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The Journey Within

An in-depth analysis of Leader self-development aligning in organizational framework and its impact on organizational success

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Abstract

Organizations nowadays promote leader self-development as a valuable and cost-effective way to improve leadership skills. However, before self-development is acknowledged as a practical strategy for enhancing leadership ability, there remains a lack of comprehensive study on the subject, and certain issues need addressing. Leaders engaging in self-development activities particularly benefit in fast-growing organizations. The rapidly expanding construction sector serves as an intriguing backdrop for this investigation.

Moreover, the currently available material lacks practical ideas on leader self-development. Thus, the goal of this thesis is to explore how the organizational environment influences these activities and to gather insights from leaders on self-development. Related theories were derived from literature. Additionally, interviews were conducted with managerial leaders from construction companies in Finland, China, and Bangladesh.

The primary aim of the study is to provide a solution to the question: How does the organizational environment of a leading construction company impact the deliberate self-development efforts of management leaders? Firstly, the study describes a theory and procedure for developing a scale to evaluate the quality of leadership self-development activities. The research goal of gathering a leader's practical perspective on self-development and its connection to the organizational context is aligned with these theories. We aim to address this goal through our findings in this chapter.

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Abstrakt

I dag förespråkar många organisationer ledarsjälvutveckling för att förbättra ledarförmågor på ett kostnadseffektivt sätt. Trots detta finns det bristfälligt med forskning på området och vissa frågor bör hanteras innan självutveckling kan anses som en praktisk strategi. Det har visat sig att ledare som engagerar sig i självutveckling, har särskild nytta i snabbt växande organisationer. Detta kommer vi att utforska i examensarbetet genom att analysera den snabbt utvecklande byggsektorn.

Litteraturen saknar praktiska idéer om ledarsjälvutveckling. Vårt mål är att undersöka hur den organisatoriska miljön påverkar självutvecklingen och samla insikter från ledare om ämnet. Vi har baserat arbetet på teorier från litteraturen och på egna genomförda intervjuer med ledande chefer från byggföretag i Finland, Kina och Bangladesh.

Studiens huvudsyfte är att hitta svar på hur den organisatoriska miljön i ett byggföretag påverkar självutveckling hos ledarna. Vi tar också upp även teorier och processer för att utvärdera kvaliteten på ledarsjälvutvecklingsaktiviteter.

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Tiivistelmä

Tänä päivänä monet organisaatiot kannattavat johtajan oman kehittämisen edistämistä johtajuustaitojen parantamiseksi kustannustehokkaasti. Tästä huolimatta tutkimus tällä alueella on puutteellista ja tiettyjä kysymyksiä tulisi käsitellä ennen kuin oman kehittämisen voidaan katsoa olevan käytännöllinen strategia. On havaittu, että johtajat, jotka osallistuvat oman kehittämisen toimintoihin, hyötyvät erityisesti nopeasti kasvavissa organisaatioissa. Tämän tutkimme opinnäytetyössämme analysoimalla nopeasti kehittyvää rakennussektoria.

Nykyisessä kirjallisuudessa on vähän käytännön ideoita johtajan oman kehittämisen suhteen. Tavoitteenamme on tutkia, miten organisaation ympäristö vaikuttaa oman kehittämisen prosesseihin ja kerätä näkemyksiä aiheesta johtajilta. Työmme pohjautuu kirjallisuuden teorioihin sekä omiin suoritettuihin haastatteluihin johtavien rakennusalan yritysten johtohenkilöiden kanssa Suomessa, Kiinassa ja Bangladeshissa.

Tutkimuksemme päämääränä on löytää vastauksia siihen, miten rakennusalan yrityksen organisaatioympäristö vaikuttaa johtajien oman kehittämisen prosesseihin. Käsittelemme myös teorioita ja menetelmiä arvioida johtajan oman kehittämisen toimintojen laatua.

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Kieli: Englanti
Avainsanat: Johtajuus, itsekehitys

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We extend our gratitude to the advancements of this evolved technological era, which has significantly aided in structuring and refining my academic writing. Throughout this thesis, we have utilized various tools offered by this era to enhance the academic quality of our work, thereby increasing its efficiency and precision.

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1 Introduction

Peter F. Drucker, an author and well-known management teacher, once said, "Leadership is doing the right things, management is doing things right." Using this quotation, he explained the difference between leadership and management. To put it simply, being a leader involves taking chances and questioning the existing statuses.

Leaders inspire followers to take on new and improved tasks. An organization's ability to succeed depends on the quality of the leadership it possesses. Providing the organization with a vision is one of a leader's most crucial responsibilities. The leaders of the organization set goals and define the actions needed for each member to achieve them. Even though an organization may have various skills and qualities, it is leadership that guides individual efforts toward a common goal.

 Leaders enable firms to attain greatness by stimulating and encouraging people and coordinating individual actions toward the progress of a shared objective. In this dissertation, the introduction is divided into four parts: it starts with the contextual background, followed by a discussion of the problem, the research questions, and lastly, a detailed structure and purpose.

1.1 Background Study

Improving one's leadership capacity "is a product of an expansion of one's frame of reference, or perspective, on the self and the surrounding environment" (Orvis, 2010). According to this quotation, a leader's development involves a variety of elements. Broadening one's frame of reference is one of these; it suggests the underlying process of growth and development. This can be a complicated matter due to the complex nature that lies within the leadership quality.

While some scholars argue that true leaders are born, others contend that ongoing learning and growth are essential components of leadership. Some academics, however, believe that it is a balance of both. As stated before, leadership can be built based on the work environment as well as how leaders operate in different organizational settings. These organizational contexts are shaped by muddling up various elements such as cultural norms, shared understanding, and organizational structure. (Zisu, 2010)

Zisu (2021) suggests that leaders' capacity to develop leadership relies on the organizational context where they exist. At the same time as leadership is a widespread phenomenon that affects people, culture, and organizations, leaders also have an impact on these organizations. Therefore, it can be said that an individual's behavior and the organizational environment are related deeply and have an impact on one another.

Because of this ever-changing world, organizational structures are evolving much faster than ever before. Therefore, a leader should consistently be ready for continuous learning and adapting according to the needs of various situations.

There are two responses to the necessity of learning and adapting: On the one hand, a leader's personal growth is influenced by their overall perspective on leadership. Another contributing factor to development might be individuals' innate drive for success or their ambition to align.

personal success with organizational success. Additionally, leaders function within organizations subjected to various trends and developments, such as technological advancements and globalization. As leaders aim to anticipate change, they take the initiative to grow and learn (Orvis, 2010).

On the contrary, organizations strive to train leaders for this dynamic environment and often promote learning through formalized leadership development programs. Consequently, many organizations have established leadership development programs. However, various academic research results have indicated that formalized development initiatives are frequently high-priced and ineffective (Orvis, 2010)

This occurs primarily because formalized leadership follows a one-size-fits-all approach, even though individual needs and goals differ. Each leader requires a tailored structure for development and growth; a standardized approach cannot effectively nurture every individual to become an effective leader (Boyce, 2010).

Consequently, individuals and organizations seek ideas that complement or diverge from their own. These ideas will be described below. Furthermore, the essential ideas of this thesis will be explored, along with a problematization of the current research.

1.2 Problem Solving

As previously mentioned, the concept of 'self-development' addresses the search for a customized approach or individual strategy in leadership growth. Scholars have shifted their approach and perspective on developing leaders, evident in the growing research and interest surrounding the concept of leader self-development. A growing amount of attention has been paid in recent years to the strategy that centers on the leader. According to Karp (2013)

Self-development is "not the outcome of the development promoted in many leadership training programs or quick-fix self-help books, but rather when a leader immerses themselves in profound processes that develop the environmental capabilities and qualities, relational strength, and self-awareness required to act and take leadership in a dynamic organizational environment". Therefore, it can be concluded that the concept's effectiveness depends on leaders taking self-initiated actions to enhance their own leadership abilities. To do this, leaders must actively choose the activities they engage in and take responsibility for their own learning (Zahedi, 2013).

While the literature highlights that leaders hold the responsibility to initiate opportunities for development, it can be argued that organizations may play a crucial role in supporting these efforts. Consequently, this study places a high value on the organizational context, which will be further discussed in the sections that follow.

According to Sherehiy (2008), diverse cultural contexts have different standards for defining effective leadership. Moreover, Pfeifer (2012) asserts that the development of leadership principles is influenced by various contexts. The sector in which a business operates, organizational structure, and culture are important examples of the various contexts.

Considering all these grounds and arguments, we have decided to focus our research on one specific field: the Construction or Civil Engineering Industry. The construction sector stands as one of the most crucial and oldest established fields in the business world since the dawn of mankind, and it has experienced significant growth in recent years. Therefore, our particular interest lies in understanding the nature of leadership within this specific field. As a result, the self-development initiatives of managerial leaders in hierarchical organizations within an international scope, focus on the Finnish, Chinese, and Bangladeshi construction industries.

The organizational context is based on various components, including both limiting and enabling factors. Resource constraints may serve as a constraining factor, while

organizational guidelines regarding connections and feedback could be supportive factors. We aim to explore these factors, as reported in the literature, in the upcoming chapters.

Orvis (2010) argues that self-development cannot be formalized, it remains crucial for specific organizational activities to encourage and support a leader's initiative. The authors suggest further that organizations that identify, prioritize, assess, and guide their leaders' self-development may increase their motivation to engage in self-development in the future.

Harris (2008) emphasizes the importance of leader development initiatives considering the organizational level. They argue that for organizations to effectively support leaders entrusted with handling high levels of complexity, they should design specific techniques for leader development. However, it needs to be kept in mind that self-development needs to be very unique for each individual.

Orvis & Ratwani (2010) state that an organization's self-development initiatives should be creative, challenging, and pertinent to the learner's area of interest. Because self-development activities are highly individualized, it is challenging to define them in a way that organizations can prescribe them to everyone. This finding strengthens the case for taking a skeptical view on standardized development theories. People taking responsibility for their own development is becoming increasingly crucial, even while organizations can offer the resources required for individualized learning (London, 1999). Thus, it's interesting to explore how to foster self-development initiatives and effectively promote individual efforts within an organizational context.

To conclude, while the majority of studies focus on aspects that promote leaders' self-development, we must acknowledge that internal organizational factors can hinder a leader's personal growth. Therefore, our theory recognizes the need to consider several demotivating constraints. Since these elements are often overlooked in existing literature, it's especially important to take them into consideration. Hence, we underscore the importance of taking into account empirical research on these organizational constraints. Additionally, research indicates that organizations should support leaders in their endeavors, as indicated in the literature's guidelines. Our goal is to incorporate leaders' viewpoints in the literature to empirically explore these recommendations.

1.3   Research Question

Building upon the earlier discussions in this thesis, our goal is to contribute findings regarding the deliberate efforts made by leaders to enhance themselves. Additionally, we aim to explore how companies address the unique needs of leaders.

In addition, the organization has a duty to encourage deliberate self-improvement initiatives. The research adopts a pragmatic approach, focusing on the self-development activities of managerial leaders. The primary research question addressed is: "What role does the organizational environment have in the deliberate self-development efforts of management leaders? The research primarily focuses on the perspectives of Bangladesh and China, with an additional section discussing the status in Finland.

To gain a clearer and more detailed understanding, we have formulated sub-questions. For instance, during actual fieldwork, what types of self-development activities do leaders engage in, and to what extent? Additionally, after their engagement, how does the organization respond? Does the organizational environment support these activities, or does it compel formalized leadership actions?

1.3.1   Viewpoints from the Bangladesh and Chinese construction industries

From the perspective of a small and developing country Bangladesh, the construction industry is taking a boom, and many more infrastructures are being established. In 2022, the construction market in Bangladesh was valued at $80.7 billion. In 2024–2027, the market is expected to grow at an annual rate of growth of more than 6%. Investments in rail, electrical, commercial, and communication infrastructure projects will fuel the market's expansion. Source?

Because of being a developing country, Bangladesh has consistently sought joint construction deals with China and Japan since our inception, particularly in the realm of technological assistance. At present, 510 Chinese companies are investing more than 7 billion in Bangladesh (Reporter, 2023).

Md Faisal Hasan has personal experience working with a top Chinese company called MCC or CFMCC for the past 5 years, and therefore possesses valuable insights about the work environment and organizational settings. We aim to conduct research focusing on these companies and illustrate the scenario within the rapidly challenging and ever-changing industry.

1.3.2 Viewpoints from the Finnish industry

Onninen Oy is a Finnish HVAC and electrical wholesale company whose customer groups include contractors, industry, public organizations and infrastructure builders, as well as retailers of technical products.Onninen employs a total of more than 2,900 people in its operations in Finland, Sweden, Norway, Poland, Russia and the Baltics, of which approx. 1,200 people work in Finland. Onninen's turnover in 2013 was more than 1.5 billion euros.

Emma Dahlbacka has experience in working with this company personally ,Therefore holds clear idea regarding work place. We aim to conduct research focusing on these companies and illustrate the scenario within the rapidly challenging and ever-changing industry.

Originally, this final project was intended to focus solely on the Chinese and Bangladeshi industries. During the latest meeting with our supervisor, Roger Nylund, we agreed to include some insights from Finland as well. As the final project was already lengthy at that point, the additional material about Finland does not carry the same weight as the material about Bangladesh and China.

Two Finnish managers were interviewed. They both work for the same company, a company that provides various materials to the construction industry, industrial, infrastructure, electrical, and plumbing industries. The responses from these latest interviews support the conclusions that this study had established earlier.

The purpose of adding the perspectives of Finnish leaders to this study is not to explore cultural differences but to enhance the reliability of the study. To conduct a reliable study on the differences between various cultures, it would be necessary to interview a larger number of participants.

1.4 Purpose

The main goals are to explore the relationship between self-development activities and the organizational context and to offer practical insights from leaders on these activities This study encompasses three primary objectives. Firstly, I aim to delve into the literature on self-development, focusing on three key areas: deliberate self-development initiatives by leaders, organizational constraints, and supporting factors.

Second, by speaking with prominent figures from the China and Bangladesh construction industries, as well as taking in a Finnish viewpoint, the intention is to conduct an empirical analysis of these determinants and their dimensions.

Thirdly, in order to answer the primary research question, we will combine the previously described elements with the empirical data.

This research will be guided by existing literature to provide fresh perspectives on the concept of self-development. The purpose is to explore the theoretical concept of self-development and contribute to an in-depth understanding of this phenomenon by incorporating leaders' perspectives.

Following the discussion on the thesis' significance, the continuation will process the theoretical structure and concepts, delving deeper into the thesis' theoretical foundation and conducting an extensive literature review. In the following chapter, we will proceed with the methodology that includes a plan for carrying out the research. Subsequently, the outcomes and findings together with the data evaluation will be given. After that, a discussion will address the research question. Finally, the thesis will conclude with an argument and some final thoughts.

2 Theory

This thesis has a strong theoretical foundation and builds on a number of ideas that lead up to self-development. It explores learning and development as essential components of self-improvement. Additionally, the thesis explicitly discusses self-development along with various related sub-concepts. Furthermore, it addresses personal efforts and the role of organizations in promoting self-improvement, encompassing both supportive and limiting factors. All these elements will be summarized to serve as the theoretical foundation of this thesis.

2.1 Defining Leadership

Some scholars believe that some people possess the ability to lead from birth. Others argue that leadership is cultivated and developed over time. Additionally, there is also another group that sees a balance between nature and nurture, lying halfway between the two previously described extremes.

This thesis is specifically interested in the viewpoint that a leader can be formed. To clarify, this idea holds that leadership is mostly based on ongoing education and learning. Specifically, learning is emphasized by Bennis (Bennis, 2009), who frequently cited "You can learn from books, experiences, mentors, failures, and yourself among other things". In essence, leaders have the capacity to undergo a complete transformation through continuous learning. Given our belief that leaders can, at least to a certain extent, be developed, our thesis places significant emphasis on the learning and evolution of leaders.

2.2 Learning and Development

2.2.1 Learning

Despite their connections and interdependencies, learning and development are distinct processes. Learning involves an external response, while development entails a deeper, enduring transformation within an individual. Both are equally pivotal in fostering leadership in a potential leader.

One theory proposes that learning occurs through experiences (Amit, 2009), while another emphasizes learning by observing others' actions and behaviors (Munteanu, 2020).

Moreover, leaders can take the initiative to educate themselves, known as self-directed learning. This approach focuses on acquiring or refining essential skills, knowledge, or behaviors based on individual needs (Boyce, 2010). This is when the person steps up, clarifies what is required, sets goals, applies what is needed to learn, and ultimately assesses the result. In their organizational context, these might be viewed as deliberate and purposeful acts taken by the leaders. Because of the ever-changing environment, these learning opportunities must be seized on a continual basis. Constant learning leads to those individuals' ongoing development (Abili, 2016) . Thus, in the following section, development will be further discussed.

2.2.2 Development

Development can be defined as the result of personal learning depending on how an experience is turned into a meaningful event. Development involves sensemaking and learning, according to (Olivares, 2008). Thus, development is an approach that results in consistent progress and demands a deeper knowledge of self and the surroundings. Since the focus of this thesis is on leaders, it will explore leadership development as a whole.

2.3 Leader Self-development

The main focus of this thesis is as previously discussed leader self-development. While there is no denying that the general ineffectiveness of leadership and leader development approaches, Walker & Reichard (2020) have pointed out that these approaches may not yield an effective outcome if the individual does not intentionally utilize the experience.

The path to self-development is for each person to take the initiative, keep an eye on, and assess their own self-development practices rather than depending on the organization to offer possibilities for growth. Therefore, it is important to emphasize once more how vital it is for leaders to have the motivation and capacity to pursue appropriate activities, including seeking feedback, as a means of fostering self-development. Self-development is a long-term process that is carried out with context-appropriate goals in mind (DeRue, 2010). This objective focuses on the person's recognized leadership qualities and behavior. Since the people in this situation are leaders and their capacities, the term "leader self-development" is used.

According to Boyce et al. (2010) and (Reichard, 2017), personality qualities that impact skills and motivation also have a role in determining an individual's propensity to grow individually. Even the desire and capacity for self-development are said to be more potent than anything else (DeRue and Ashford (2010)). According to Locke (1979/1690, referenced in (Karp, 2013), a human must possess the capacity to connect with interior dimensions, also known as a second-order consciousness.

Personal qualities could include asking for criticism, being involved in the workplace, or having a strong internal commitment. (Olivares, The formulation of a leadership development praxis: Linking intentions to outcomes, 2008) found that these traits predicted participation in self-improvement activities. This demonstrates the strong relationship between motivation, underlying abilities, and traits. Ability and motivation are the components of developmental preparedness. Interest, goals, learning goal position, and self-efficacy all fall under the category of motivation. For the qualities of complexity, metacognition, and self-awareness. These could be viewed as individual factors, but they also involve the larger organizational framework.

Self-development exercises take time and effort on the part of the individual. These factors are influenced by managerial leaders' hectic schedules and heavy workloads (Boyce et al.,

2010; Reichard et al., 2017). There will therefore be an emphasis on the organization's role in self-development activities following the clarification of self-development practices.

2.4 Managerial Leaders International Self-Development Initiatives

Through practicing many activities in an organizational setting, it is possible to develop leader self-development. These actions can be characterized as leaders voluntarily participating in these practices. Through the development of new abilities and information, leaders participate in these activities in order to learn something new and enhance their capacity and performance (Orvis & Ratwani, 2010). Individual leaders have diverse goals and needs, leading them to choose specific personal skills for development based on their unique requirements While certain actions associated with these objectives may be considered highly personal, a variety of activities fall within this spectrum, such as work-related tasks, participation in professional conferences, workshops, job experiences, and career advancement initiatives. By testing this theory and delving into specific highlighted actions in more depth, our aim in this thesis is to gain a deeper understanding of these activities. Intentionality stands as a fundamental element within the independent learning paradigm, representing the driving force behind all human development.

Finally, sensemaking is linked to experiential learning and is deliberate. For involvement in activities, these intents, along with goals and plans, are essential (Reichard et al., 2017).

Since intentionality is fundamental to our theory, it is worth going into additional detail about it as it was previously described and introduced in the background. It is presumed that leaders consciously engage in self-improvement within an organizational context. Before delving into specific actions, it is crucial to provide a more comprehensive understanding of the definition of intentionality.

Following our discussion of what an intentional self-development action is, we apply the theory to deduce and outline specific actions, focusing on four particular actions that are highlighted and discussed below.

2.4.1 Self-managed learning

Various instances of self-directed learning can be found in the literature on self-development. This can include, for instance, choosing to voluntarily take part in training, studying a book to hone particular abilities, or going to optional conferences or workshops

(Orvis, 2010). A leader engages in deliberate self-development when they operate in that way with a specific objective, rationale, or degree of directness in mind. Learning from others is another way to practice self-development.

As stated by Reichard & Johnson (2011) and Murphy and Young (1995), leaders rely on their professional and personal networks for advice, support, and information. For instance, in order to learn, a leader can deliberately watch the methods and demeanor of both positive and bad role models. Learning can occur from seeing leaders who are thought to be ineffective or successful.

2.4.2 Participation in extensive tasks

Mimbs (2002) examined many profiles of the emergence of self-development. We would like to highlight one specific finding from this research: When a leader is ready to take chances and step outside of their comfort zone, self-development can happen. Stretch assignments are one way to go beyond comfort zones (McCauley, Eastman, & Ohlott, 1995 as quoted in Reichard & Johnson, 2011). A leader may be faced with a difficult task outside of their own field of expertise. Self-development activities can include taking on new responsibilities at work, rotating through existing roles, or accepting a task. Individual perspectives apply to both the concept of pushing past one's comfort zone and the issue of difficult leadership experiences. On the other hand, attempting something new or stepping outside of one's comfort zone with the aim of learning and growing might be considered a deliberate self-development activity.

2.4.3 Reflection

Reflection is required to extract meaning and context from the events in order to draw lessons from the previously described experiences. Accordingly, it is said that self-development requires reflection on one's past experiences (Karp, 2013; Mimbs, 2002). Reflection aims to comprehend why something worked or didn't work, how one participated in it, and how other people's activities impacted the process and outcome (Ashford & DeRue, 2012). According to Christensen et al. (2020), reflection that takes place prior to, during, and following an activity maximizes learning.

It is crucial to highlight the deliberate process of reflection when we look at intentional self-development activities. Developing a disciplined reflection practice could aid in the process of making meaning of experiences. To do this, you can, for example, discuss it verbally, in

writing, or both. Because of this, a notebook is viewed as a helpful tool for pursuing personal growth (Nesbit, 2012).

2.4.4   Seeking evaluation

As previously mentioned, feedback-seeking behavior is not just a trait, it is also an action. You can ask for feedback while trying out new behaviors or practicing skills to see how they affect others (Ashford & DeRue, 2012). However, Ashford and DeRue (2012) claim that people frequently avoid asking for comments in order to preserve their own ego. which may contribute to various challenges that managerial leaders might face during self-development activities.

According to Alvesson et al. (2017), Conductivity needs to happen soon. Nesbit (2012) affirms that individuals might not have enough time to maintain a journal, reinforcing this time restriction. Furthermore, It was acknowledged that a number of personal traits and attributes, including motivation, self-awareness, and self-reflection, can both help and hinder the process of personal growth (Boyce et al., 2010; DuRue & Ashford, 2010; Hall, 2004; Nesbit, 2012; Reichard et al, 2017).

Based on this thesis, personal factors that hinder self-development won't be explored further. The focus is on purposeful behaviors and the organizational setup. Specifically, the emphasis is on activities within an organizational setting. Now, I'll delve into the organization's role in more detail.

2.5   The Organizations Function in Personal Growth

As highlighted earlier in this chapter, leaders operate within specific contexts, notably the organizational environment. These leaders actively participate in self-improvement efforts. As previously mentioned, the organizational backing for leaders' initiatives and self-development is crucial. To provide insight into how organizational initiatives might assist leaders with their self-development attempts, the next section discusses as followed as supporting factors as well as constraining factors within the organization setting.

Key attributes of this environment include robust developmental norms, a positive attitude toward personal growth, and substantial influence on leaders' individual development. Moreover, learning to embrace mistakes within this context holds significant importance.

The subsequent section aims to shed light on how organizational initiatives can support or hinder leaders in their endeavors toward self-development. It will discuss both facilitating and limiting factors within the organizational setting.

2.5.1 Supporting features

I. Systematic feedback

The organization's possibilities for receiving and offering feedback are crucial for the personal growth of a leader. First off, when it comes to self-improvement, encouraging remarks and acknowledgment can help managerial leaders engage in more self-improvement activities. Organizational formal and informal incentive systems can be used as tools for it. According to Orvis and Ratwani (2011), these incentives can take the shape of cash in the form of further compensation or written acknowledgment. This type of feedback mechanism doesn't necessarily involve career progression, reducing the chance of receiving negative feedback from others.

Additionally, the company can facilitate self-improvement endeavors by offering a mentorship program. Since they may offer tailored advice on how to handle difficult interpersonal circumstances, mentoring or coaching may be beneficial (Reichard & Johnson, 2011). The supervisor is also essential to the process of feedback because they have the ability to provide constructive criticism that targets specific behaviors that require modification (London & Smither, 1999). This brings us to the following organizational component: the actions of supporting supervisors.

II. Attitude of the supervisor

For a leader's self-development, the supervisor's role is crucial (London & Smither, 1999; Reichard & Johnson, 2011). According to Reichard and Johnson (2011), developing self-development practices within an organizational framework can be facilitated by having the assistance of one's direct manager.

The authors claim that tailored consideration is one way to achieve this. Firstly, as previously mentioned, supervisors, for instance, might offer tailored suggestions and criticism while supervising employees' day-to-day activities (Walker, 2020).

Secondly, a self-developing leader, they can assist in reframing "challenging assignments as development opportunities" (Walker & Reichard, 2020, p. 35). Earlier, this was also known as stretch assignments

III.   Network accessibility

Generally speaking, networking is crucial for personal growth. According to Reichard and Johnson (2011), this can include, on the one hand, unofficial networks like friendships. However, they can also function in an organizational environment with coaches or mentors, as well as professional advisers. It is further suggested that the company can provide opportunities for access to social networks by using technology and tools. Experiences with leadership can be discussed in these kinds of networks. Thus, it may be said that by giving people access to networks, the organization can encourage self-developmental activities.

IV.   Sharing and learning among all

Information storage is made possible within an organization by technological platforms. For instance, these can offer leaders the chance to learn from knowledge-sharing podcasts, videos, or blog posts (Walker & Reichard, 2020). When discussing developmental ideas as a fundamental part of organizational procedures, a specific platform that fosters learning from others can be highlighted. Within an organization, various role models, such as instructors, mentors, and other leaders, can leverage developmental processes for those who are attentive. To do this, one can share personal development narratives with other members of the organization and demonstrate vulnerability and self-awareness. Development tales, for instance, can discuss the leaders' experiences and how they overcame assumptions. In general, it can be beneficial to emphasize that other people are not going through this process alone.

V.   Structured formal programs

Leaders themselves initiate their own self-development, as was previously mentioned. However, Walker & Reichard (2020) contend that leader self-development can occur without self-initiation. Nesbit (2012) adds that self-reflection exercises, for instance, can play a crucial role in leadership development.

It is assumed that self-development efforts may and should be supported by organizations' is crucial to explore any potential barriers to self-development activities after outlining how

this can be accomplished. This is targeted towards certain organizational elements within the context of this thesis.

2.5.2 Constraining features

The previous section provided an explanation of the elements that promote purposeful self-development activities in an organizational framework. Organizations typically use alternative formal development programs and have not yet adopted self-development, as evidenced by the literature. For instance, Walker & Reichard (2020) suggest that in order to incorporate self-development as an organizational strategy, organizations must change. It is important to expand on and look more closely at the limitations in light of this assertion and the presumption that organizations have an impact on self-development initiatives. The following constraints are presented and discussed in accordance with their incidence in the literature. Along with this summary, managers and accountable staff members or divisions ought to enhance their existing, perhaps impeding protocols. Organizations should abandon the uniform, one-size-fits-all strategies and instead concentrate on recognizing, comprehending, and supporting people who participate in self-development activities (Jiang, 2021).

I.   Errors and failure

An environment's general response to errors is significant (Antonacopoulou, 2000; Ashford & DeRue, 2012; Reichard et al., 2017). Particularly, Temporal (1984, as referenced in Antonacopoulou, 2000) emphasizes the impediment of an organization that does not accept errors and failures. Furthermore, there may be a lack of or inaccuracy in the feedback given to leaders inside an organization (Reichard et al., 2017).

II.   Limited career growth opportunity

Restricting opportunities for advancement within an organization might also impede one's ability to grow personally (Pedler & Boydell, 1980 as referenced in Antonopoulos, 2000). Furthermore, it is not a given that the organization will provide a leader with a more difficult job assignment, even though they may need one (Reichard et al., 2017).

III.   Availability of resources

Certain situational factors are beyond the control of individual leaders. According to Reichard et al. (2017), money and time constraints in businesses result in constrained

opportunities for development. For example, access to sponsored coaches and tools, as well as formal instruction that costs money. Furthermore, having access to resources could offer leaders the self-assurance to break free from ingrained routines and participate in self-development activities. According to Jiang et al. (2021), companies must provide self-developers with adequate resources. Few studies have looked at organizational characteristics in connection to self-improvement initiatives. This is evident from the frequent citations of Reichard & Johnson (2011), Walker & Reichard (2020), and Reichard et al. (2017). By adding the perspectives of leaders and doing an empirical investigation into the aspects that may genuinely help or impede, I want to further the field of study.

3 Theoretical Framework

It was assumed that leaders actively engage in self-improvement. After outlining potential forms of purposeful practices, a summary of the identified actions from the literature can be found below. The aim is to investigate whether and how individuals assume responsibility for self-development initiatives, as noted by Reichard et al. (2017). Additionally, the research seeks to determine whether managerial leaders integrate the highlighted activities from the literature following the research method employed in the original study.

To address the first sub-question, which inquires, 'What deliberate self-development exercises do managers conduct for themselves?' the focus is placed on four aspects of self-improvement endeavors. These dimensions are inferred from research on self-development and have been previously outlined. The objective is to investigate these supportive variables that may exist in an organizational setting, with the assumption that organizational efforts might strengthen the dynamic between individuals and organizations. The dimensions pertinent to this master's thesis, drawn from the organizational factors literature, are outlined below.

Sub-question number two, 'What aspects of the organizational setting promote the deliberate activities of managerial leaders?' requires exploration. This investigation delves into supportive elements within the organizational context empirically. These dimensions also inferred from studies on self-development, have been detailed previously.

Sub-question three, 'What elements of the organizational environment limit managerial leaders' deliberate actions?' is addressed using three distinct dimensions.

The summary of these features and structure can be visually illustrated to comprehensively present the theoretical background from the perspective of the Organizational Setting
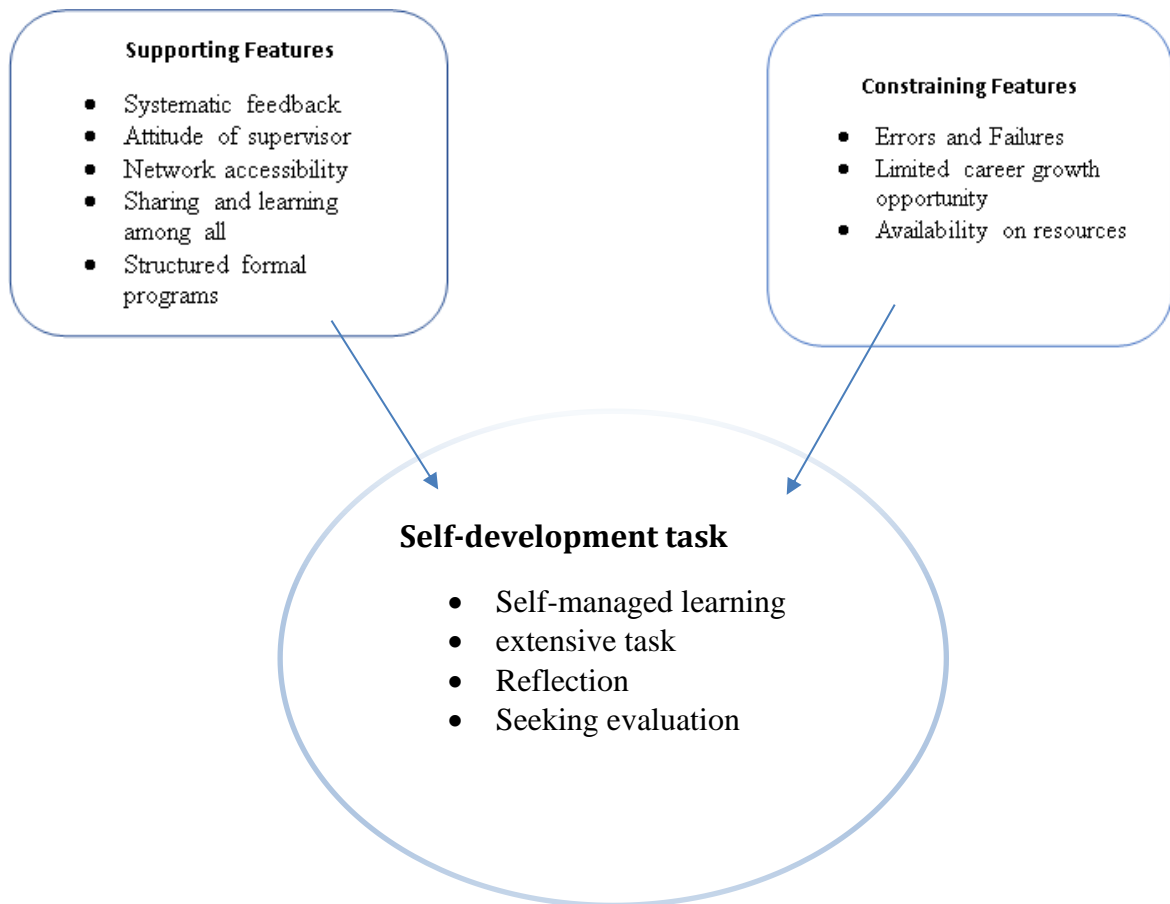
Supporting Features

- Systematic feedback
- Attitude of supervisor
- Network accessibility
- Sharing and learning among all
- Structured formal programs

Constraining Features

- Errors and Failures
- Limited career growth opportunity
- Availability on resources

Self-development task

- Self-managed learning
- extensive task
- Reflection
- Seeking evaluation

Figure 1 Summary of features and structure

4   Methodology

Research Approach: A deductive method was utilized in producing this thesis. The research method established in the original study remained a consistent point of reflection throughout the entire work. The choice of employing a deductive method aligned with the theoretical nature of the thesis. This method was deemed most appropriate as it enabled the derivation of dimensions from existing literature. The chapter dedicated to theoretical concepts and framework, which formed the basis for interview questions, provided detailed insights into these characteristics and their related theories. Consequently, a critical investigation of the theory was undertaken.

4.1 Research Design

The research design chosen to address the study question is outlined in the following section. Establishing a robust theoretical foundation for the concept of self-development was the initial step. This involved outlining interconnected and pivotal theoretical notions essential for the study. Constructing this foundation was crucial to acknowledging prior studies and their conclusions concerning our research subject. The subsequent step involved reviewing the existing body of theory on the subject. This process aimed to bridge research and knowledge gaps and enhance expertise, facilitating the conduct of interviews. Various articles and findings were utilized to draw conclusions, and search engines such as Google Scholar, One Search, and similar platforms were employed to locate relevant articles related to our topic. After gathering and analyzing existing theories, the subsequent significant phase was the collection of crucial data and information using a qualitative approach.

Methodological Selection:

For this study leader interviews were used to produce and collect primary data. As a result, this study uses a single qualitative technique. Although there exists plenty of literature covering the phenomena across an extensive period, this study adopted a cross-sectional approach, focusing on self-development at a specific moment in time. Specifically, the primary empirical data, gathered through interviews, was swiftly obtained and offered unique insights during this period. In particular, the key empirical data—which took the form of interviews—was gathered quickly and provided unique insights throughout this period. It is feasible to look at managerial leaders' experiences and perceptions of their organizational environment by using a qualitative technique. A qualitative method also proved the best option because the self-development idea is highly individualized. Since the report looked at individual views, it cannot be considered objective.

4.2 Data Collection

To obtain primary data, top managerial position leaders in the mentioned industry were interviewed. To connect with leaders in the field, social platforms like Facebook groups and corporate sites such as WeChat were utilized. Polls or similar survey questions were created and invitations were sent to these leaders. Additionally, interviews were held with individuals known through professional networks. Given the focus of the thesis on the construction industry of Bangladesh and China, most interviews were conducted virtually, although some private interviews were conducted in person during specific periods. Later

on in this project, managers from the Finish networks also were interviewed and included in this thesis. The study involved interviewing leaders to gather information. Clarifications were made regarding the definition of the leadership category due to its ambiguity. The selection criteria ensured the participation of individuals at managerial levels, indicating their experience in working with both subordinates and superiors to provide a comprehensive perspective.

Interviewing: Ensuring proper sampling, 09 interviews were supervised with leaders spanning from August 2023 to October 2023. Later on, two interviews with managers from the Finish market were included. Initially, consent mail was sent to the interviewees to arrange a suitable time and date. Once agreed upon, the interviews were conducted via Google Meet or Zoom link. Selective questions were formulated based on previous knowledge, study, and available online resources. Questionnaires were prepared for various scenarios, aligning with the research methodology followed in this journal. Similar patterns and questions were maintained to crosscheck the current workplace conditions. Confidentiality of the questions was emphasized, requesting non-disclosure to colleagues to avoid prepared and biased responses.

A structured portfolio was provided to interviewees, offering a concise understanding of self-development. Interview durations typically ranged from 20 to 30 minutes based on individual circumstances. Additionally, some follow-up interviews were conducted under specific conditions, making it a semi-structured interview approach. Recognizing potential pitfalls of semi-structured interviews, such as biases and reliability issues, was crucial in assessing the research's quality. A key takeaway was the importance of dedicating sufficient time to interview preparation. Detailed discussions on specific issues and their remedies are presented in a subsequent section.

Interview	Age	Position	Country
1	43	Senior Project Engineer	Bangladesh
2	50	Chief General Manager	China
3	52	Chief Technical Officer	China
4	35	Project Manager	China
5	28	Head of Engineering	Bangladesh

6	35	Deputy Project Manager	Bangladesh
7	32	Chief Procurement Officer	China
8	44	Development Manager	Bangladesh
9	41	Principle Architect	Bangladesh
10	47	Area Manager	Finland
11	31	Key customer manager	Finland

Figure 2 table of Interviews

4.3 Data Analyzing

To evaluate the data, a thematic analysis was conducted. The initial step involved acquiring the data. This was achieved by transcribing the interviews and making notes for familiarity. Subsequently, all transcripts were compiled into a single file using the web application "Google Drive." An Excel codebook was then created post-interviews. The developed themes were based on a logical method and grounded in theory. These themes included organizational restricting factors, organizational supporting factors, and self-development activities. After thoroughly examining the data, the researcher reviewed and discussed the identified themes, sub-themes, and codes. This process culminated in the final stage of drafting the analysis. The analysis was structured around the identified themes and sub-themes, serving as the framework. It presented comprehensive results for each theme, including detailed findings and noteworthy quotes.

Note: the interviews collected from the Finnish industry were added later on to this thesis. Therefore, the managers interviewed have not been participating in any kind of group discussion. However, their inputs are included in the following sections based on their answer.

5 Themes

Self-development activities: The initial theme derived from literature and explored during the interviews concerns the self-development activities undertaken by leaders. This theme comprises five sub-themes, each outlined below. Overall, the interviews revealed that leaders are involved in a diverse array of intentional self-development activities. While some

activities were explicitly mentioned by the participants, others were addressed in greater detail through specific inquiries. The indication by interviewees of engaging in a wide spectrum of activities underscores the personalized nature of self-development, despite the recognition that certain activities are commonly shared among them.

5.1 Self-Managed Learning

Interviewees were asked about their self-development activities and how they learned new abilities under the sub-theme of managing personal learning. It was clear from looking at the results that each interviewee participated in different self-development activities. Learning from others was the activity that was most commonly cited, and several respondents stressed the value of paying attention to how their managers or other corporate leaders behaved (1, 5, 6, 8, 9, 10, 11). Reading articles or books was mentioned by the majority of participants as the second most popular activity (interviews 2, 3, 6). For self-development, alongside reading, additional media were used, including audio, video, films, and LinkedIn (interviews 3, 4, 5, 6, 7, 8, 9,10,11). All interviewees, however, agreed on spending money on coaching.

Figure 3 Self-Managed Learning

5.2   Task Participation

Most of the employees replied that their own judgment and initiatives have helped them more than the company's guidelines throughout their careers (2,3,9). Some respondents discussed purposefully choosing situations that were outside of their zone of expertise, such as accepting new tasks or responsibilities (interviews 5, 7). In that setting, it was also indicated that engaging in self-development activities meant taking on a fresh position (3) or strengthening relationships to accomplish goals (2, 7, 9). Some interviewees found the role to be challenging in and of itself (interview 4,7).

A few respondents (interviews 2, 5, and 8) stressed the value of experimenting when learning new abilities. A few individuals also talked about freely taking on extra tasks, such as starting new programs to establish more efficient procedures (interviews 5, 9,10,11).

Figure 4 Task Participation

5.3   Reflection

Number 03, Chief Technical Officer stated that reflecting on oneself is very important as we get the power this to deal with the upcoming challenges, reflection gives us time to think about ourselves which can be obtained by talking to a mountain or walking beside a lake. In reference to the environment and the significance of removing oneself from it when

reflecting, the quote in question demonstrates reflection within their function. In general, several participants (2, 9) recognized recording their thoughts in a diary or notepad as a crucial self-development exercise. More interviewees attested to their active participation as when they put these thoughts into action it helps better. Interviews 3, 4, 5, and 9 included reflections on a variety of situations, including daily activities and errors made, as well as how they acted and their effects on others. While some participants reflected alone by organizing their ideas, others reflected in groups, with team members, coaches, or managers (3, 4, 7). s. Though it was difficult at first, reflection is now seen as a solution to the ultimate opening of alternative doors as by reflection one can always ask him "What If" that practice is helping them to experiment and open up new doors of alternatives. (9).
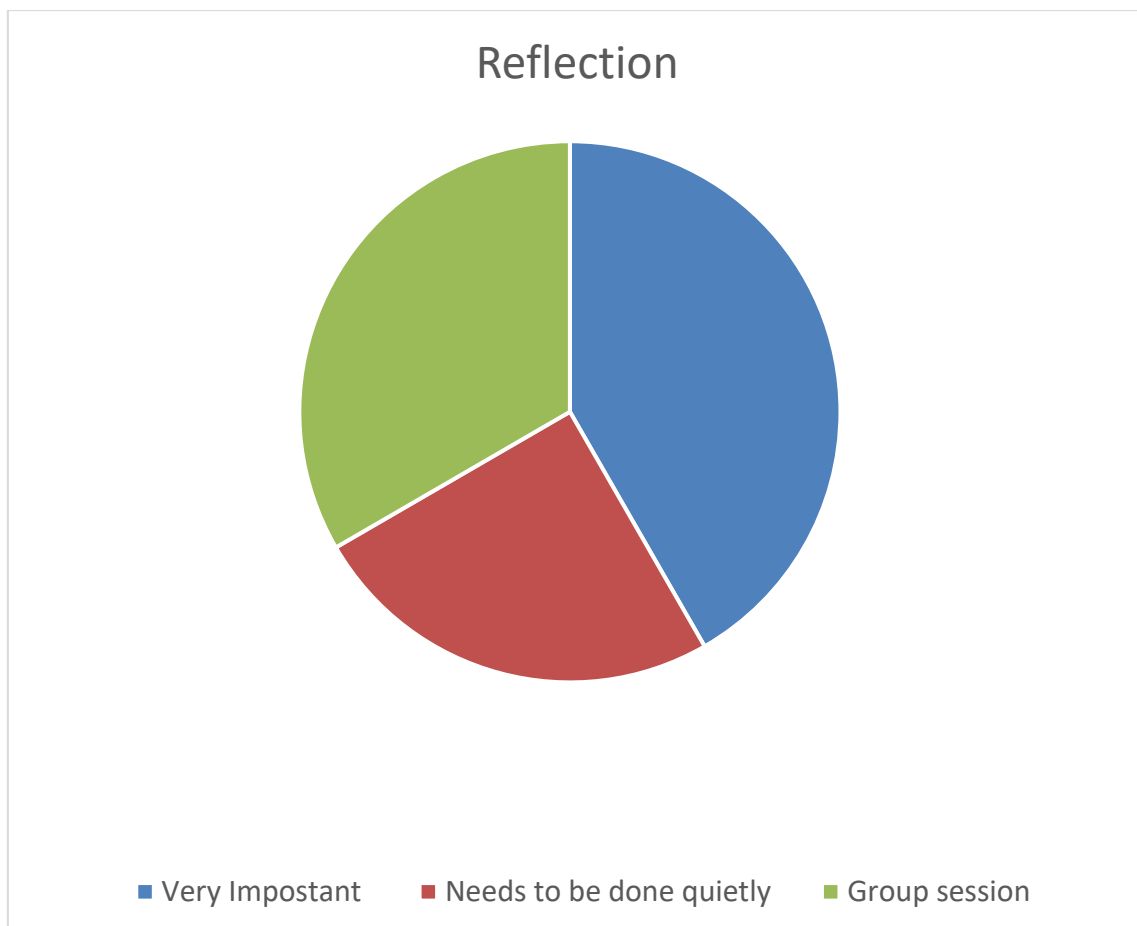

Figure 5 Reflection

5.4   Seeking Evaluation

It was discovered in interview 7 that a specific incident or story was required to identify a potential development area. As seen in interviews 1, 5, and 8, several participants actively sought out comments.

Interviewees most frequently asked for direct reports or input from their own team directly (interviews 1, 3, 7,9, 11). However, a few interviewees questioned the truthfulness of these comments (8, 9). Many interviews told the importance of seeking self-evaluation (2, 4, 9, 10, 11). Also, interviews should be done anonymously because now there wouldn't be any favoritism as a result, by receiving this anonymously, certain interviewers were able to receive the most genuine criticism (interviews 2, 4, 8).

Figure 6 Seeking Evaluation

5.5 Supporting features within the organizational setting

The second theme concerns the elements of support that exist within the context of the organization. It has been broken down into five smaller concepts, each of which relates to a certain aspect found in the literature. While individual requirements are appropriately considered, the statistics reveal that the many dimensions within the organizational framework promote leaders' self-development activities. As a participant said, "a company can contribute a huge part" (4) proves that there's the organization's way of supporting self-development plays a big role.

I.   Systematic Feedback

During the interviews, a few participants mentioned that the company's standard operating procedures for feedback were helpful. Two categories of feedback methods were discernible from their answers: non-anonymous processes (interviews 5, 7, 8, 9, 10, 11) and anonymous processes (3, 4, 6, 8). According to the data, people saw anonymous feedback favorably since it allowed them to hear from peers who "did not dare to speak up" (interview 3) and provided them with honest criticism (interview 6). No anonymous input was also regarded as helpful and was frequently discussed in the overall setting of weekly meetings. However, many participants mentioned that in some cases direct feedback could be helpful but most of them were actually "sugar-coated" or trying to impress the boss (6, 7, 9). The results demonstrate that structured methods for feedback were not entirely assessed as supportive, even though they were classified as such in the literature. Additionally, it was mentioned in interview 2 that competitors are not trained to provide comments. The results demonstrate that the feedback option is supporting but not entirely as this is not perfect and has its own drawbacks.

II.   Attitude of supervisor

Managerial leaders are supposed to assist juniors to train up as leaders, or it is thought like this at least. Participants reported that receiving personalized comments from their supervisors provides them a platform to look him or her at the point of view of another as well as it provides a scope to cross-check check on owns ideas and own thoughts or the scope to look for themselves within them and makes it possible to make difficult situation ease with assistance from them (interview 3, 7, 8). Interviewees also claimed that their supervisor helps them a lot in shaping their personalized goal to boost their area of development and growth which eventually prepares them for active participation in challenging assignments (interviews 1,5, 9, 10, 11). It is important to remember, though, that opinions on how supportive a boss should be might vary with time. For instance, participants occasionally stated that they felt their managers were beneficial early in their professional lives, but as they advanced and matured, this opinion shifted (7, 9). One significant result which was seen from the collected data was that employees having senior management positions, would not always be seen as encouraging of their direct reports' self-development tasks. In the last two interviews, the importance of trust in the relationship with one's supervisor was mentioned. "Trust leads to more freedom and decreases micromanagement. However, trust is earned" (10).

III.   Network Accessibility

By analyzing the data, it was again proven that a common network channel where internal work could be done, or a platform could turn out beneficial for leaders' self-development. Participants indicated for uniform formal as well as informal networks to be built in organizational settings.   One important point that was raised (3) was that caring and sympathized employees around one in the workplace provide a healthy environment to grow. Additionally, it was indicated that sharing ideas and philosophy with coworkers remains one of the best ways to encourage self-development activities. This is applicable for even those from different departments, who are going through similar things and encountering similar obstacles (5, 7, 8, 11). It was mentioned that group discussion regarding various problems and issues that come along with everyday work can be a vital point in finding solutions (4, 11). Several participants mentioned these as helpful (3, 6, 8, 9, 10, 11,). Various types of manager gatherings, such as lunches, coffee circles, connect events, and lunches, were discussed (1,4,6). Interviewee 4 & and 7 shared that these group discussions meant a lot and helped a lot as discussing with similar minds helped them to deal with very rigorous problems also it made them realize that their not alone rather their coworkers and others had gone through similar struggles.

IV.   Uniform platform to learn from others

Interviews 1, 3, 5, 7, 9, 10, and 11 all indicated workplace meetings when asked about a uniform platform. Technological platforms are suggested helpful for self-improvement endeavours (interviews #4, and 6". For example, an office website or connected platform can be used by all the leaders and connect in a commonplace, respondent #2 said. Additional instances (interviews 4, 6), including knowledge management systems, video-rich platforms, and newsletters highlighted both achievements and setbacks. However, many participants suggested firmly that if one wants to succeed then they should focus more on their failures rather than achievements (3, 4, 7). Furthermore, in the data as shown by respondents in interviews 1,3, and 7 discussing leaders' success and failures in a business meeting can become a practice for self-development, whereas others are demotivated this (4, 5, 8). This shows that a leader's development could build up from open meetings.

In interviews 10 and 11, teams arranged meetings, group chats, and educational presentations were mentioned.

V.   Structured formal program for development

The participants' opinions reading formal development programs differentiated from person to person and there seemed an ongoing debate regarding this; this opportunity to some extent was seen as helpful but not as a means of advancing self-improvement. A very small percentage of people agreed that the organization's formal development programs were helping them so support their self-development (2, 4). Additional participants stated that these programs help by teaching certain skills (3, 4, 7). One thing that was thought to be helpful for self-improvement was the time allotted for formal development programs (3, 6). After getting an opinion from the higher-level managerial position it seemed pretty clear that formal learning programs were more effective for junior level employees rather than leadership level employees because most of the leadership position people already know most of these, but the importance cannot be neglected for higher managerial level too as there's always new thing on the table to learn (Interviewee 3). Nevertheless, after the discussion, it can be said that formal development programs seem more promising for the benefit in the beginning phases of a leadership career, despite the drawbacks but they can also set an example for senior leaders as well. These participants also admitted the significance of feedback and uniform platform as an even more vital component of self-development.

VI.   Other relevant factors

While interviewing employees from different organizations, some factors came into consideration that were overlooked. While interviewing 1, 3, 5, and 8 participants suggested having a personal development budget that they could use for a variety of things including hiring a coach, going to conferences, or getting a Ph.D. or MBA). A supportive workplace culture was one that permitted advancements, errors, growth, and learning new skills. Furthermore, as different nationalities of people work on the project, they seem to seek a respectful cultural environment for a healthy workplace (1,2, 4, 7& 9). Another interviewee stated that since a company always stresses profit which creates a congestive and stressful environment leaders cannot be open to error and learn so they cannot explore their ideas in a practical field (interview 9).
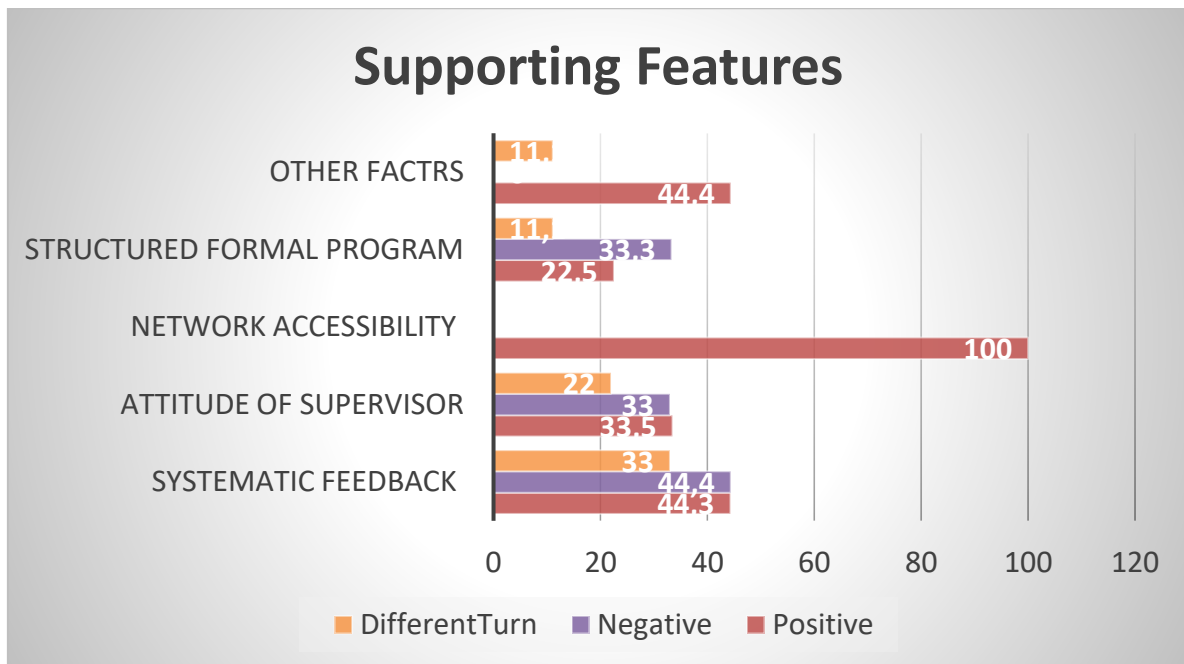
Figure 7 Supporting Features

5.6 Constraining features in the context of the organization

Constraining factor is the third topic, which is broken down into three dimensions within the organizational setting. The latter, however, is separated into two areas: budget and time. While time was an often-mentioned obstacle, interviewers generally reported few other constraints in the organizational setting.

I. Errors and Mistakes

Certain interviewees perceived mistakes and failures as a limiting factor when it came to self-improvement. Interviews 1 and 5 described this as having an intolerant supervisor who takes responsibility for faults or feeling guilty and being made the victim of problems. Additionally, it was disclosed that the company's general culture, which is geared towards finding or placing blame for issues, may be widespread in its intolerance of mistakes (interview 5). It was viewed as both a limitation and an improvement because it allowed for greater communication of failures: "We did this, this is what we learned, is something you should avoid. You will experience failure along the way to success" (9).

II. Limited career growth opportunities

Limited promotion opportunities did not cause any immediate limitation to any of the interviewees, but in the last interviews, it was mentioned as a motivational benefit (10, 11). However, investigating this dimension produced some relevant findings several leaders

claim that favoritism is there when it comes to promotion. For example, the company favors Chinese employees more than Bengali skilled workers when it comes to a prompt to position (interview 4,5,8,9). Furthermore, some interviewees said that certain employee changed their behavior or acts in favor of senior leaders to ease their promotion (interview 3, 7).

III.   Resource availability (Time & Budget)

The most often cited constraint (1, 4, 5, 6, 8, 9, 11) was time. One of the main obstacles to engaging in self-development activities, according to interviewees, is the lack of time for reflection. The workload, operational tasks, deadlines, and general congested nature of the job were mentioned while asking about time management (interviews 2, 6, 8). Furthermore, because there were long working hours from 8 am to 8 pm sometimes 10 pm and no specific time was selected to spend outside the workplace it seemed tough to work on oneself after such a hectic day and prepare for the next day (9). On the other hand, because seniors who occupied higher positions in the organizational structure could manage their time and control work had more opportunities to focus on (3).

Many interviewees pointed out budget as another crucial limiting factor when discussing (interviews 1, 5,7,9). Many pointed out that expensive trainee programs or workshops were only available to the topmost senior position as they had control over the budget but for rising leaders, it seemed like a challenge the reason behind this is those training were costly and the company made sure only the higher authority gets to benefit from those to serve the best in (interview 1, 7,8). One significant finding (interviews 3,4) ensured that the management position had no or little budget issue. Few of the interviewees saw the budget more as helpful, as they could then think of the best possible scenario which is most cost-effective (2,5,6).
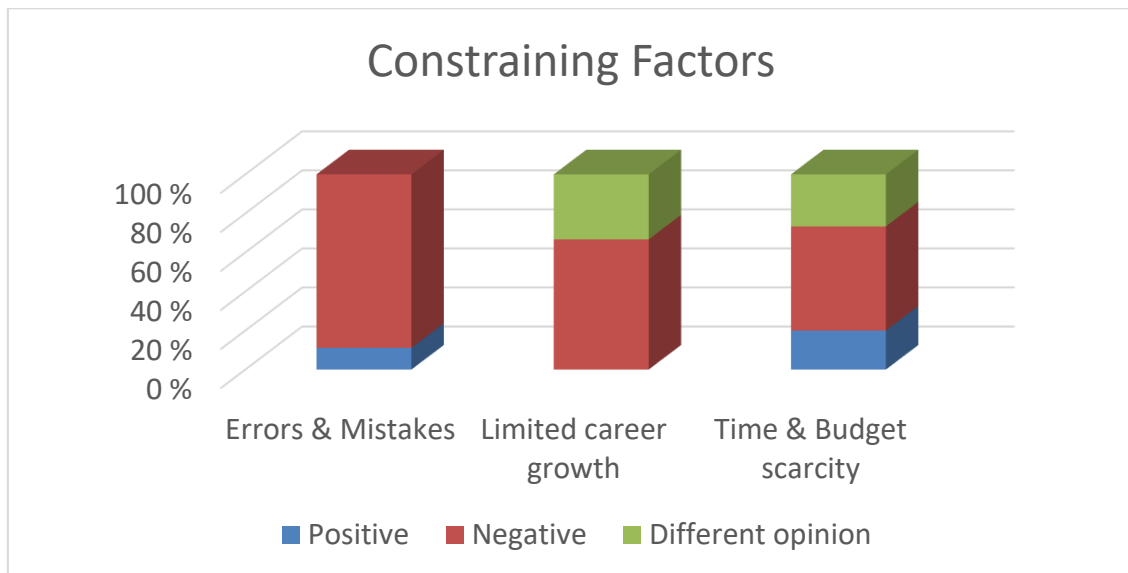
Figure 8 Constraining factors

6   Results within the context

The information reveals an evolving relationship between individuals and the organizational context, demonstrating the mutual impact of leaders within the organization and vice versa.

As discussed, it's evident that organizations play a vital role within their settings. This is reinforced by interviews where managerial leaders concur on the importance of collective issue discussion, a unified platform, and involvement in challenging tasks to foster leadership growth. Additionally, instances of managerial support and demotivating factors were identified (3, 4, 5). Various constraints surfaced, some aligning with existing literature, while others differed – for example, favoritism toward certain types of employees. Furthermore, it became apparent that when organizations fail to encourage promotions or career growth, employees lose motivation to improve or develop themselves.

The conclusion of this case study underscores a crucial dynamic, emphasizing the impact of the setting and the significance of others for personal growth and the organization. Many leaders expressed a sense of responsibility in shaping the organization, highlighting the importance of aiding others' development through training, feedback, goal assistance, and trust-building. Moreover, the concept of an open learning and sharing platform was mentioned to elucidate the team's working environment. Respondents emphasized that a healthy and respectful work environment significantly influenced their interactions and self-guidance.

These results are intriguing as they spotlight the various factors that can either facilitate or hinder self-development activities within an organizational setting.

7   Discussion

The purpose of this study is to provide a solution to the following query: What role does the organizational environment have in the deliberate self-development efforts of management leaders from the perspective of Bangladesh and China? Later on, the Finnish perspective was added and concludingly supported the original result of the study field. The goal was to find out how the organization system helps or creates a platform for blooming a leader. I will address this goal and focus on responding to the question by going over our findings in this chapter. It's important to note that this discussion has four primary points that help to address the research issue.

I.   Finding "self" in Self-development

 The results show that leaders in management actively engage themselves in a range of self-improvement initiatives as they hold the goal of advancing their capability as a leader. The very understandable strategies that leaders took can be categorized as, reflection, stretch assignments, and feedback seeking. It is important to note that all these activities cannot be done as an individual, but rather require a combined approach of coworkers meaning an organization. The results of this study suggest that, in no manner, a leader can rely solely on his or her for exclusive self-development as his or her nurture depends so much on organizational settings.

The results conclusively show that any people's surroundings hold a great deal of impact on their development as humans are social beings by nature. It can be thought that watching movies or doing some alone work can be all, but in reality, human connection plays the most significant role in the path of personal development and shaping one's leadership journey. The overall organizational assistance, experiences, and feedback all along is as important in building leadership as the individual approach, and in some cases organizational approach means more. Moreover, practical experiences can make someone learn much better than bookish knowledge and practical experience comes with communicating with others meaning the involvement organization again. The final discussion can conclude that people's connection is important meaning forming relationships as it ultimately helps personal

growth. Leaders who favored networking events at their own organizations agreed that they now rely on other coworkers. Furthermore, another vital important point was seeking help from others as it can help to ease any challenging task, emphasizing interdependence in the workplace. This study also finds continuous assurance and sympathy from coworkers to calm one down to make one realize he/she is not alone in any hardship, rather people walked through similar shoes and they know how he feels in a hard situation. When all things are considered, it becomes clear that the organizational setting is significant in supporting leaders' self-development. External variables such as forming relationships, having mentorship, sharing common experiences, and industry influences all together make a loud statement that only the "self" can be restricted in self-development within an organization.

II.   Skilled leaders as a Significant Aspect

Being a leader with many years of experience and being a newbie on the field makes a difference as experience means a lot. By comparing both, it can be seen that experienced leaders focused more on their acquired knowledge rather than people's opinion while younger leaders relied more on training workshops or any other bookish knowledge. Also, it shows that a better or experienced leader can help and guide the next generation to something great, while young leaders' favor comes as well as they somewhat try to become good in companies eyes for personal achievement. Conclusively, experienced managers function as a constructive influence inside the organizational environment as they assume a portion of the organizational duty to assist others in their self-improvement tasks.

III.   Meaning of assistance

The supportive assistance provided by the organizational environment can aid a leader in their self-development journey. Access to networks and open platforms for discussion tends to offer more benefits than drawbacks. Moreover, various activities organized by the organization, such as campaigns, open platforms for discussions, group meetings, and feedback sessions, have been observed to yield positive outcomes. These elements signify potential benefits for construction companies in Finland, Bangladesh, and China, allowing the open exchange of ideas that could lead to innovative advancements.

Importantly, it's crucial to acknowledge that an individual's willingness to step forward and embrace these initiatives plays a pivotal role. It's their proactive approach that can initiate meaningful changes. The organizational setting alone cannot guarantee optimal effectiveness; instead, it requires a combined effort to yield maximum benefits.

IV.   Meaning of Demotivating factors

There were many limiting factors that were also found through these interviews. According to the findings, time and budget still seems the main concern of this study as well. It clearly showed that extensive workload and strict schedule made it somehow impossible to work on oneself individually at any specific time also budget cuts for new or junior leaders when it comes to training them seemed also another issue. The Finnish demotivating findings were mostly based on personal factors such as trust issues and the feeling of not being able to affect things above oneself in the hierarchy. Another issue that came surprisingly was the career growth differentiation between Bengali and Chinese employees whereas more skilled. Bengali workers were left behind but less skilled Chinese employees got the promotion. These issues make it stressful to keep a healthy environment so everyone can work peacefully. Lastly, it can be said that it is high time to change the mindset of seeing an organization as a distinct element and blend it up with individual efforts.

8   Conclusion

The research question is: 'What role does the organizational environment play in the deliberate self-development efforts of management leaders in the context of Finland, Bangladesh, and China? This inquiry is closely linked to another question: 'How do the deliberate self-development activities of managerial leaders correlate with the organizational setting? The findings revealed an undeniable connection, highlighting that a leader's self-development doesn't solely depend on individual efforts but significantly relies on continuous organizational support. A leader is influenced not only by external variables within the organization but also by the work environment's overall health. Furthermore, a leader's self-development activities are intertwined with these external factors; one aspect cannot exist without the other. While the study corroborated many insights from previous research, notable disparities emerged due to differences in research settings. Unlike the previous research, which focused on IT companies in two distinct countries, this study concentrates on a common workplace shared by different nations. Additionally, the Finnish workplace's input was added and supported the established theory. It's clear that effective leadership development in such a diverse setting requires both organizational support and personal engagement in self-development activities. It's not a choice between one or the other, but rather the integration of both aspects.

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2 Questionnaries

To give a better insight in our topic of self-development and its practices we shortly described a brief to the interviewee : "A self-development activity is a voluntary activity that you deliberately perform for the purpose of learning something new for your job or improving your job skills or knowledge. Self-development activities are NOT mandatory or required by your organization or supervisor. Leader self-development activities consist of any activity that you engage in to better your skills as a leader. Your job requires you to continually help and guide others; think about what skills you need to do this. Any activity that you engage in to further those skills would be considered leader self-development" (Orvis & Ratwani, 2010, p.671).

1.Could you shortly introduce yourself and what your current role looks like

2. What does leadership mean to you? How do you incorporate this into your daily life?

3. Intentional Self-development Activities: We provided you with a definition of self-development practices earlier, how do you work with that as a leader in your role?
a. Managing own learning: How do you learn new skills necessary for your role as a leader?

b. Stretch assignments: What sort of challenges do you engage in to get out of your comfort zone? What additional tasks do you do outside of your role? Why do you do that? Follow up: How do you learnfrom these activities?

c. Reflection: What role does reflection play in your daily working life as a leader?

d. Seeking feedback: How do you assure that you receive feedback?

4. Supportive factors within the organization: What in your organization helps you to initiate self-development activities?
a. Feedback processes: How do feedback processes help you to develop in your role as a leader?

b. Supervisor behavior: How does your direct manager influence you in your development as a leader?
c. Networks: How does your organization provide access to networks?

d. Organizational Platform: How does your organization provide you with the opportunity to learn from others?

e. Formal leader development programs: How do leader development programs help you to develop in your role as a leader?

5. Constraining factors within the organization: What in the organization hinders you from initiating self-development activities?

a. Failure & mistakes: How is dealt with failure and mistakes?

b. Limited promotion opportunities: How do limited promotion opportunities hinder you?

c. Available resources - time: How does limited time hinder you?

d. Available resources - budget: How does a limited budget hinder you?