBA Teaching Case Study
- MBA Entrepreneurship Stream Portfolio
- MBA Consulting Stream Portfolio
- GIBS Faculty/Research Associate/Staff member or others undertaking research under the GIBS affiliation

**GIBS Ethics Policy distinguishes between FOUR main types of data and THREE main types of methodology. Please complete the table for ALL the data types that you plan to use. Note that all applications must be accompanied by a description of the methodology to be used in the study. Initial all sections that apply to your research**

## GIBS ETHICAL CLEARANCE APPLICATION FORM 2020

Section of form and type of data or methodology	Attachments – including methodology chapter (please mark that they are included)
<b>A</b> Pre-existing personal records of human subjects, e.g. performance reviews	<input type="checkbox"/> Methodology section of proposal <input type="checkbox"/> Description of the nature of the records to be used <input type="checkbox"/> Permission letter from appropriately authorised person in the organisation to use the data
<b>B</b> New data solicited from human subjects, e.g. through interviews or surveys	<input checked="" type="checkbox"/> Methodology section of proposal <input checked="" type="checkbox"/> informed consent statement (separate for qualitative data collection; as part of survey questionnaire for quantitative data collection) <input checked="" type="checkbox"/> Interview guide / survey questionnaire / pre-existing proprietary test instrument / description of intervention <input checked="" type="checkbox"/> IF pre-existing proprietary test instrument, letter of permission from the owner/copyright holder (e.g. the MBTI)
<b>C</b> Public non-human data, e.g. World Bank or other databases (no letter needed)	<input type="checkbox"/> Methodology section of proposal <input type="checkbox"/> Explanation of the nature of the data, how you will source it and how you will use it
<b>D</b> Private Organisation-specific non-human data, e.g. financial statements, marketing or safety records	<input type="checkbox"/> Methodology section of proposal <input type="checkbox"/> Explanation of the nature of the data, how you will source it and how you will use it <input type="checkbox"/> Permission letter from the owner/organisation to use the data
<b>E</b> Indicate which methodology you will be using. Choose one only	<input checked="" type="checkbox"/> Qualitative <input type="checkbox"/> Quantitative <input type="checkbox"/> Mixed methods

# GIBS ETHICAL CLEARANCE APPLICATION FORM 2020

## SECTION A. PRE-EXISTING PERSONAL RECORDS OF HUMAN SUBJECTS

1. Specify the nature of records and how they will be used
  2. Confirm that permission has been obtained from an appropriately authorised person to study and report on these records.  
*Remember to attach permission letter(s).*  
 I confirm
  3. Provide the name and job title of the person in the organisation who has authorised the use of the records.  
Name: \_\_\_\_\_ Job Title: \_\_\_\_\_
  4. In the event that individual data is to be reported, how will anonymity be assured?  
*Mark all that apply – ensure this is included in your methodology chapter.*  
 No names will be requested  
 No names will be reported  
 Data will be stored without identifiers  
 Only aggregated information will be provided  
 Other. Please specify \_\_\_\_\_
- 

## SECTION B. NEW DATA OBTAINED FROM HUMAN SUBJECTS

5. Does the nature of your research require you to collect data from respondents who constitute a 'vulnerable population' (defined as those who are particularly susceptible to coercion or undue influence or who have difficulty giving free and informed consent to being the subjects of research)  
 No  
 Yes.  
IF yes, explain the nature of the population and what measures will be put in place done to reduce or minimise this vulnerability. Ensure this is included in your methodology chapter.
6. Please confirm that no incentive is to be offered to respondents to participate in the study.  
 I confirm
7. Mark the applicable box(es) to identify the proposed procedure(s) to be carried out to obtain data.  
 Interview guide Attach if applicable  
 Survey questionnaire Attach if applicable  
 Pre-existing proprietary test instrument, e.g. MBTI Attach if applicable  
IF a pre-existing proprietary test instrument is used, confirm that permission has been obtained to use it.  
 I confirm  
Remember to attach permission letter(s) to use proprietary test instrument/s from an appropriately authorised person.

## GIBS ETHICAL CLEARANCE APPLICATION FORM 2020

• Intervention, e.g. training or experiment Describe in full in methodology chapter

8. Confirm that the data gathering is accompanied by a consent statement.

I confirm

9. Where is the consent statement found?

As part of the survey questionnaire, if quantitative data collection, in the introduction section of the questionnaire.

As a separate document, if qualitative data collection, remember to attach.

10. Is there a risk that the respondents may not fully understand the nature of the study, or instructions or questions, or their rights as a result of language barriers between themselves and the researcher?

No, there is not a risk

Yes, there is a risk.  
IF yes, how will the subjects' full comprehension of the content of the research, including giving consent, be ensured? Please specify, and include in methodology chapter

11. Do any respondents risk possible harm or disadvantage (e.g. financial, legal, reputational or social) by participating in the research?

No

Yes.  
IF yes, explain what types of risk and what is done to minimise and mitigate those risks and include in methodology chapter.

12. Are there any aspects of the research about which subjects are not to be informed?

No

Yes.  
IF yes, explain why, and how subjects will be debriefed, and include in methodology chapter.

13. Will the audio or video recorded data be transcribed and/or translated by an independent transcriber and/or translator?

No

Yes.  
If yes, confirm that the transcriber and/or translator will be required to sign a non-disclosure agreement to protect the respondent's confidentiality, and include in methodology chapter

I confirm. Remember to attach a pro-forma non-disclosure agreement

14. How will **confidentiality** (when the identity of the respondent is known to the researcher e.g. when data collection is via interviews) and/or **anonymity** (when the identity of the interviewer is not known to the researcher e.g. when data collection is via surveys) of the respondents and their data be assured? Include in methodology chapter

No names will be requested, relevant when the identity of the respondent is not known to the researcher

No names of individuals or organisations will be reported, relevant when the identity of the respondent is known to the researcher

## GIBS ETHICAL CLEARANCE APPLICATION FORM 2020

- Only aggregated information will be reported
- Data will be stored without identifiers
- Other. Please specify

15. Is the topic of your research and the nature of the interview or survey questions about one or more particular organisations or to be conducted within one or more particular organisations?

- No
- Yes. If yes, confirm that appropriately authorised person/s have provided written permission for you to conduct this research
- I confirm. Remember to attach signed permission letter/s

### **SECTION C. PUBLIC NON-HUMAN DATA**

16. Specify the nature of records to be used: Explain how they will be selected, where the data will be sourced and how the data will be used, and include in methodology chapter:

17. Confirm that this pre-existing non-human data is in the public domain, is legally accessible and is free of any copyright.

- I confirm

# GIBS ETHICAL CLEARANCE APPLICATION FORM 2020

## SECTION D. PRIVATE ORGANISATION-SPECIFIC NON-HUMAN DATA

18. Specify the nature of records (e.g. financial reports, marketing reports or safety records) and how they will be used.

19. Confirm that permission has been obtained to study and report on these records.

I confirm. Remember to attach permission letter(s).

20. Provide the name and job title of the person in the organisation who has authorised the use of the records.

Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

21. Do companies risk possible harm or disadvantage (e.g. financial, legal, reputational or social) by participating in the research?

No

Yes. Explain what types of risk and what is done to minimise and mitigate those risks. Include explanation in methodology chapter

22. How will **confidentiality** (when the identity of the respondent is known to the researcher e.g. when data collection is via interviews) and/or **anonymity** (when the identity of the interviewer is not known to the researcher e.g. when data collection is via surveys) of the respondents and their data be assured? Include in methodology chapter

No names will be requested, relevant when the identity of the respondent is not known to the researcher

No names of individuals or organisations will be reported, relevant when the identity of the respondent is known to the researcher

• Only aggregated information will be reported

• Data will be stored without identifiers

Other. Please specify



# GIBS ETHICAL CLEARANCE APPLICATION FORM 2020

**ALL APPLICANTS MUST COMPLETE SECTIONS E AND F**

## **E. CONFIDENTIALITY OF RESEARCH REPORT SUBMITTED FOR EXAMINATION OR PUBLICATION**

23. Please select the relevant option relating to the confidentiality of the research report you will submit for examination:

- Free access, i.e. report not embargoed
- No access for a period of two years after research report is submitted for examination  
Note that in exceptional circumstances, GIBS, being the copyright holder of the published research, may consent to an embargo of the report submitted for examination for a period of no more than two years. If you wish to apply for such an embargo, please provide reasons for this in a separate attachment.
- No access under any circumstance for an undetermined period.  
A letter of permission from the Vice- principal: Research and Postgraduate Studies at the University of Pretoria must be obtained prior to making this application – and attached to this application for ethical clearance.

## **F. DATA STORAGE AND DISSEMINATION OF RESEARCH REPORT SUBMITTED FOR EXAMINATION**

24. Please confirm that you will use appropriate methods to ensure your data is safely stored in an accessible format for a minimum period of 10 years

- I confirm

25. Confirm that the details of your data storage method are set out in your attached methodology chapter

- I confirm

26. It is a goal of GIBS to make research available as broadly as possible. Mark the boxes below for the medium/media in which you do NOT wish results to be made available.

- | <b>Academic dissemination</b>               | <b>Popular dissemination</b>         |
|---|--------------------------------------|
| <input type="checkbox"/> Research report    | <input type="checkbox"/> TV          |
| <input type="checkbox"/> Scientific article | <input type="checkbox"/> Radio       |
| <input type="checkbox"/> Conference paper   | <input type="checkbox"/> Lay article |
| <input type="checkbox"/> Book               | <input type="checkbox"/> Podcast     |
|   | <input type="checkbox"/> Book        |

Provide reasons for any limitation on publication marked above

27. Confirm that the consent obtained is aligned with the extent of dissemination. For example, consent if you are planning to use the research to launch a consulting career will be more comprehensive than in the case of research that is intended only for a scientific audience.

- I confirm

28. IF you wish to describe any other information which may be of value to the committee in reviewing your application

- No
- Yes. Provide details in a separate sheet attached to this application

# GIBS ETHICAL CLEARANCE APPLICATION FORM 2020

## G. APPROVALS FOR/OFF THIS APPLICATION

When the applicant is a student of GIBS, the applicant must please ensure that the supervisor and co-supervisor (where relevant) has signed the form before submission

### STUDENT RESEARCHER/APPLICANT:

29. I affirm that all relevant information has been provided in this form and its attachments and that all statements made are correct.

Student Researcher's Name in capital letters:	RYAN AITKEN
Date:	26 Jul 2020
Supervisor Name in capital letters:	KERRIN MYRES
Date:	26 Jul 2020
Co-supervisor Name in capital letters:	
Date:	26 Jul 2020

**Note:** GIBS shall do everything in its power to protect the personal information supplied herein, in accordance to its company privacy policies as well the Protection of Personal Information Act, 2013. Access to all of the above provided personal information is restricted, only employees who need the information to perform a specific job are granted access to this information.

### FOR DOCTORAL AND FACULTY/RESEARCH ASSOCIATE/STAFF MEMBER RESEARCH ONLY

Approved

#### REC comments:

Goodluck with the research.

Date: 27 Jul 2020

## APPENDIX H: CONFIDENTIAL AND NON-DISCLOSURE AGREEMENTS

### **CONFIDENTIALITY AND NON- DISCLOSURE AGREEMENT BY AND BETWEEN**

Top Transcriptions ("THE RECIPIENT")

Registration Number: CK 2008/230998/23

And

"Ryan Aitken"  
("THE DISCLOSING PARTY")

### **Definitions**

1. For the purposes of this agreement:
  - 1.1. "Top Transcriptions" means the company and operations of Top Transcriptions.
  - 1.2. "Transaction" means the provision of services to , by **the recipient**.
  - 1.3. "Relevant Information" means:
    - 1.3.1. all information (whether oral, written or in any other form) relating to "Ryan Aitken" and the Transaction which is supplied to **the recipient** or to **the recipient's** agents or to which these agents are allowed access or of which **the recipient** or **the recipient's** agents become aware of in the course of meetings or discussions with "Ryan Aitken".
    - 1.3.2. all information regarding the existence, nature or progress of any approach, negotiations or discussions relating to the Transaction; and
    - 1.3.3. in each case includes documents and information prepared or generated by **the recipient** or **the recipient's** agents from such information.

### **Terms of the confidentiality**

2. All Relevant Information shall be kept strictly confidential and **the recipient** shall not disclose in whole or in part any Relevant Information to any person other than:
  - 2.1. those persons as are or are likely to be directly involved in the Transaction and who reasonably need to know the Relevant Information for the purposes of evaluating or negotiating the Transaction; and
  - 2.2. those professional advisers engaged to advise **the recipient** in respect of the Transaction and who reasonably need to know the Relevant Information (or any part of it) in order to advise upon the Transaction.
3. The Relevant Information shall be used by **the recipient** and by any person to whom it is properly disclosed in accordance with paragraph 2 solely for the purpose of evaluating and negotiating the Transaction.
4. This agreement shall not apply to Relevant Information:
  - 4.1. which at the time of disclosure to **the recipient** is in the public domain; or
  - 4.2. which, after such disclosure, comes into the public domain otherwise than through an unauthorised disclosure by **the recipient** or their agents or by any other person in breach of any obligation of confidentiality; or
  - 4.3. which was lawfully in the possession of **the recipient** prior to such disclosure, as evidenced by the relevant party's written records, and which was not acquired directly from or indirectly from "Ryan Aitken"; or

- 4.4. which lawfully comes into the possession of **the recipient** from a third party on a non-confidential basis; or
  - 4.5. which **the recipient** are compelled to disclose by reason of any applicable law, order of the court or by applicable regulation.
5. If **the recipient** or any person to whom Relevant Information is properly disclosed in accordance with this agreement becomes compelled to disclose any Relevant Information **the recipient** shall inform "Ryan Aitken" in writing of such request or obligation as soon as possible after **the recipient** are informed of it and, if possible, before any Relevant Information is disclosed, so that a protective order or other appropriate remedy may be sought by "Ryan Aitken" and the cost thereof shall be borne by the party seeking such protective order. **The recipient** agrees to assist and co-operate in any appropriate action, which "Ryan Aitken" may decide to take at the cost of "Ryan Aitken", as the case may be. If **the recipient** is obliged to make a disclosure, **the recipient** shall only make a disclosure to the extent to which **the recipient** are so obliged but not further or otherwise.
  6. As soon as possible and in any event within five business days after receipt by **the recipient** of a written notice from "Ryan Aitken" requesting it, **the recipient** shall return any and all Relevant Information and all copies thereof which have been made by or on behalf of **the recipient** or its directors or employees and **the recipient** will confirm to "Ryan Aitken", in writing, that this obligation has been complied with.
  7. Each party acknowledges and agrees that damages would not be an adequate remedy for any breach of the undertakings contained herein and "Ryan Aitken" shall be entitled, without limitation, to the remedies of injunction and other equitable relief for any threatened or actual breach of the confidentiality obligations provided for herein.
  8. This agreement contains all the express provisions agreed on by the parties with regard to the subject matter of the agreement and the parties waive the right to rely on any alleged express provision not contained in this agreement. A party may not rely on any representation, which allegedly induced that party to enter into this agreement, unless the representation is recorded in this agreement.
  9. Notices under this agreement shall be given in writing to the relevant party at the address stated herein (or to such other address as it shall previously have notified in writing to all other parties).
  10. This agreement shall be governed by and construed in accordance with South African law and any claims or disputes arising out of, or in connection with, this agreement shall be subject to the exclusive jurisdiction of the High Court of South Africa (South Gauteng Division)

THUS DONE AND SIGNED AT DURBAN AT THIS THE ...07th..... DAY OF  
.....October..... 2020



For and behalf of: Top Transcriptions

Per (full name of signatory): Samantha Geldenhuys

Capacity: Transcriptions Administrator

THUS DONE AND SIGNED AT ..... AT THIS THE ..... DAY OF  
..... 2020



For and behalf of:

Per (full name of signatory): .....

Capacity: .....

## NON-DISCLOSURE AGREEMENT

Dear Editor

I am currently a student at the University of Pretoria's Gordon Institute of Business Science and completing my research in partial fulfilment of an MBA.

Research title: Exploring the relationship between entrepreneurial leaders and followers

As part of the services offered by you as a transcriber/editor you will be exposed to data gathered through interviews between the researcher and research participants.

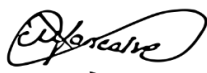
All data and information you are exposed to is required to be treated as confidential and it is agreed that you will not disclose any information learned through the transcription or editing process. All data and information is to be disposed of on completion of your services.

Should you have any concerns, please note that you may either contact the researcher or the research supervisor.

<b>Researcher:</b> Ryan Aitken Email: <a href="mailto:10469665@mygibs.co.za">10469665@mygibs.co.za</a>	<b>Research supervisor:</b> Professor Kerrin Myres Email: <a href="mailto:myresk@gibs.co.za">myresk@gibs.co.za</a>
---	---

**Researcher signature:**



Editor:	India Goncalves
Signature:	
Date:	1 December 2020