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The Cambodian diaspora: empowering communities in homeland through non-profit work

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THE CAMBODIAN DIASPORA: EMPOWERING COMMUNITIES IN

HOMELAND THROUGH NON-PROFIT WORK

A dissertation proposal submitted in partial satisfaction

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by

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DEDICATION

I dedicate this work to my daughter Soriya, my ray of sunshine. Mommy loves

you very much.

ACKNOWLEDGEMENTS

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ABSTRACT

The qualitative phenomenological study explored the lived experiences of Cambodian expatriates who were leading successful nonprofits in their homeland.   The research participants were all senior level leaders within non-profit organizations in Cambodia. Data were collected during the months of February and March 2016 after which the data were analyzed for common themes.

The participants identified the following success strategies with respect to leadership styles: (a) affiliative leadership, (b) authoritative leadership, (c) democratic leadership, (d) democratic leadership, (e) pacesetting leadership, (f) coaching leadership, and (g) coercive leadership. The specific strategies, techniques, and philosophies that lead them to success included: (a) interpersonal and leadership qualities, (b) vision and goal setting, (c) developing others and building strong relationships, and (d) cross-cultural awareness and community involvement. The challenges they faced were (a) socio-economic issues, (b) political issues, (c) mindset and perspective, and (d) cultural issues. To overcome the challenges, they utilized the approaches of (a) support systems, relationships, and strategic partnerships; (b) leadership characteristics – general; (c) leadership characteristics – authenticity; (d) leadership characteristics – adaptability; and (e) management and operational strategy.

The participants measured success through (a) intrinsic or interpersonal measures and (b) affect on others or motivational measures. More specifically, they utilized (a) business goals, (b) personal satisfaction and sense of accomplishment, (c) organizational reputation, (d) impact and influence, and (e) communities of practice and team cohesion as assessment and evaluation methods. Finally, they offered the

following recommendations to other leaders: (a) training and support, (b) humility and authenticity, (c) adaptability and resiliency, (d) empowerment and impact, (e) live in and learn about Cambodia, and (f) influence of Western ideology.

The findings of this study may benefit Cambodians by (a) providing prospective Cambodian non-profit leaders with specific strategies and techniques towards success, (b) providing Cambodian youths with pathways to connect to their culture and a pathway for leadership success, (c) providing Cambodian elders with opportunities to overcome trauma associated with the war and connect with the culture, and (d) providing the Cambodian population a pathway to heal and help in the rebuilding process and bridge the disconnect between the Cambodians and the Cambodian diaspora.

Chapter 1: Introduction

History of Cambodian Population in the United States

Between 1975 and 1979, during the Khmer Rouge regime, it is estimated that Khmer Rouge leader Pol Pot and his army killed between 1.5 and 2 million Cambodians. Some fled to the countryside but many were held captive in slave camps where they were tortured, starved to death, or put through slave labor. More than 300,000 Cambodians ended up in refugee camps with over 150,000 refugees immigrating to the United States during that decade (Lischer, 2006). The forced emigration of Cambodians to the United States began in 1975 before the Khmer Rouge regime took hold of the country. During that period, the United States initiated programs that provided aid and sponsorships for refugees to come to the United States. Between 1975 and 1985, Cambodian refugees were placed in California, Illinois, Massachusetts, New York, Texas, Pennsylvania, and Virginia.

Cambodians who escaped their war-torn country battled other trauma-related medical issues in the United States (Ong, 1995), such as social and cultural adjustment, second language acquisition perpetuated issues associated with acculturation and PTSD (Wycoff, Tinagon, & Dickson, 2011). PTSD is a condition experienced by people who survived a traumatic event and, as a consequence, suffer from "recurrent nightmares, social withdrawals, sleep disorders, guilt, etc." (Wycoff et al., 2011, p. 1,247). PTSD and trauma from the war are also responsible for changes and disruptions in intergenerational exchanges (Field, Muong, & Sochanvimean, 2013; Lewis, 2008; Lin, Suyemoto, & Kiang, 2009; Ong, 1995; Wycoff et al., 2011).

Additionally, recovering from war trauma, acculturation, and intergenerational exchanges all contribute to Cambodian-Americans' resiliency (Wycoff et al., 2011).

The U.S. Census Bureau (2014) estimated that 326,619 Cambodians lived in the United States as of 2010. Among the population of Cambodian-Americans aged 25 years and older, 31.2% had less than a high school diploma. Of the 76,000 households surveyed by the U.S. Census Bureau (2014), the median household income reported was $52,484. Of the 145,969 Cambodians surveyed, 25.8% were in production, transportation, and material moving occupations, 24.9% in management, science, and arts occupations and 23.9% in sales and office occupations (U.S. Census Bureau, 2014).

The economic and political landscape of Cambodia today is drastically different from the Khmer Rouge regime. Cambodia is positioning itself to be a global entrepreneurial country. According to Senghor (2015), the driving forces of Cambodia's future economic growth today are tourism, construction, garment production, and rice paddies. Promoting the Cambodian brand is important so the country can leverage itself to consumers and investors (Cambodia Development Resource Institute [CRDI], 2015). An emerging generation of entrepreneurs wants to ensure that Cambodia is positioned with top-quality business and becomes a management destination (Senghor, 2015). Cambodia currently has a reputation as a tourism destination, as tourism contributes 26% to Cambodia's GDP and 22% to job growth with an estimated 1.8 million jobs. Domestic tourism is growing rapidly, bringing in 8.2 million tourists in 2012: a 3% increase from the previous year (Pichadara, 2014).

Expatriates

Poethig (as cited in Dahles, 2013) noted that, once the dust settled in the 1990s with a stabilized political and economic environment, "former refugees and their children returned to Cambodia as tourists and visitors to ancestral places whereby relatives who stayed behind, became investors, entrepreneurs and businesspeople" (pp. 383-384). Cambodians returned to their homeland as expatriates and repatriates hoping to utilize their entrepreneurial leadership to build their struggling homeland. Returning entrepreneurs play a crucial role in "rebuilding or revitalizing the economy, establishing successful business start ups and rising to power as business leaders capable of directing their business into a prosperous future" (Poethig as cited in Dahles, 2013, p. 386).

Over 1.3 million expatriates are employed on international assignments from the United States alone (Miser, 2010). In essence, multi-national companies and organizations have utilized expatriates as a competitive economic advantage for global expansion. *Expatriation* is the process by which employees are sent overseas for an assignment, and *repatriation* is the process by which the same expatriate returns to his/her home country (Lazarova & Tarique, 2005).

According to Brookfield Global Relocation Services (2014), "Forty-seven percent of expatriate respondents reported an increase in the number of international assignees in 2013 over the prior year, 25% cited a decrease, and 28% reported that the growth rate stayed the same" (p. 15). The United States is the number one destination for international assignments, China second, and the United Kingdom third. International assignments achieve the following objectives:

- Fill a skills gap (managerial skills).

- Fill a skills gap (technical skills).

- Build international management experience/career development.

- Launch new endeavors.

- Develop local business relationships.

- Technology transfer.

- Transfer corporate culture. (Brookfield Global Relocation Services, 2014, p. 41)

Expatriate effectiveness is measured based on cross-cultural adjustment, intentions of returning home, and job performance (Bhaskar-Shrinivas, Harrison, Shaffer, & Luk, 2005). Black, Mendenhall, and Oddou (1991) suggest that expatriates in a new work environment overseas require cultural adjustment, interaction adjustment, and work adjustment. In effect, these adjustments place a strain on expatriates and affect their performance. Black et al. (1991) identified issues and stress related to adjusting to living in a new environment. There is a lack of literature on repatriation that would allow a further examination of expatriate experiences in their homeland. Specifically, refugee experiences would add value to the expatriation-repatriation literature and research.

Globalization

Mehdi (2004) stated that globalization is closely related to migration patterns and has both positive and negative implications for the global environment:

In a new global economy, international trade involves not only the movement of goods and services among countries, but also the movement of people. Just as

countries compete in a worldwide market in which goods and services are exchanged, they also compete in an immigrant market. (p. 13)

Globalization has been driven by many different factors: political, economic and technological factors (Abonyi & Slyke, 2010; Appadurai, 2000); psychological anxieties (Appadurai, 2000); diffusion of practices, values, and technology (Guillen, 2001); and increase in economic development, which raises life expectancy (Inglehart, 2000). Social scientists, political scientists, cultural theorists, historians, and academic scholars use different lenses and offer differing perspectives when examining the concept of globalization (Appadurai, 2000).

Global leaders face unprecedented challenges as they search for new answers to help them navigate in the rapidly changing global economy. They must identify methods and strategies that can help them become successful international leaders. The global environment has changed to meet the ever-demanding needs of the competitive economic landscape. Gardner (1962) identified cross-cultural communication as a necessity for effective international leadership. Possessing the ability to understand and utilize cross-cultural communication is of the utmost importance in navigating conversations as global leaders. Identifying what these successful strategies for communications look like for Cambodian expatriates is critical to its success.

Global Leadership

During the 1980s, the introduction of *global enterprise* changed the way domestic enterprises conducted their business. The increase in international deals among multinational companies and collaborative relationships forced enterprises to focus on a

global leadership development agenda (Rhinesmith, Williamson, Ehlen, & Maxwell, 1989). Currently, organizations and corporations are seeking globally competent leaders to manage businesses. The need to prepare expatriate leaders to lead effectively is even more critical.

Cultural Values and Norms of Expatriates

Expatriates often undergo a period of cultural adjustment in their assignments and may confront cultural differences in their new environment. In order to lead effectively, expatriates must adjust to the behaviors, norms, and roles of the new culture, adopting the local values. Values as defined by Schwartz (2012) consist of six main features: (a) values are beliefs, (b) values motivate action, (c) values changes specific behaviors and situations, (d) values serve as standards or criteria, (e) values are in order of importance, and (f) values guide actions.

Non-profit Climate in Cambodia

The non-profit model has become prominent in recent years in Cambodia, as non-profits attract many supporters from varying careers (Lyne, Khieng, & Ngin, 2015). Strange, Hing, Khieng, Lun, and Saing (2013), identified Cambodia's challenges and opportunities stating that Cambodia is strategically located in Southeast Asia, which provides "opportunities for trade, growth, prosperity sector development, and poverty reduction" (p. 9). There is a growing trend in the establishment of non-governmental organizations (NGOs) that operate within Cambodia, many of which fall under the umbrella of non-profit organizations.

According to the International Center for Not For Profit Law (2015), Cambodian law currently lacks a clear definition of NGOs. Currently all charities, non-profit

organizations, and educational entities that benefit society fall under the category of NGO. According to the International Center for Not For Profit Law Cambodia defines NGOs as organizations that have been "established by an individual or by any group of individuals to carry out humanitarian activities and non-profit, social development for social welfare by which are not part of political parties" (para. 15). Cambodia's Ministry of the Interior (as cited in International Center for Not for Profit Law, 2015) identified 3,492 NGOs and associations (1,350 remain active and 300 inactive) in Cambodia as of September 2015.

NGOs must register with the Ministry of the Interior; unregistered organizations are not allowed to operate. According to the 1997 Tax Law, non-profits are "either religious, charitable, scientific, literacy, or educational purposes are exempt from taxation on their income" (International Center for Not For Profit Law, 2015, para. 9). They must abide by procedural requirements of the Ministry of Foreign Affairs and International Cooperation, which include establishing a Memorandum of Understanding (MOU) and a solidifying support letter established with the ministry. Finally, non-profits are required to provide procedural safeguards. There are many barriers for non-profits in Cambodia. According to the International Center for Not For Profit Law (2015), non-profits in Cambodia are barred from political activity, advocacy, international contact, resources (additional spending), and assembly. All of these barriers contribute to the limited amount of non-profits operating in Cambodia.

Leadership Development Best Practices

In an international setting, leadership takes a slightly different form, as each country faces different issues. Cambodia is recovering from a genocide, which poses

different issues for leaders hoping to lead successfully. Further, the socio-economic and political environment of Cambodia requires Cambodian-American expatriates to adjust their leadership style to meet the demands of the community.

Statement of Problem

The purpose of this study was to identify and describe how Cambodian expatriates lead successfully in their homeland. Leaders face different challenges when leading globally or internationally than when they lead domestically. Much of the expatriate literature focuses on temporary expatriate assignments where non-national individuals are living outside their homeland. Little of the existing literature looks at how expatriates lead in their homeland.

The younger generations of Cambodian-Americans (first generation) lack a connection to their culture due to a lack of lived experiences in their homeland. Furthermore, the history of prevalent PTSD due to the war has caused a rift between younger and older generations (Lischer, 2006). Members of the younger generation lack motivation to move back to their homeland.

In the aftermath of all of these challenges, Cambodian expatriate leaders face cultural issues and challenges in their homeland, as organizational practices in Cambodia differ from those in the United States. This study will identify how Cambodian immigrants lead successfully outside their homeland (i.e., lead successful non-profit organizations). As such, this study will examine factors that determine the successful leadership practices of Cambodian expatriates who take on leadership roles in their homeland.

Statement of the Purpose

The purpose of this study was to determine the common strategies and practices employed by Cambodian expatriate leaders and challenges they face in leading successful non-profits in their homeland. In addition, the study also determined how Cambodian expatriate leaders measure success and the recommendations they would make to other leaders wanting to lead successful non-profit organizations in their homeland.

Research Questions

This study asked the following primary research questions:

- What common strategies and practices do Cambodian expatriate leaders employ in leading successful non-profit organizations in their homeland?

- What challenges do Cambodian expatriate leaders face when implementing those strategies?

- How do Cambodian expatriate leaders measure the success of leading a non-profit organization in their homeland?

- What recommendations would Cambodian expatriate leaders make for others wanting to lead successful non-profit organizations in their homeland?

Significance of Study

The significance of the study lies in its contribution to the literature regarding leadership among Cambodian Americans living and leading non-profit organizations in their homeland. This study will help both Cambodian-Americans and Cambodians understand the need for leaders to lead in their homeland. The benefits associated with

the findings of this study revolve around a better understanding of Cambodian leaders leading in their homeland. The study will benefit the following groups:

A. Cambodian-American leaders – This study will identify successful strategies for leaders to implement during the process of establishing an organization, business, etc.

B. Cambodian-American youths – This study will identify a pathway for Cambodian-American youths to connect to their culture. Due to the disconnect that exists between youths and elders, this study will demonstrate to elders that youths have opportunities to connect to their culture through leadership.

C. Cambodian-American elders – This study will spur opportunities for elders to connect with youths.

D. Cambodian population – This study will bridge the cultural gap between Cambodian Americans and Cambodians living in their homeland. This study will hopefully help guide the healing process and help start the building process for the entire Cambodian population.

Key Definitions

• *Expatriates.* The term expatriates or expats refers to leaders that reside and work in another country for a temporary or permanent assignment. This term can refer to those that currently are from that country of region or those that are returning back to their homeland (Lazarova & Tarique, 2005). *Repatriates* and *returnees* are also considered expatriates.

- *Repatriates.* The term repatriates or repats refers to leaders that return to their homeland after migration or expatriates seeking permanent residence in their host country (Lazarova & Tarique, 2005).

- *Diaspora.* This term refers to a group of people that have been dispersed from their homeland to other parts of the world.

- *Returnees.* This term refers to refugees who return back home after resettling in other parts of the world.

- *Cambodian.* The term Cambodian refers to individuals of Cambodian ethnicity. This can include those that currently reside in the country or another part of the world.

- *Cambodian-American.* For the purposes of the study, the term Cambodian-American refers to individuals who are of Cambodian descent and live (or have lived) in the United States.

- *Khmer.* "The term is used to identify the dominant ethnic group in the country of Cambodia. Cambodians use the term Khmer to refer to themselves, their language, and their homeland" (Needham & Quintiliani, 2007, p. 50).

- *Leadership.* According to Cantor and Bearnay (1992) "leadership involves a state of mind in others" (p. 59). Leaders should therefore be individuals whose "vision, courage can influence set ideas, people, organizations and societies" (Adler, 1997, p. 173).

- *Cross-cultural leadership*. "The ability to lead and motivate teams of different cultural background and values" (Frost & Walker, 2007, p. 7).

- *Cultural intelligence.* According to D. C. Thomas et al. (2008), cultural intelligence is a system of interconnected knowledge of and skills that allow people to adapt and shape to their surrounding environment accordingly.

- *Global leadership.* This term refers to leaders leading on an international level. According to Caligiuri (2006), global leaders must manage effectively through "complex, changing, and often ambiguous environment" (p. 219). Furthermore, Caligiuri asserted that "knowledge, skills, abilities and personality characteristics were required to accomplish tasks of global leaders" (p. 221)

- *Non-profit organization (non-profit).* For the purposes of this study, non-government organizations (NGOs), charities, social enterprises (SEs) and Community Development Enterprises (CDEs) will be referred to as non-profits.

- *Success.* The term refers to the accomplishment or attainment of a goal, task or purpose. According to Gladwell (2008), a combination of intelligence, ambition, and resilience leads to success.

Key Assumptions

The following assumptions were made in implementing this study:

A. It was assumed that participants would be cooperative and truthful.

B. It was assumed that participants would be considered expatriates by definition.

C. It was assumed that participants currently resided in Cambodia and previously resided in the U.S.

D. It was assumed that participants currently or previously led a non-profit organization in Cambodia.

Limitations of the Study

The majority of the literature regarding expatriates is reflective of expatriates conducting temporary assignments in a foreign country. Only a limited number of studies have been conducted on Cambodian-American leaders. Research on the expatriation-repatriation cycle is still new and has been limited to international assignments in multinational companies. The study was limited to non-profit expatriate leaders in Cambodia. The lack of clarity around entities that fall under the non-profit umbrella may affect the study.

A. The principal investigator assumed that all participants had experienced the same or similar phenomenon of the study.

B. The principal investigator assumed that the participants would be cooperative and truthful.

C. The number of successful Cambodian expatriate leaders who will be interviewed was 13, and therefore it is hard to generalize and assume that all Cambodian-Americans share the same strategies (Amin, 2006).

D. As the study utilized a phenomenological approach, the natural setting of the study will be hard to replicate (Wiersma, 2000).

Summary

This study investigated strategies that contribute to Cambodian expatriates leading successfully in their homeland. Chapter 1 provided an outline of the research study, identified the purpose of the study, and described the problem. In addition, the limitations, assumptions, and key terms were identified.

Chapter 2: Review of Relevant Literature

Overview

More than 30 years after the trauma of the Pol Pot regime, the Cambodian people are still recuperating from their losses. The Cambodian diaspora community in United States has built new lives. The histories of the Cambodian-American population, their struggles, challenges, and resiliency have cultivated strong leaders who are interested in connecting with their homeland. This study is about Cambodian-American leaders and their desire to connect to their cultural roots through non-profit leadership. Through their example, others can learn how to lead successfully in their homeland.

A number of theories contribute to the study of the success strategies of expatriate leaders, expatriate assignments, and global leadership. However there are significant gaps in the current literature of expatriate leaders leading in their homeland, specifically regarding Cambodian expatriates leading in their homeland. The educated population of Cambodia was targeted during the Khmer Rouge regime and, thus, expatriates have filled that gap to become the experts in the community (McWha, 2011). Despite the ever changing global business environment and the study of global leaders in the early 1980s due to expansion in technology and business, there still exists little to no research on expatriate leaders leading in their homeland.

Chapter 2 provides relevant literature as a foundation for the research, offering insight into the Cambodian-American population in the United States, their challenges, and their leadership success strategies. It then discusses Cambodia as a country, its culture, the non-profit environment, and the leadership success strategies of its people. Global leadership is introduced as a basis for international leaders with background

information on expatriates and their leadership success strategies. Lastly, the chapter presents theories and traits of leadership.

Cambodia: The Country and People

The country. Cambodia is situated in Southeast Asia and shares its border with Thailand, Laos, and Vietnam (Wycoff et al., 2011). According to the Central Intelligence Agency (2016), over 15 million individuals reside in Cambodia as of 2016; approximately 40% of its population is between the ages of 25-54 and 31% of its population is between the ages of 0-14. The people, referred to as *Cambodians* or *Khmer,* have cultural roots connecting them to China, India, Vietnam, and Indonesia (Wycoff et al., 2011). The Central Intelligence Agency (2016) identified Cambodia as a fairly homogenous country, with 95% of its people speaking the same language (Khmer), 96.4% practicing the Buddhist religion (Theraveda Buddhist), and 78% of the population in the agricultural industry.

In 1979, following the Vietnamese army's invasion of Cambodia, the country endured a 12-year civil war between coalitions of the new and former government supported by the Vietnamese forces (Chanda, 2002; Ledgerwood, 1994). Between 1975 and 1985, Cambodian refugees scattered throughout the world to form new communities in France, Canada, Australia, and the United States (Needham & Quintiliani, 2007). The country is still coping with post war trauma from the Khmer Rouge regime in the late 1970s. But now, with its violent history behind it, reconstruction and development are slowly taking place.

Historically, much of the country has worked in the agricultural industry. Foreign investment is now a prevailing part of the Cambodian culture as other affluent countries

identify opportunities to invest in profitable Cambodian businesses and industries. Modernization and industrialization of Cambodia were fueled by globalization (Nou, 2008). Cambodia experienced extreme economic growth between 2005-2015 when the tourism, garment, construction, and real estate industries contributed to an 8% GDP increase over the previous decade (Central Intelligence Agency, 2016). About 20% of the population continues to live beneath the poverty line, earning only $1.25 per day (Oberholzer-Gee & Lau, 2014).

Culture, values, and beliefs. Culture is shaped and refined by the people of a group. Societal norms, which consist of the value systems shared by the majority, help shape and define culture (Hofstede, 1984). Hofstede (1984) discussed the following effects of culture on an organization:

- Culture influences the distribution of power.

- Culture defines organizational goals and objectives.

- Culture affects the decision-making process.

- Culture shapes organizational structure and formal procedures.

- Culture affects reward systems.

- Culture has an indirect impact on functioning of organizations (organizational requirements, regulation, zone of manageability, and communication).

- Culture affects non-members of organizations by shifting values.

Hofstede (1993) identified five dimensions of cultural differences between various nations. The first dimension is power distance, which identifies the inequality/equality among the people in the identified country. A small power distance country considers its entire people as equals. The second dimension is individualism, which is the degree

to which people in the country view themselves as individuals or as members of a collective. Individualistic countries possess individual centered habits, and the people view themselves as separate individuals. Members of a collectivistic country view themselves as a part of a whole society and country.

The third dimension is masculinity versus femininity, which refers to the degree to which the country views itself in terms of various leadership qualities. For example, assertiveness, power, and competition are all masculine dimensions. Caring for others and modesty are examples of feminine dimensions. The fourth dimension is uncertainty avoidance, which identifies the degree to which people are comfortable with uncertainty and ambiguity. A country with low uncertainty avoidance is more free spirited and favors few rules and procedures. A country with high uncertainty avoidance prefers rigid codes of belief and behavior. The fifth dimension is long-term versus short-term orientation, which identifies how the country orients itself towards the future. Long-term orientation includes planning for the future and continuously creating new goals. Countries with short-term orientations prefer time honored traditions and norms and are opposed to change (Hofstede, 1993).

Based on Hofstede's (1993) cultural dimensions, Cambodia is categorized as a high power distance, collectivistic, somewhat masculine, high uncertainty avoidance, long-term orientation country (Blunt & Turner, 2005). Cambodia is considered a high power distance country because it believes in the importance of respect and obedience. For instance, children are expected to respect their parents, elders, teachers, and superiors. It is a collectivistic country as it values extended family, social/group harmony, and the common good. It is not acceptable in the Cambodian culture to be

confrontational or to jeopardize the family's reputation. It is, however, acceptable to withhold selfish interests for the common and greater good of the family.

The country places a very high value on social harmony, community interest, and the common good, but it is also a society with a high preference for role delineation and strong moral codes for men versus women (Blunt & Turner, 2005). Cambodia is, therefore, a medium level masculine society. The country is considered to be a high uncertainty avoidance society with its very strong preference for organization, rules, structure, and clear instructions. It has a long-term orientation culture, preferring long-term development planning to ensure the success and well being of the community as a whole.

Values are also key constructs of culture. Hofstede (1984) defined values as placing importance or preference on certain systems or beliefs. Values also shape how people interact with others and identify personal and social norms. Values are attitudes and beliefs in one's mental programming. Cambodian people have a high regard for family life, culture, and tradition. They value traditions that engender trust and respect (Wycoff et al., 2011). Practices that promote harmony, balance and the practice of self-control to avoid conflict are also valued (Blunt & Turner, 2005).

In the global leadership pyramid, there is a discussion around Western Theory Premises (Perkins, 2009). Because the United States is viewed as a dominant first world and technologically advanced society, many leadership theories are grounded in a strong Western bias. Specifically, the Globe Study (Javidan, Dorfman, De Luque, & House, 2006) reflects 90% of Untied States based research and theory research.

Understanding these cultural premises will help leaders communicate effectively with organizational members in other countries.

Culture affects other factors such as interactions, the treatment of others, and integrity (Schoorman, Mayer, & Davis, 2007). These concepts easily shape how cultures operate and how individuals in a group interact with others. Hofstede's (1993) cultural dimensions can be used as a framework for interaction and for understanding the various dimensions of culture to help leaders navigate interactions.

Political and socio-economic construct. The World Bank (2016) classified Cambodia as a low-income country with a GDP per capita of US $1,020 in 2014. Cambodians tend to enter the workforce at a very early age, as it is not uncommon for families to support and house extended family members under one roof. The largest sector, contributing to a third of the workforce, includes forestry, fishing, and agriculture. Rice is the most widely exported agricultural item, with more than 80% of Cambodia's farmers growing rice in their paddy fields (Oberholzer-Gee & Lau, 2014).

The garment manufacturing industry accounts for 80% of all exports in Cambodia. Major brand names such as Gap, Topshop, Zara, and Nike operate out of Cambodia. Although these industries have a large profit margin, there is currently a great debate around the working conditions of these manufacturing companies. With a large number of workers dissatisfied with their working conditions, strikes disrupted production resulting in a pay increase in December 2014 to $95 monthly basic pay and $5 for food allowance (Oberholzer-Gee & Lau, 2014).

Tourism is another large contributor to Cambodia's GDP. Cambodia is home to the historic site of the Angkor Wat temples, which attract on average two million visitors

per year from around the world and contributes 24% to the GDP. Capitalizing on this opportunity, Cambodia developed many construction plans to cater to the demands sparked by the popularity of these sites. Additionally, Phnom Penh, the capital of Cambodia, has revitalized parts of the city to cater to the needs of tourists (Oberholzer-Gee & Lau, 2014).

Non-profit climate. Non-profit organizational leaders are visionaries for societal change (Cornelius, Moyers & Bell, 2011). These visionary leaders are detrimental to the success of non-profit organizations in Cambodia as there are many prevailing issues in Cambodia. Operating a non-profit organization successfully in Cambodia is clouded by several challenges: "child rights, education, sexual trafficking, disability and health and environmental concerns" (Lyne et al., 2015, p. 7). These issues are exacerbated by the lack of resources as levels of poverty are very high in the country. Most non-profit organizations that are established, attempt to tackle the challenges identified above (Lyne et al., 2015). Organizations established in the form of schools, vocational training business, medical centers, etc. tackle these core issues prevalent in the country.

Oberholzer-Gee and Lau (2014) identified several obstacles that may be encountered during the establishment of businesses or organizations in Cambodia including: (a) energy costs, (b) talent, (c) corruption, (d) financing, and lastly, (e) macroeconomic loyalty. First, high energy costs are attributed to the country's high electricity tariffs. Diesel, which is outsourced, is the main source of power and thus contributes to the high cost. Second, it is difficult to find the proper talent to fill positions in Cambodia. 73.9% of Cambodians possess a low literacy rate making it difficult for

employers to fill positions and meet the demands of organizations and businesses. Third, corruption is reported to be an obstacle to the establishment of Cambodian businesses and organizations. According to Transparency International's Corruption Perception Index (as cited in Oberholzer-Gee & Lau, 2014), Cambodia is rated at 160 out of 177, a very high corruption rate. Fourth, financing businesses and organizations is challenging due to the accessibility of loans, high interest rates, and rigid payment plans. Finally, the circulation of 90% of U.S. dollars contributes to the volatility of the banking system. As the currency in Cambodia is *riel*, the circulation of U.S. dollars poses problems for consumers and rural residents (Oberholzer-Gee & Lau, 2014).

Hipsher (2008) identified some significant business and organizational environments of Asia:

- Entrepreneurial orientation as opposed to corporate orientation – Asian entrepreneurs value and are motivated by both intrinsic and extrinsic rewards. These motivations include: "acquiring personal wealth, recognition, excitement, challenge, autonomy, opportunity to pass on the business to the next generation and providing financial and employment security for the family" (p. 82). These entrepreneurs are risk takers, prefer a dynamic environment, and are influential in swaying others. Specifically, entrepreneurs in Southeast Asia prefer leadership business strategies that promote wealth and income preservation.

- Scale of business enterprises – Depending on the nature of the business, it is capable of scaling to an international, multi-domestic, global, or transnational level. Generally, Cambodian enterprises are scaled to the level of transnational, as Cambodian-Americans maintain connections with both countries.

- Legal and political environment and effects on business practices – Business practices are governed by personal relationships, group affiliation, and cultural norms. In Cambodia, business transactions are dictated by relationships and established trust. Cambodians rely heavily on interpersonal relationships and trust to secure business transactions. The notion of *keeping it in the family* applies strongly in this cultural landscape. Furthermore, businesses are mainly family operated, whereby responsibilities are passed on from generation to generation.

- Labor relations – Business practices and operations in Asian countries do not rely on external forces. Many of the regulations are the responsibility of the individual business owners (family members). There are safeguards for workers since Cambodia is a collectivistic country. The notion of saving face and avoiding conflict is evident as well, as Cambodian businesses deem it inappropriate and unacceptable to complain or cause conflict. Generally, workers are expected to be thankful for the opportunity to have a job and never complain about their work.

- HR management practices – Recruiting, developing, training, and retaining workers are handled by independent businesses. In Cambodia many of these tasks are handled through familial networks whereby referrals and references dominate recruiting practices. Moreover, there is a priority in hiring for organizational culture based on knowledge, skills, and abilities, in contrast to the Western approach where individuals are hired based on goals achieved. Specifically, individuals are hired based on their *cultural fit*.

Cambodian-Americans

Resettlement in the United States. According to the Year Book of Cambodian Students in U.S. (as cited in Needham & Quintiliani, 2007), Cambodian students attended universities throughout the world in the 1950s and 1960s to study technical trades, engineering, and agriculture. Approximately 140 students studied in the U.S. and ended up settling and taking up residence in Los Angeles and Orange County (Needham & Quintiliani, 2007). Some of these students returned to Cambodia to lead enterprises or organizations.

In 1975, the U.S. established sponsorship programs to welcome Cambodian refugees from Thailand. The diaspora community endured a devastating Civil War and genocide that nearly wiped out two million residents. Cambodian immigrants arrived in three waves: (a) the first wave of immigrants were affluent university students; (b) the second wave of immigrants were well educated leaders with close ties to the American government; (c) the third wave of immigrants, the refugees, the largest group of Cambodians, emigrated to the U.S. due to the war (Scully, Kuoch, & Miller, 1995). The Cambodian-Americans that arrived in the U.S. held on to their cultural traditions, including their religious practices and the establishment of institutions and businesses (Needham & Quintiliani, 2007; Scully et al., 1995; Wycoff et al., 2011). As the Cambodian community in the U.S. grew, so did the desire to preserve the Cambodian culture (Needham & Quintiliani, 2007). Many communities did so in the form of Khmer literacy classes, classical dance classes, and religious.

Challenges. In comparison to the group of immigrants that arrived prior to the war, the war refugees were ill prepared for social adjustment as they dealt with

challenges related to language acquisition and lack of prior exposure to Western

society. These refugees held on to the belief that they would be relocated to their

homeland, and when no news of relief came, they grappled with the realization that they

would need to start building a new life in the U.S. (Needham & Quintiliani, 2007).

Despite the attempt to ease the burden of social adjustment by constructing a sense of

familiar community through businesses, institutions, and religion, they still faced many

challenges. The refugees that arrived in the U.S. exhibited high levels of emotional

distress associated with PTSD brought on by the trauma of war (Lewis, 2008; Needham

& Quintiliani, 2007; Scully et al., 1995; Wycoff et al., 2011). Bernier (1992) developed a

framework to address problems among Southeast Asian refugees including stress

related to acculturation in the new host country (e.g., struggling to learn a new

language, encountering a new culture), bereavement (e.g., loss of status, physical

possessions, and multiple losses of loved ones), change (e.g., a new social

environment, financial status), and trauma (e.g., war, famine, persecution, torture).

Since family is at the center of the Cambodian culture, relief methods included

family inclusive methods of therapy. Studies have shown that Cambodian refugees

faced an increased risk of alcohol and drug abuse (Wycoff et al., 2011).

Intergenerational exchanges were also challenged due to "massive social and cultural

disruption" (Lewis, 2008, p. 693), which included "forced migration, resettlement and the

reconstruction of the extended family" (p. 694). Pak, Maramba, and Hernandez (2014)

reported that Southeast Asian and Pacific Islanders are two to three times more likely

than their Caucasian peers to not have attained a diploma; 53% of Cambodian-

Americans have not attained a high school diploma and only 38.1% earn a college

degree. The high failure rates can be associated with the notion that the wave of refugees that arrived in the U.S. due to political upheaval was not prepared for success socially or educationally.

Leadership

Leadership theories and traits. The literature on leadership and leadership theory shows the importance of leadership theories in relation to Cambodian expatriate leaders. A closer examination of expatriate leaders shows that the concepts of leadership and global leadership are important in understanding how expatriates lead effectively. According to Cantor and Bernay (1992), "Leadership involves creating a state of mind in others" (p. 59). Leadership should be viewed as something that surpasses the notion of position and process (Adler, 1997), leaders should be individuals whose "vision [and] courage can influence set ideas, people, organizations and societies" (p. 173). The following is a closer examination of various leadership theories.

Trait leadership theories are also known as the *Great Man* approach, the belief that leaders are born with leadership traits (Northouse, 2013). Northouse (2013) identified five main traits that represent a great leader: intelligence, self-confidence, determination, integrity, and sociability. Trait theorists have modified the core list of leadership traits throughout the years:

- Stogdill, 1948 (as cited in Northouse, 2013): intelligence, alertness, responsibility, initiative, persistence, self-confidence, sociability

- Mann, 1959 (as cited in Northouse, 2013): intelligence, masculinity, adjustment, dominance, extroversion, conservatism

- Stogdill, 1974 (as cited in Northouse, 2013): achievement, persistent, insight, initiative, self-confidence, responsibility, cooperativeness, tolerance, influence, influence, sociability

- Lord, DeVader, and Alliger, 1986 (as cited in Northouse, 2013): intelligence, masculinity, dominance

- Kirkpatrick and Locke, 1991 (as cited in Northouse, 2013): drive, motivation, integrity, confidence, cognitive ability, task knowledge

There are some similarities in the traits listed by each theorist. Expatriate leaders must be able to communicate successfully and effectively and influence others. Leadership traits impact situations in leadership and help leaders navigate situations appropriately.

One's style of leadership affects one's effectiveness. Goleman (1998) identified six different styles of leadership: coercive (commanding), authoritative (visionary), democratic, pacesetting, and coaching. The first style, coercive (commanding), identifies the *do what I say* leader. These leaders are effective in critical workplace situations but not in the normal workplace environment, as this style does not allow for flexibility. The authoritative (visionary) style of leadership takes the *come with me* approach, allowing their team members some liberty in goal setting and goal attainment. These leaders are effective when the workplace requires some realignment, but they are not effective when working with a team that is more experienced than they are.

Affiliative leaders, the third style, put their team first, building consensus, creating team harmony, and boosting morale; they are not effective in providing advice and feedback to their team. The democratic style, the fourth leadership style, gives their team opportunities to voice their opinions and encourages them to do so. The

democratic leader builds a team and organization that allows opportunities for flexibility, consensus, and decision-making. Democratic leaders allow lengthy space for decision-making, which results in long meetings that can affect the team's advancement. Pacesetting leaders, the fifth style of leadership, set high expectations and standards for their team (Goleman, 1998). Pacesetting leaders are effective with teams that are self-motivated and highly competent, but are not effective when their team is deterred and overwhelmed by their quest for excellence. The last style of leadership Goleman (1998) identifies is the coaching leader, who focuses on personal development of his/her team. This style of leader is effective when there is a high awareness of the team's skills and ability.

Lastly, leaders take on forms of situational leadership where the situation merits a particular leadership style and action. Situational leadership (Hersey & Blanchard, 1969) contends that leaders are required to adapt their style of leadership depending on the situation. Based on the leader's assumption of team members' knowledge, skills, and abilities, the leader changes his/her degree of directive or supportive behavior (Hersey & Blanchard, 1969).

Cross-cultural leadership. Cross-cultural leadership is not just about cultural similarities, but also about cultural differences in respect to how leaders interact with one another. Frost and Walker (2007) suggested the need for leaders to be multi-cultural leaders or possess cross-cultural leadership skills to navigate interactions in today's world. Specifically, the authors identified six key aspects of successful cross-cultural leadership: (a) be open minded and enjoy the experience of interacting with others; (b) be empathic; (c) research, respect, and understand new cultures; (d) value

face-to-face interactions; (e) be honest with one's own sets of limitations; and finally,

(f) take care of oneself and others (Frost & Walker, 2007).

The norms, values, and practices of a culture provide guidelines for the appropriateness and inappropriateness of leaders' behavior. With Hofstede's (1984) cultural dimensions, leaders are able to accurately assess how to interact with leaders from other countries. Trust is an important component of any relationship and reciprocity of trust is critically important within cross-cultural communication (Schoorman et al., 2007). Culture affects how trust is attained and maintained and trust affect variables within each culture, such as values. Many multinational companies are sending their leaders overseas for the purpose of globalizing them (Javidan et al., 2006).

The GLOBE research program spans the world, involving more than 150 social scientists and managers from different backgrounds. Its purpose is to research best practices in organization leadership and management. The GLOBE project identified cultural views of leadership effectiveness (House, Javidan, Hanges, & Dorfman, 2002).

Universal facilitators of leadership effectiveness include: being trustworthy, just and honest (integrity), having foresight and planning ahead (charismatic-visionary), being positive, dynamic, encouraging, motivating, and building confidence (charismatic –inspirational) and being communicative, informed, a coordinator. Universal impediments to leadership effectiveness include: being a loner and asocial (self-protective), being non-cooperative and irritable (malevolent), and being dictatorial (autocratic). Culturally contingent endorsement of leader attributes includes: being individualistic (autonomous), being status-conscious, and being a risk taker. (House et al., 2002, p. 75)

The attributes identified by the GLOBE Project help leaders develop effective skills while navigating international contexts. These experiences shape leaders and strengthen their ability to communicate cross-culturally.

    Cultural intelligence. Cultural intelligence involves the process of having the whole being (mind, body, and spirit) committed to cultivating a higher sense of cultural awareness. The literature suggests that leaders need to possess both social and emotional intelligence in order to communicate effectively with others. Alon and Higgins (2005) maintain that global leaders who possess both social and emotional intelligence lead successfully. A key finding from Pless, Maak, and Stahl (2011) indicated that the success of high-performing global companies reflects the company's focus on interpersonal influence and coalition.

    Emotional intelligence, as described by Goleman (1998), involves leaders possessing skills such as: "self-awareness, self-regulation, motivation, empathy, and social skill" (p. 6). These hallmarks of an emotionally intelligent leader pave the way for social intelligence (Goleman & Boyatzis, 2008) and cultural intelligence (Earley & Ang, 2003). Studies on emotional and social intelligence show a relationship between a global leader's behavior and success (Alon & Higgins, 2005; Earley & Ang, 2003; Earley & Mosakowski, 2004; Goleman & Boyatzis, 2008). Earley and Ang (2003) describe three critical aspects of intercultural interaction for a highly culturally intelligent leader: cognitive, motivational, and behavioral. Earley and Mosakowski (2004) highlighted cultural intelligence (CQ) as a critical ingredient in effective global leadership. Earley and Mosakowski (2004) defined the three aspects of cultural intelligence as: "cognitive, physical, and emotional/motivational" (p. 141).

Social intelligence, as defined by Goleman and Boyatzis (2008), encompasses seven competencies: "empathy, attunement, organizational awareness, influence, developing others, inspiration and teamwork" (p. 5). If leaders wish to develop these competencies, they will benefit from explicit training in and nurturing of array of social intelligence skills. One case highlighted by Goleman and Boyatzis identified a newly hired leader who scored very low on the Emotional and Social Competency Inventory (ESCI), an instrument that measures leaders' emotional and social intelligence competencies through self-evaluation and 360-degree feedback. Through rigorous coaching and training and 360-degree feedback from peers, direct reports, and supervisors, this individual was able to develop a stronger sense of global competence.

Emotional, social, and cultural intelligence are *soft skills*. Educating leaders requires role-playing, learning from other cases, experiential learning, practicing with others, and training (Alon & Higgins, 2005). Goleman (1998) contended that training leaders in soft skills is worth the time and money. Goleman (1998) discussed the science of an emotionally intelligent leader, showing that these skills come from the brain's limbic system, which controls reactions to events, people, etc. To develop leaders, organizations must rethink their training strategy by focusing on creating new habits. Knowing this, organizations can start focusing on developing and strengthening behaviors that can positively impact the development of leaders. Taking on new habits requires extensive work, ongoing leadership training, and opportunities to reflect on the learning.

Thomas et al. (2008) defined the domain of cultural intelligence as one that involves cultural knowledge and skills, which in turn influences cultural metacognition.

Cultural knowledge is the foundation of cultural intelligence, as it constructs the basic premises for understanding and analyzing the behavior of oneself and others. The knowledge of "cultural identities, values, attitudes and practices makes for greater predictability in social interaction" (Thomas et al, 2008, p. 128), which in turn shape and strengthen one's intercultural behavior. Cultural knowledge is formed on the basis of interaction with a culturally diverse population, which helps form new mental categories in one's cognitive system. This knowledge shapes cross-cultural interactions, which require cultural skills.

Thomas et al. (2008) identified three types of skills necessary to be culturally intelligent: perceptual, relational, and adaptive skills. These skills involve methods of inclusion where an individual is open-minded, non-judgmental, empathetic, and sociable, and self-regulates accordingly. They shape an individual's behavior, which in turn influences the construct of cultural metacognition. Cultural metacognition involves the continuous monitoring and regulating of one's knowledge and skills during cross-cultural interactions. By doing so, an individual (a) analyzes the situation, (b) does not respond right away, (c) controls impulsive response and finally, (d) responds accordingly based on the appropriateness of the situation (Thomas et al., 2008).

Crowne (2008) examined the factors that lead to cultural intelligence and found cultural exposure was key in the development of cultural intelligence. Specifically, she mentioned that employment, education, vacation and other experiences abroad lead to a higher level of CQ. Crowne's (2008) study found the length and depth of cultural exposures were correlated with a higher level of CQ. The study also suggested that

organizations should commit to learning, training, and a short-term overseas assignment before implementing a long-term assignment.

A study of 154 expatriates in a Japanese teaching program found a relationship between cultural intelligence and cross-cultural adjustment (Huff, Song & Gresch, 2014). It also found a correlation between expatriates' cultural intelligence and the level of motivation, energy and effort put into cross-cultural adjustment. Based on the study, learning and training before the actual assignment are imperative for expatriate adjustment success.

Cambodian leaders. Zepp (2011) conducted a study on perceptions of leadership among leaders in Cambodia. The study, which involved 187 professionals from the government, teaching, and farming industries, identified the following traits of good leaders: honesty, broad vision, persistence, and intelligence. Behaviors exhibited by good leaders included: shared decision-making, providing clear instructions, and concern with others' well-being (Zepp, 2011). The study also identified traits of bad leaders: dishonesty, lack of confidence, narrow-mindedness, and stupidity. Behaviors of bad leaders included corruption, dictatorship, appeals to selfishness, and concern with one's own ego. Zepp's (2011) study highlighted the importance the Cambodian population places on moral issues when assessing leaders and leadership (i.e., honesty, dishonesty, and corruption were identified as high importance items). It can be concluded from the study that the Cambodian people place the highest value on ethical dilemmas associated with leadership.

Historically, foreign-born individuals frequently become self employed, and often become transnational entrepreneurs (Portes, Haller & Guarnizo, 2002).

Transnationalism, as defined by Portes et al. (2002), is the "ongoing relationships that immigrants maintain with their home countries and the resulting social fields that span national borders" (p. 279). Drori, Honig, and Ginsberg (2006) asserted that immigrant entrepreneurs become successful as they are socially embedded in both their home and host country. Sequeira, Carr, and Rasheed (2009) identified five different types of transnational enterprises:

1. Circuit enterprises – located in both host and home country.

2. Cultural enterprises – located in host country.

3. Ethnic enterprises – located in host country.

4. Return migrant enterprises – located in both host and home country.

5. Elite expansion enterprises – located in both host and home country.

In summation, Cambodian leaders and Cambodian-American leaders face challenges when trying to become effective leaders in their homeland. The leaders' understanding of their style, and the leadership style of others, will affect how they lead their organization. Cambodian expatriate leaders are tasked with understanding the political and socio-economic structure of Cambodia to lead successfully.

Success Strategies

The large body of literature pertaining to expatriates leading internationally for a temporary assignment can help inform the gap in the literature with Cambodian expatriates leading in their homeland. Cassiday (2005) argued that in order to be successful, expatriates must develop the skill of relationship building to help them "synthesize best practices from different cultures toward a competitive advantage" (p. 392).

Cambodian expatriates' entrepreneurial success is attributed to leaders' ability to utilize "diverse cultural competences, social capital and political connections when setting up enterprises in Cambodia" (Dahles, 2013, p. 392). Cambodian-Americans have "been successful as institutional entrepreneurs as many turn non-profit organizations into thriving commercial ventures" (p. 391). Dahles (2013) stated:

Cambodian refugees who learned to be a citizen in this modern liberal society also learned to accumulate social capital provided by the social system including educational and private institutions and private institutions such as temple and church communities and, in the process, emulated the entrepreneurial model of citizenship. (p. 385)

Cambodian expatriates' entrepreneurial success is attributed to their ability to utilize "diverse cultural competences, social capital and political connections when setting up enterprises in Cambodia" (Dahles, 2013, p. 392). Cambodian-American leaders face varying levels of change when establishing an organization in Cambodia. Specifically, given the political and socio-economic environment of Cambodia, these expatriate leaders must influence others to achieve systemic change (Garvin & Roberto, 2005). Many factors affect a person's resistance to change, and it is up to the leader to identify those very factors.

Garvin and Roberto (2005) indicated that change will occur if leaders implement a specific strategy through the use of persuasion. Leaders must start the persuasion campaign months before the actual plan is shared with the organization team. The following is Garvin and Roberto's four-part process to make change stick:

- Phase 1, Set the stage for acceptance: This phase is critically important as it involves the preparation process. Leaders at this stage will "prepare their organization's cultural soil" (p. 110) by careful planning months in advance.

- Phase 2, Frame the turnaround plan: This phase involves presenting the turnaround plan in detail and carefully outlining the expected impact. It is also imperative that leaders communicate the purpose of the change.

- Phase 3, Manage the mood: Leaders should constantly "take a temperature" (p. 110) and keep their finger on the pulse of the organization. Although it is important that employees are focused and working hard to achieve the goal, not every person in the organization will accept the change.

- Phase 4, Prevent backsliding: During this phase, leaders should continuously reinforce the desired behavioral changes while celebrating early wins and milestones.

Change is imperative and might be more widely accepted by employees in a turnaround than during other organizational scenarios. Watson's (1925) theory of behaviorism and conditioning (i.e., reinforcing new behaviors ensures adoption of the new behavior) ensures that employees will adopt the new behavior and habit. If not successful, turnarounds will result in budget cuts, which mean impending layoffs. Garvin and Robertson (2005) emphasized the fact that employees have the option to stop change in its tracks or accept that change is necessary to preserve their job and the organization. As job security is one of employees' top priorities, they will continue progressing to avoid impeding the change process and ultimately a lay-

off. They have made the connection that their positive behavior will ensure a positive income and, hence, new routines/habits/behaviors have been established.

Jokinen (2004) identified a set of skills and actions that promote success among expatriate leaders. Social skills, network management skills, and knowledge all contribute to the success of the expatriate leader. Social skills, or relationship management, promote effectiveness and success as they encourage leaders to take charge, develop skills and persuade others, and find common ground with all kinds of people. Cambodian expatriate leaders that possess social skills focus on organizational outcomes and motivate and inspire their constituents toward results. Networking skills help leaders build and maintain partnerships and alliances to further the work of the organization. Cambodian expatriate leaders who possess networking skills build strong relationships, build connections, and build up their community. Knowledge of tasks includes language skills, computer skills, technical expertise, hiring, organizational processes and procedures, and global leadership skills. Global leadership skills include possessing prior experience in international assignments, travel, leading people from diverse backgrounds, and responsiveness to global opportunities.

Cambodian leaders can learn from the success strategy of Muhammad Yunus, who pioneered social businesses in Bangladesh starting with Grameen Bank in 1976 and Grameen Danone in 2006. Although social businesses and non-profits are different entities, Yunus's approach to leading successfully in his homeland offers some key learning points that are worth highlighting here. Yunus pioneered the social business concept, which has the following key characteristics (Yunus & Weber, 2011):

- The objective of the social business is to overcome poverty or issues that threatens people and society. The objective of a business is to maximize profit.

- The company is responsible for economic and financial sustainability.

- Investors cannot earn a profit from the business; they only earn their original invested amount.

- Profit stays with the business and not their shareholders or investors.

- The business is environmentally conscious.

- The employees earn wages comparable to market wages.

- Conduct the business with joy!

Yunus was adamant about focusing on improving Bangladeshi living conditions through his social business. Cambodians can learn from Yunus' successful social businesses. Yunus (Yunus & Weber, 2011) also identified successful leadership strategies:

A. Identify a specific goal – Yunus encouraged leaders to identify a grand objective and scale it down to a specific goal. The primary objective of Yunus' Grameen Bank was to eradicate poverty. He then scaled down the objective to the goal of creating a microfinance business that employed the women of Bangladesh and taught them key leadership skills and traits. He also encouraged leaders to utilize their skills, background, interests, and experience to leverage the goal.

B. Start with a personal passion – Yunus emphasized the importance of personal passion in success and happiness. He encouraged leaders to utilize their personal passion to lead their business/organization successfully.

C. Build the business/organization around people – Yunus built the Grameen Bank around the women of Bangladesh who were not afforded the opportunity to work and learn work skills and trades. His focus on the people helped propel Grameen to a microfinance model.

D. Apply technology to human needs – Technological ideas such as "increasing access to infrastructure, adapting technologies used by the wealthy to suit the needs of the poor, and enhancing sustainability and the environment through technological solutions" (Yunus & Weber, 2011, pp. 72-73) are all strategies to leverage technology in a challenging environment such as Bangladesh or Cambodia.

E. Work with partners – Working with other leaders and organizations encourages the flow of ideas. This also proves to be a successful strategy for leaders leading in an unfamiliar territory, as they can learn from other leaders who have a proven track record of success.

F. Attract talent – Yunus was able to attract the right talent, as his goal was to provide the women of Bangladesh with opportunities to build and refine their skills. Attracting the right talent will require leaders to identify the specific characteristics of the leaders that should lead within the business/organization.

G. Plan your business/organization – This strategy requires leaders to clearly identify their organizational and business needs. Before launching his business, Yunus developed a business plan that detailed his business objectives. The business plan addresses some of the basic issues such as: *What is my social or organizational objective?* or *If my social business or organization is successful, how can it be replicated or expanded*?

As demonstrated in Yunus' Grameen Bank and Grameen Danone experience, leadership theory is important in the successful attainment of goals and building a strong collaborative with others. Yunus' passion led him to successfully pioneer the concept of social businesses. Cambodian-American leaders are tasked with understanding their environment and people in order to be able to lead successfully in their homeland. Yunus's success with Grameen Bank and Grameen Danone offers examples of successful strategies used by leaders leading successfully in their homeland (Yunus & Weber, 2011).

Global Leadership

Defining global leadership is challenging due to the varying definitions provided by an abundance of global leadership literature and research. Global has been classified under the terms international, multinational, and transnational while the term leadership is used interchangeably with management (Jokinen, 2004). Williams (2003) defined global leadership as "leaders that embrace circumstances that reflect: human universals, an extended national or regional interest, and/ or the condition of global commons" (p. 302). Global leadership supports the process of innovation by increasing cultural awareness (Bird, Mendenhall, Stevens, & Oddou, 2009). Expatriates are global leaders as they lead internationally and operate under the premises of global leaders.

Globalization. Today's global environment has changed drastically as a result of the expansion of international businesses. Perkins (2009) identified issues associated with globalization and its effect on individuals and societies. First, the extent of globalization is challenging, as the universal characterization of globalization varies throughout the literature. Second, national entrenchment further perpetuates the issues

of globalization. Specifically, technological advancements have shaped global communications, but have not shaped the way in which communities behave. Cultural behavioral tendencies have remained grounded in local values and traditions. Third, social rules have changed as a product of globalization. Social rules are informed by cultural values and thus have changed as a product of globalization. Fourth, cultural adaptation requires leaders to navigate change successfully. Finally, cultural sensitivity is impacted by globalization as individuals develop effective ways to practice appreciation of other cultures. Hofstede (1984) showed the importance of cultural management by identifying the cultural dimensions of different countries. His research identified and urged global leaders to adapt their leadership style to meet the demands of various cultures.

Global leadership competencies. The American Management Association (AMA; AMA, 2012) identified global leadership development as activities that address the needs of the global marketplace. Global leadership programs/curricula that focus on these competencies will help leaders acclimate to the international marketplace. Brotherton (2011) shared two findings from AMA's study, difficult strategies to master and opportunities for leaders to broaden their knowledge, skills, and abilities. Globally competent individuals have the background knowledge, necessary skills, as well as global experiences that deem them globally competent leaders (Thorn, 2012).

Jokinen (2004) identified three core global leadership competencies: self-awareness, engagement in personal transformation, and inquisitiveness. Self-awareness is a leader's ability to be self-reflective and the possession of a deep understanding of her own emotions and actions. A leader who has a deep self-

awareness manages relationships effectively. Self-aware leaders are self-confident, mature and understand their own roles in relationship to others. They know their limitations and abilities and utilize the knowledge to communicate effectively with others. Engagement in personal transformation describes leaders driven to seek personal knowledge and skills to further develop their leadership capabilities. Leaders committed to personal transformation utilize their past experience and knowledge to inform decisions about future actions. Inquisitiveness describes leaders who want to learn more about the world and use that knowledge to transform their leadership. These leaders willingly seek answers to problems or questions. Inquisitiveness encourages leaders to be proactive, committed to growth, and willing to take risks.

Certain common themes recur in global leadership models and competencies: business knowledge, personal and interpersonal competencies (Ogrean, Herciu, & Belascu, 2009). At the heart of global leadership, there is a call for being culturally sensitive or culturally mindful of others. Ogrean et al. (2009) listed the global leadership models and competencies that will help a person develop personally as a leader as well as work on the tacit knowledge required for a global leadership career. What is lacking from the literature reviewed is a longitudinal study of these leaders to determine the effectiveness of any global leadership model and competency (Bird et al., 2009).

Leadership models and competency frameworks involve both behavioral and cognitive practices (Perrin et al., 2010). Perrin et al. (2010) and Ogrean et al. (2009) identified the framework of competency-based management: "knowledge, thinking skills, attitudes and motor skills" (p. 116). Williams (2003) identified four aspects of global leadership: "the behavior of humanity, the condition of humanity, planetary information

and global ethics" (p. 310). Williams's aspects of global leadership describe global leadership as a "cybernetic" relationship and global leaders as the "steersman" (pp. 309-310).

Often organizations focus so much on the bottom line that they propel individuals that perhaps are not ready to accept the role of global leader. The readiness of the global leader is not discussed extensively in the literature. "Developing global leadership competencies involves fundamental human transformation" (Mendenhall, 2006, p. 425). Mendenhall (2006) discussed the need for leaders to "let go" of their old behaviors and habits and "take on" new behaviors and habits (p. 425). The ability to take on new behaviors and habits is a primary requirement for leaders, as the development of leader into a global leader will require transformation.

The management and development of global leaders rests in the understanding of adult learning principles. Hoppe (2007) identified the importance of understanding adult learning principles in cultivating effective global leaders. He described the process of global leadership using the three stages of adult development: dependent, independent, and inter-dependent. Leaders in the dependent stage are completely immersed in their own cultural values and practices. In dealing with new situations, dependent leaders frame their perspectives in terms of their own cultural values and practices. They do not realize that their thoughts and actions are their own and they struggle with the change process. Global leaders in the independent stage view the change process neutrally and are more apt to inquire about other individuals' cultures. Inter-independent global leaders embrace change and differences and fully suspend judgment of others. Understanding these adult learning principles allows organizations

to identify how receptive their leaders will/will not be to learning. Global competencies require the understanding and the embracing of differences; understanding whether individuals are categorized as dependent, independent, and inter-dependent will allow organizations to provide the proper support to their employees in their leadership development.

Global mindset. According to Rhinesmith (1995), a global mindset is a way of thinking as opposed to a particular set of knowledge, skills, and abilities. It is an orientation to the world that allows one to see certain things that others do not see. A global leader that possesses a global mindset can look at the world and its people with a neutral lens and anticipate trends and opportunities in each part of the globe. Gupta and Govindarajan (2002) described a global mindset as being open to the world around oneself and possessing the ability to synthesize cultural experiences. Story (2011) described global mindset as the knowledge, skills, and abilities that direct a global leader's behavior. Story (2011) identified the impact of a global mindset as facilitating the mediation of interactions between leaders and international corporations/organizations. To develop a global mindset, corporations typically send their leaders on international and expatriate assignments.   Story (2011) discussed how expatriate assignments at the beginning of an international job help prepare leaders for the mind shift.

Nummela, Saarenketo, and Puumalainen (2004) emphasized the need for leaders to possess a global mindset due to rapid globalization. Nummela et al. (2004) asserted that a global mindset is most related to and correlated with global orientation. These authors contended that leaders must possess both an international

entrepreneurial orientation and international/foreign orientation. International entrepreneurial orientation identifies leaders who are proactive risk takers and innovators. Internationally oriented leaders are well-educated, master foreign languages, have experience in foreign countries, are open to change, and possess a positive attitude regarding international leadership. The international orientation concept identifies the leader who possesses an international outlook that is both subjective and objective.   Nummela et al.'s (2004) study of over 120 international companies identified key characteristics of leaders who posses a global mindset, including proactiveness, commitment, and an international vision.

Leaders who possess a global mindset can accurately adjust to the changing needs of the international environment and thus lead effectively in an international setting (Gupta & Govindarajan, 2002). Paul (2000) concluded that mindsets are the origin of organizational behavior and global mindsets require leaders to think globally and act locally. Paul (2000) argued that the global mindset is essential in strategy development in both local and global organizational leadership. The forces that influence proactive development of the global mindset are: "top management's view of the world, the company's dominant organizational dimension, its strategic and administrative heritage and industry-specific forces driving or limiting globalization" (Paul, 2000, p. 190). First, top-level leaders influence the global mindset of their constituents. Visionary organizational leaders are major catalysts in influencing the behavior of organizational members. It is also important to note that organizational leaders who possess an ethnocentric mindset inhibit the growth of their organization. Second, the administrative heritage of an organization also determines its ability to

adopt a global mindset. For instance, if an organization has strategies that promote core competencies promoting globally mindful leaders, it is more likely the organization will find it easier to develop globally mindful leaders. Third, the organizational infrastructure either promotes or deters a global mindset in its leaders. Organizations that encourage leaders to focus on both local and global perspectives have built an infrastructure to support globally mindful leaders. Lastly, organizations that encourage leaders to assess the local and global environment proactively are often promoting a global mindset.

Paul (2000) identified the following ways to develop a global mindset: top management composition, vision creation, network building, employee selection, and career path planning. First, multicultural top-level managers and board members help facilitate different perspectives and lenses. Diversity in the organization encourages a global mindset through encouraging different approaches to operations. Second, an organization that focuses on vision and processes addresses global issues of strategy, structure, and systems. Third, developing a diverse network encourages the global mindset, as it promotes diversification in processes, procedures, communications, and interactions. Fourth, organizations that recruit a diverse pool of individuals promote a strong global mindset. Lastly, career path planning identifies the particular track and pathway for organizational leaders to lead locally or globally. The notion of career path planning challenges organizations to create and manage a more complex interaction and communication structure.

Paul (2000) also identified key global mindsets that promote organizational effectiveness. First, organizations that focus on the big picture are more apt to be

successful. Second, an organization that utilizes its vision to guide its processes will also help maintain leaders with a global mindset. Third, organizations that are diverse and encourage a diversity of opinions promote a strong global mindset. Fourth, maintaining a constant focus on learning, growing, and openness to change are key indicators of a globally mindful organization.

Preparing the Youths

According to Brotherton (2011), cultural components will replace and/or dominate new competencies for global leaders. Some organizations are recognizing the need to develop global leaders early on, beginning with youth. Asia Society is a non-profit educational organization "dedicated to promoting mutual understanding and strengthening partnerships among people, leaders, and institutions of Asia and the U.S. in a global context" (Asia Society, n.d., para. 1). Asia Society (n.d.) dedicates its research to addressing current challenges to solve answers for the future. The organization states, "As economies and cultures become more interconnected, the Society's programs have expanded to address Asian American issues, the effects of globalization, and pressing concerns in Asia including the status of women, environmental challenges, and rapid urbanization" (Asia Society, n.d., para. 2).

Researchers from Asia Society identified four core competencies to develop globally competent youths (Mansilla & Jackson, 2011):

A. Investigate the world beyond their immediate environment.

B. Recognize perspectives, others' and their own.

C. Communicate ideas effectively with diverse audiences.

D. Take action to improve conditions.

Asia Society has done extensive research and kept a finger on the pulse of change by developing a curriculum and framework to work with the nation's youths (Mansilla & Jackson, 2011). This notion of developing future global leaders at a young age will help them navigate through the ever-changing global marketplace. Mansilla and Jackson (2011) developed comprehensive global competencies that can be adopted easily by youth to help them view the world through a different set of lenses and equip them with the necessary knowledge, skills, abilities, and experiences to become effective leaders. The competencies help students understand the world around them without leaving their community, in essence teaching them critical competencies that will help them develop as citizens of the world.

Another trend that promotes the development of global leaders is the establishment of service learning projects. These projects give individuals an opportunity to experience various cultural dimensions and interact with a diverse population to ensure immersion into the organizational culture. Ng, Dyne and Ang (2009) identified a connection between Kolb's Experiential Learning Theory and developing global leaders. Ng et al.'s (2009) theoretical model suggests four stages of development: concrete experiences, reflective observation, abstract conceptualization, and active experimentation. Experiential learning suggests that leaders must be immersed in the experiences of other cultures or international marketplace in order to learn.

Pless et al. (2011) highlighted the need for service learning experiences to develop globally competent leaders. They integrated students in Project Ulysses. After the service learning experience, students reflect on their experiences and discovered

the need for such programs to help develop their global competencies. Project Ulysses provides which provides "assignments in developing countries, an opportunity to build team, personalized coaching, a 360 degree feedback, reflection activities, medication and yoga and storytelling sessions" (p. 241).

Expatriates

　　Background. The literature reveals two different types of expatriates: expatriates who are working in another country temporarily or permanently for an international assignment and expatriates (or repatriates and returnees) who are working in their homeland. The social and psychological adjustments of both groups are different. Bochner (as cited in Hipsher, 2008) noted that both groups experience a culture shock when they arrive in their host country.

　　Expatriates on an international assignment. The establishment of international subsidiaries of companies and organizations has resulted in an increased number of expatriate assignments (Bonache, Brewster, & Suutari, 2001; Canestrino & Magliocca, 2010). Living abroad requires individuals to adjust to different lifestyles, customs, cultures, and living and working conditions. These factors can be challenging for individuals who are tasked with working in a foreign country.

　　International companies strive to create a successful experience for expatriates. One of the key factors in success is preparation or planning. Canestrino and Magliocca (2010) identified three main stages in the expatriate-repatriate cycle: (a) home country selection, (b) international assignment, and(c) re-entry phase. The first stage of the expatriate cycle involves the careful selection of the country. Expatriates must then familiarize themselves with the culture, norms, values, and traditions of the host country.

This stage is important as it provides the expatriate with the proper background knowledge for successful acculturation. The second stage involves the expatriate's life in the new country. The final stage is re-entry, when the expatriate returns home. This last stage also involves intense preparation and support on the part of the international company.

Cox (2004) conducted a study with 101 expatriates to determine the relationship among demographics, cultural adjustment, and intercultural identity patterns. According to Cox's (2004) study the age of the expatriate correlated with depression and the social difficulty associated with cultural adjustment; younger expatriates experienced higher levels of depression and social difficulty. The study also identified a relationship between the length of the assignment and intercultural identity. The longer a leader stayed in the host country, the more likely it was the leader would adopt the values and behaviors of the host country. Tung's (1998) study of 409 expatriates across 51 countries found that it took between six and twelve months for expatriates to grow accustomed to their new surroundings.

The goal of international companies is to ensure expatriates are successful. Unfortunately, a large body of literature points to issues and challenges associated with successful expatriate international assignments (Canestrino & Magliocca, 2010; Cox, 2004; Paik & Sohn, 2004). Canestrino and Magliocca's (2010) expatriate-repatriate cycle framework found a number of reasons for unsuccessful experiences. Sims and Schrader (as cited in Canestrino & Magliocca, 2010) pointed out that lack of knowledge transfer, inadequate preparation before international assignment, and overwhelming culture shock affect the expatriate's success. Paik and Sohn (2004) posited that lack of

cultural knowledge is an impediment to the expatriate's success as it affects relationship building, which affects effective business operations. Additionally, Paik and Sohn identified a lack of formal training before international assignment as an additional obstacle to success.

Expatriates, repatriates, and returnees. Since expatriate success is reliant upon cultural adjustment, Cambodian-Americans who return to Cambodia require less adjustment as they possess the requisite lived experience. Many Cambodian-American returnees held on to the dream of going back home to resume their old life and help their country. Many Cambodian-Americans utilized the education and skills acquired in the U.S. to revitalize their homeland. In the 1990s, many returnees moved back to their homeland to establish private institutions of higher education, businesses, companies, and organizations, while others joined political parties to contribute to Cambodia's development (Dahles, 2013). Many of these leaders established homes in both the U.S. and Cambodia.

A different group of expatriates, specifically returnees and exiles, emerge as "potentially transformative agents in post conflict" environments whereby international agencies attempt to strategically cast the Cambodian diaspora community as agents of change in their homeland (Hughes, 2011, p. 1,498). In the early 1990s, a Return of Qualified Expatriates program led United Nations Transitional Authority in Cambodia (UNTAC) by was initiated (Hughes, 2011; Ledgerwood, 1994). Ledgerwood (1994) identified the following strategies that contributed to the success of this program: (a) election, (b) information and education, (c) military restraint, (d) unified command, and (e) repatriation and economic infusion. First, the 1992 Cambodian election

demonstrated an early win, and expatriates were able to return to their country with the understanding that the civil unrest would be resolved. Second, UNTAC was able to provide the expatriates with the education and information required for their successful return. Third, the presence of military troops eased the expatriates' fears. Fourth, one unified command ensured there were no communication problems. Finally, expatriates were able to return successfully and start the process of rebuilding with the help of UTAC. This also helped bolster the economy and the development and redevelopment of crumbling institutions, buildings, and roadways.

Technology. Technology has already and will continue to have a significant impact on behaviors and attitudes of people around the world. Global leaders, in particular, have been impacted by the introduction of technological advancements. In Cambodia 50% of the population are under 25 and increasingly uses the internet, social networks, television, and radio to make informed decisions about their work (Oldag, 2015). Expatriates utilize technology to increase their impact, facilitate learning, and increase their networks (Dahles, 2013; Oldag, 2015; Peou, 2009; Pimmer, Linxen, & Gröhbiel, 2012). Expansion of the global network has forced the establishment of global and virtual teams whereby organizational operations can continue to take place (Kayworth & Leidner, 2002). Pimmer et al. (2012) estimated the worldwide number of cell phone subscriptions at 4.7 billion and increasing as of 2011, noting that developing countries use social network sites for education-related activities. The leaders from Pimmer et. al's (2012) study engage in a community of practice beyond their local community and strengthen professional networks (Oldag, 2015; Pimmer et al., 2012). In terms of developing countries such as Cambodia, technology is readily available via

mobile phones and is utilized to facilitate learning. Expatriates are readily utilizing these tools to navigate interactions between leaders in Cambodia and in the U.S. Technology is undoubtedly a powerful tool in maintaining connection with their families and as well as elevating their practices.

Pimmer et al. (2012) also identified the use of Facebook as a learning tool in developing countries: (a) learning purposes (i.e., medical and clinical topics, (b) learning engagement in the forms of quizzes/exams, and (c) learning through observation of interactions. This proves valuable to Cambodian expatriates who desire to maintain connections with their networks in Cambodia and the U.S. Technology, social networking sites, etc. have become the driving force behind connection, success, and collaboration for transnational organizations.

Expatriates utilize other forms of technology (e.g., television broadcast systems) to help increase their leadership impact (Peou, 2009). For instance, Peou (2009) noted the establishment of influential broadcasting stations in Cambodia that have become cultural promoters in the community. Organizational leaders as well as business owners use technology as leverage to advertise both not for profit and profit-based services. Due to the free market and global consumer focus operations of broadcasting stations, educational and information rich news are not broadcasted as often as profit-making advertisements.

Global virtual teams are prevalent in organizational structures due to globalization and the expansion of the market overseas. With the accelerated growth of technology and innovation, teams are now working remotely. Virtual teams pose a different type of challenge for global organizations: team leadership. Although these

challenges are present in the traditional team setting, they are even more pronounced in the global virtual team due to the remoteness of teams.   Although global virtual teams satisfy the need for companies and organizations to expand and may assist in global leadership development with the usage of technology, it also challenges the effectiveness of the team (Kayworth & Leidner, 2002). The leader's accessibility makes effective coaching and feedback for leadership improvements a powerful aspect of the traditional team (Kayworth & Leidner, 2002). Leaders of virtual teams, especially international teams do not have the same level of accessibility for a variety of reasons. Kayworth and Leidner (2002) identified four types of barriers to the global virtual team's success: communication, culture, logistics, and technology. First, disjointed communication within a team can affect the team's functionality. For leaders to be effective, communication is imperative as it builds and strengthens trust. Language barriers can produce a *lost in translation* effect and thus disrupt communication. Second, the potential for multiple cultures interacting requires greater communication and trust. The lack of understanding of cultural communication and dimensions may result in biases and disconnection. Third, logistics make it difficult to meet regularly and lack of meetings affects the team building and trust, which in turn disrupts communication and the team's strength. Lastly, technology can potentially create paranoia for some team members, as their lack of skills and knowledge can prevent leaders from executing tasks and building an effective global team.

Summary

Despite challenges in Cambodia, non-profit organization leaders continue to develop solutions to these very issues. Through their success strategies, prospective

leaders can learn how to establish an organization successfully. The challenges only strengthen the leaders' resiliency.

Needham and Quintiliani (2007) stated, "This commitment and sense of belonging expressed by the next generation may be the determining factor in whether the community [of Cambodian-American] will thrive into the future" (p. 49). Senge (2006) stated,

The leadership for systematic change is coming from young people. Often ignored as leaders, teenagers and young adults have a strong stake in the future, perhaps the strongest. They are also the least invested in the past, giving them a distinctive ability to see the flaws in the current mental models and institutional patterns and the courage to create something new. (p. 370)

This statement highlights the need to focus on preparing youth first and foremost, as they are the leaders of the future and do not possess many biases that can negatively impact their viewpoint on the world.

This chapter discussed Cambodia's history, cultural values and norms, political and socio-economic construct, and non-profit environment. It provided insight into the Cambodian-American population in the U.S., the challenges these leaders face, their leadership success strategies and leadership theories. Global leadership was identified as a framework for expatriate leaders as well as the notion of cross-cultural leadership as a construct for leaders to communicate and lead internationally. Finally, the chapter identified the two types of expatriate leaders: leaders who are from countries other than the one in which they are stationed and repatriates and returnees who are leading in

their homeland. The last section of the chapter discussed the importance of technology

in expatriate leadership as well as the importance of preparing youths to lead globally.

Chapter 3: Research Design and Methodology

The immediate aim of this qualitative study was to explore success strategies of Cambodian expatriate leaders. The purpose of this study was to determine the common strategies and practices employed by Cambodian expatriate leaders and the challenges they face in leading successful non-profits in their homeland. This study also sought to determine how Cambodian expatriate leaders measure success and the recommendations they would make to other leaders wanting to lead successful non-profit organizations in their homeland.

The literature review on Cambodian expatriate leaders yielded a limited supply of information regarding Cambodian expatriates functioning as leaders in their homeland. This research sought to explore success and leadership strategies associated with Cambodian expatriate leaders. Interviews with 13 Cambodian expatriate leaders were conducted, tape-recorded, coded and analyzed for recurring themes.

This chapter contains a discussion of the methodology chosen for this study. A description of this descriptive study with a qualitative approach is presented. The nature of the study, the research questions, and methodology are identified. The research design is also discussed, including: (a) participant selection, (b) sources of data, (c) protection of human subjects, and (d) data collection. The interview protocol is presented, identifying: (a) techniques, (b) instrument and (c) validity and reliability. Finally, the principal investigator's statement of personal bias and data analysis techniques and procedures are presented.

Nature of the Study

This descriptive study employed a qualitative approach in addressing the research questions identified for the study. The following research questions were used to guide the research and directed the principal investigator to the major themes uncovered during the analysis phase.

- What common strategies and practices do Cambodian expatriate leaders employ in leading successful non-profit organizations in their homeland?

- What challenges do Cambodian expatriate leaders face when implementing those strategies?

- How do Cambodian expatriate leaders measure the success of leading a non-profit organization in their homeland?

- What recommendations would Cambodian expatriate leaders make for others wanting to lead successful non-profit organizations in their homeland?

Few studies have been conducted on Cambodian expatriates functioning as leaders in their homeland. Studies on expatriation have identified success strategies for expatriates on temporary or permanent assignments but have not looked at success strategies for expatriates leading in their own homeland. However, many studies have been conducted identifying expatriate success strategies for international temporary or permanent assignment, but none particular to the homeland that expatriates have left.

This study investigated the leadership strategies, leadership practices, and success strategies of Cambodian expatriates in their homeland. This descriptive study employed a qualitative approach in addressing the research questions proposed. Denzin and Lincoln (as cited in Creswell, 2007) defined qualitative research as:

A situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible. These practices transform the world. They turn the world into a series of representations, including field notes, interviews, conversations, photographs, recordings, and memos to the self. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This means that qualitative principal investigators study things in their natural settings, attempting to make sense of, or interpret, phenomena in terms of the meanings people bring to them. (p. 36)

Creswell (2007) identified nine key characteristics of qualitative research:
(a) natural setting, (b) principal investigator as key instrument, (c) multiple sources of data, (d) inductive data analysis, (e) participants meanings, (f) emergent design, (g) theoretical lens, (h) interpretive inquiry, and finally, (i) holistic account. (p. 38)

Qualitative research is fitting for a study that is being conducted for the following purposes: (a) to understand an area where little is known, (b) to make sense of a complex situation, (c) to learn from participants in their natural settings, (d) to construct a theory, and finally, (e) to understand a phenomenon. (Creswell, 2007, p. 40)

There is limited research regarding Cambodian expatriate leaders leading in their homeland. The aim of the study was to further identify and analyze the success and leadership strategies of these very leaders. Thus, qualitative research was deemed the option best suited for this research since. Qualitative research is laden with

opportunities where the principal investigator continuously asks how and why something is happening, as well as what is happening here (Richards & Morse, 2013).

This study's research problem aligned with the nine key characteristics of qualitative research as identified by Creswell (2007). First, the study sought to understand Cambodian expatriate leaders leading in their homeland.   Second, the study identified the principal investigator as a key instrument, as her background and experience were similar to that of the expatriate leaders thereby adding value to the research study. Third, the data would be gathered from interview transcripts based on the experiences and insight of the Cambodian expatriate leaders. Fourth, the data would be analyzed for content. Fifth, the participants' meanings would be analyzed. Sixth, the meanings would elicit a design or a theme for, seventh, the analysis of the data. Eighth, an interpretive inquiry would lead the principal investigator to develop a holistic account of the Cambodian expatriate leaders' experience successfully leading a non-profit in their homeland.

Methodology

This qualitative study examined the successful leadership strategies employed by 13 Cambodian expatriate leaders. As this group was assessed, analyzed, and characterized by an already existing phenomenon, the phenomenological approach was deemed fitting for the research study. Additionally, this study required the principal investigator to provide a clear depiction of the phenomenon (Richards & Morse, 2013). A descriptive approach was utilized that incorporated semi-structured interviews and content analysis. McMillan and Schumacher (2006) stated:

Research using a descriptive design simply provides a summary of an existing

phenomenon by using numbers to characterize individuals or a group. It

assesses the nature of existing conditions. The purpose of the descriptive

research is limited to characterizing something as it is. (p. 24)

Phenomenology. The phenomenological approach was utilized as it "offers a

descriptive, reflective, interpretive, and engaging mode of inquiry form which the

essence of an experience may be elicited" (Richards & Morse, 2013, p. 67). Experience

consists of the truths, perceptions, and values of a person's lived experiences (Richards

& Morse, 2013). When approaching a phenomenological study, principal investigators

are required to reflect on the approach's four facets of existentialism: (a) temporarily

(lived time), (b) spatiality (lived space), (c) corporeality (lived body) and finally,

(d) relationally or communality lived human relation (Richards & Morse, 2013).

Phenomenological research was deemed fitting for this study as it involved a small pool

of subjects and utilized data from lived experiences to develop a theme (Creswell,

2007).

With the phenomenological approach, the principal investigator attempts to

derive meaning from and provide a comprehensive description of the participants'

experience (Moustakas, 1994). In essence, the phenomenon is allowed to speak for

itself. Phenomenology offers insight into an everyday experience that can transform a

person's practices. Giorgi (1997) highlighted four key aspects of phenomenology. First,

phenomenology refers to the total lived experience of one person. Within this context,

consciousness contributes to the meaning of styles, forms, and modes that contribute to

the experience. Second, the function of intuition contributes to the awareness present

in phenomenology. The presence within the phenomenon contains the reality of the participants' experience, including symbols, slogans, false memories, rituals, etc.

The third key aspect of phenomenology is linked to the term *phenomenon* (Giorgi, 1997). The notion of phenomenology is derived from a person's unique experience. In essence, meanings and perceptions are unique to each person's experience. For instance, two individuals having the exact same experience would perceive or experience the situation differently. There is no right or wrong account of the situation or experience, as each account represents each participant's meaning. Finally, phenomenology requires intentionality, which involves consciousness. "Phenomenon within phenomenology always means that whatever is given, or present itself, is understood precisely as it presents itself to the consciousness of the person entertaining the awareness" (Giorgi, 1997, p. 236). Specifically, the experience is real and analyzed in its *phenomenal status*.

Research Design

Participant selection. Purposive (or purposeful) sampling involves selecting particular elements to represent the population of interest. As the principal investigator possesses general background knowledge of the research population, good judgment was used to select the information needed to contribute to the research (McMillan & Schumacher, 2006). A rigorous participant selection process was utilized to ensure that the specific requirements for participating in the research study were met. The principal investigator has had 16 years of experience within the education and non-profit fields. Given the principal investigator's interest in global leadership, specifically in Cambodia, a list of notable non-profit leaders in Cambodia was compiled. Along with the list, the

principal investigator used two public databases with Cambodian non-profit listings: the NGO Management System, developed by the Cooperation Committee for Cambodia, and the Cambodia NGO database, developed by the Cambodian Rehabilitation and Development Board Council for the Development of Cambodia in conjunction with the Royal Government of Cambodia. Both database management organizations are operated independently and have compiled their data based on the Ministry of Interior (where non-profits register) or the Royal Government of Cambodia. The principal investigator used the personal list and the two databases to develop the sampling frame. The process of participant selection began with this list and adhered to the following procedure:

A. Statement for criteria for inclusion/exclusion:

- The potential participant must be noted as a non-profit leader.

- Public contact information is available for the potential candidate

- The potential participant must be employed in the educational field.

- The potential participant's non-profit must employ a staff of five or more.

- The potential participant must be a Cambodian expatriate leader.

B. Application of criteria for inclusion/exclusion to the list of participants to narrow the list to eligible participants:

- For every potential participant, the principal investigator utilized the two public databases to verify employment in the non-profit field.

- If the potential candidate is noted as a non-profit leader, the principal investigator will confirm their contact information via the public database or organization's website.

- If the potential candidate is noted as a non-profit leader, the principal investigator will confirm his/her work in the field of education in the public database or organization's website.

- If the potential candidate is noted as a non-profit leader, the principal investigator will confirm the organization employs five or more employees through the public database or organization's website.

- If the potential candidate is noted as a Cambodian expatriate leader, the principal investigator will confirm this information through the organization's website.

C. Statement of criteria for Maximum Variation

- To ensure a broad perspective among the candidates, the list of eligible participants was narrowed down further to ensure a mixture of participants including:

  - Representation of both genders.

  - Representation of different life experiences.

  - Representation of varied ages.

  - Representation of varying time with the organization.

D. Snowball sampling

- If the list of final study participants contains fewer than 20 people, or if after contacting the potential participants, fewer than 13 have agreed to participate, then at the end of each interview the principal investigator will ask the interviewee to identify any other noted figure who would be eligible to participate in the study.

- Additional names identified in the process will be subject to steps 1 through 4, as stated previously.

The analysis unit of this study consisted of male or female Cambodian expatriates whose primary or temporary residence was Cambodia and who were leading or have led a non-profit organization in Cambodia successfully for more than a year. The population for this study consisted of 13 male or female Cambodian expatriate leaders living and leading in Cambodia. The participants ranged in age from 18-40, were currently leading or had led a non-profit organization in Cambodia, and were currently residing temporarily or permanently in Cambodia. The 13 participants were chosen because they possessed the necessary knowledge and experience to contribute to furthering the research study and provided the necessary data for the purpose of the study (Horsburgh, 2003). The principal investigator emailed the Institutional Review Board (IRB) the approved recruitment script (see Appendix A) to seek approval from potential participants to participate voluntarily (or not participate) in the study. The principal investigator followed up with participants who did not respond to the reminder email (see Appendix B).

Sources of data. Data for the research were obtained through semi-structured interviews. The interview questions were constructed by the principal investigator and analyzed for reliability and validity by a panel of experts and the dissertation committee. Data from the semi-structured interviews were captured in a voice recorder. The principal investigator brought three voice recorders to each interview to anticipate any technical issues that might have occurred. The data were transcribed and analyzed accordingly.

Protection of human subjects. In accordance with Title 45, Part 46 of the U.S. Code of Federal Regulations for the protection of human subjects the principal investigator abided by the guidelines set forth by Pepperdine University in ensuring the IRB process was upheld. Participants had the option to participate or opt out of the study. An email notification and formal letter accompanied the consent to participate in the study (see Appendices A and D). The consent form identified the purpose of the study, benefits of the study, the participants' consent to disclose their name (or not), the understanding that participation in the study was voluntary, disclosure of the intent to audio record the interview, and the principal investigator's contact information.

Participants were not coerced to participate and could withdraw from the study at any time without negative consequences. All information remained confidential and private; pseudonyms were used to maintain confidentiality. Participants' personal information such as names and addresses were stored in a secure and locked location. All recordings were kept confidential and stored in a passcode-protected computer. Electronic files were protected with a password known only to the principal investigator and hard copy files were locked in a file cabinet in the principal investigator's home for three years, after which they will be destroyed. Participants' names were not assigned to responses and responses remained confidential unless otherwise noted in the consent form. A risk of the study may involve a strain on the participants' time. IRB approval of a waiver or alteration of informed consent was not required for any undisclosed information. Participants did not receive remuneration through participation in the study.

Data collection. Before the actual interview, the principal investigator emailed the participant the consent form (see Appendix C). The IRB approved recruitment script (see Appendix A) was utilized to contact the participant. Once the participant consented to participate in the study, a face-to-face interview was scheduled. The principal investigator met with participants at a location in Phnom Penh, Cambodia to conduct the interviews during the month of February 2016. For those that were not able to meet face-to-face, a video or phone call was scheduled during February 2016 or March 2016. A week before the actual interview date, the interview logistics were confirmed with participants. Once confirmed, an email reminder was sent to participants reviewing the interview logistics.   Participants received the principal investigator's personal contact information in case of any questions. The principal investigator arrived 20 minutes before the actual interview to ensure adequate interview space and take care of housekeeping needs. At the beginning of the interview, participants were made aware of the purpose of the study through a human subject document that outlined the process of the study. The principal investigator sought permission to record the interview (and politely obliged if permission was declined). If the participant declined, another participant for the study was identified. During the semi-structured interview, the interview questions (see Appendix D) were asked as well as follow-up questions to gain additional clarity and depth into the participants' responses. The principal investigator practiced good listening skills during the research interviews. The data derived from the subjects' oral reports were recorded and transcribed. The timeframe of the data collection was approximately one month (between February 2016 and March 2016).

Interview Techniques

During the interview, the principal investigator listened carefully to the story told by each participant. The goal of active listening is to suspend judgment and opinions with the goal of accurately hearing and interpreting the participants' verbal and nonverbal communication (Creswell, 2007). Nonverbal strategies include paying close attention to the participants' body language, tone, gestures, and posture. The principal investigator paraphrased questions when necessary by rephrasing the questions in a different manner or wording and was cognizant of her nonverbal communication. Active listening also involves the strategic use of silence to draw out answers (Creswell, 2007). Danzig and Harris (1996) identified the importance of story exploration in building competence, stressing the importance of listening carefully to participants' stories to draw on deeper meanings to further reflect on participants' belief and theories.

Interview Protocol

The final interview protocol for the study was reviewed, approved, and finalized by the committee (see Appendix D). The principal investigator conducted the interview utilizing the following procedures:

- The participants were identified by purposeful sampling procedures discussed previously in the participant selection of the paper.

- The interview location was selected based on convenience for participants.

- Participants were informed of the interview date, time and location a month before the actual interview date.

- The principal investigator conducted face-to-face semi-structured interviews when possible to ensure ideas, emotions, and precise details were captured.

- The interviewer arrived at the interview site 20 minutes before the actual interview time to ensure the space was adequate and comfortable for an interview.

- Once the participant arrived, the principal investigator introduced herself and reviewed the consent form, the purpose of the study, the amount of time to complete the interview, and the process for reviewing transcripts from the interview (the participant was informed he/she would receive a copy of the transcript to review and approve and make any necessary requests for modification).

- Participants were informed of voice recording procedures over the phone. The participant was reminded of this protocol again before the interview commenced. If the participant declined, the principal investigator politely obliged.

- The interview questions asked were prepared and approved beforehand. Interview questions were also shared with participants beforehand. If responses required additional information, the principal investigator invited the participant to elaborate by asking, "Can you tell me more about that?"

- During the interview, the principal investigator asked the questions from the list, was courteous and respectful, and practiced good listening skills by listening as opposed to dominating the interview or peppering the participant with too many questions. Adequate time was allowed for each participant to process and answer the questions.

    Instrument. To gather data on during the semi-structured interviews, the principal investigator designed 17 interview questions that correlated with the research questions. Table 1 outlines the interview questions.

Table 1

Interview Questions in Relation to Research Questions

Research Questions	Interview Questions
Research Question 1: What common strategies and practices do Cambodian expatriate leaders employ in leading successful non-profit organizations in their homeland?	Question 1: How would you describe your leadership style? Question 2: What techniques/strategies or philosophy(ies) have you employed that you have found to be successful? Question 3: Describe your leadership strengths and how they have contributed to your leadership effectiveness and success. Question 4: What are some of the leadership strategies and practices by other Cambodian leaders? Question 5: Is this different from your own employed strategies and practices? If so, explain why.
Research Question 2: What challenges do Cambodian expatriate leaders face when implementing those strategies?	Question 6: What have been some important challenges (direct or indirect) you have run into in leading successful non-profit organizations in your homeland? Follow up questions with regard to: • Cultural • Socio-economical • Political Question 7: How did you deal with and/or overcome those challenges? Question 8: Do you think it's more of a challenge to be a Cambodian leader in the States or a Cambodian expatriate leader leading a non-profit organization in Cambodia? Explain why.
Research Question 3: How do Cambodian expatriate leaders measure the success of leading a non-profit organization in their homeland?	Question 9: Describe your criteria for success? Question 10: How did you assess your interim success in leading a non-profit organization in Cambodia? For instance, how did you know things were going according to plan? Question 11: What evaluation methods do you use to measure your success? The success of the Cambodian people? Question 12: What thing(s) influenced your measure of success? Question 13: How do the Cambodian people measure success? Question 14: Is this different from your own measurement of success? If so, explain why.

(continued)

Research Questions	Interview Questions
Research Question 4: What recommendations would Cambodian expatriate leaders make for others wanting to lead successful non-profit organizations in their homeland?	Question 15: What advice would you give to Cambodian expatriate wanting to lead a successful non-profit organization in Cambodia? Question 16: What recommendations do you have for United States-born Cambodians wanting to start and deploy an organization in Cambodia? Question 17: Is there anything else you would like to share about your experience that you think would be relevant to this study?

The interview questions were asked in the order shown above. Careful attention was paid to breaking the ice through get to know you questions to create a non-intimidating environment for the interview. The recording from each of the interview was transcribed electronically and printed out for further analysis and interpretation.

Validity and reliability. Qualitative researchers seek to develop understanding through extensive review of their data and obtain meaning and themes that derive from these notes (Creswell, 2007). While staying true to the data, researchers identify standards for validating and evaluating their tools and instruments for reliability. Lincoln and Guba (as cited in Creswell, 2007) described the validity and reliability phase as ensuring "credibility," authenticity," confirmability," and "internal and external validation" (p. 202).

The validity of the instrument was established to ensure the questions on the protocol adequately addressed the constructs in the research questions. To help facilitate this process, a four-step validation process was utilized. The first step in the validation process is prima facie validity, the next step is peer review validity, followed by the pilot interview, and finally expert validity.

Step 1: Prima facie validity. The initial step in the validation process is prima facie validity. In qualitative research, the principal investigator is the key instrument in

the study (Creswell, 2007). As such, the principal investigator did not rely on questionnaires or instruments developed by others, but utilized her experience and review of the literature to construct the instrument. The principal investigator first created a table to demonstrate the relationship between the four research questions and the 17 interview questions.

   Step 2: Peer review validity. The next step in the validation process is peer review validity. The table constructed by the principal investigator was presented to a preliminary panel of two members consisting of doctoral students who have completed doctoral level courses in both qualitative and quantitative analysis methods. Both panelists are Pepperdine students, conducting similar research studies in best practices of leadership using comparable methodology, and both work in the technology and education industries. The panelists challenged the principal investigator's assumptions and the rationale behind the questions (Creswell & Miller, 2000). Each panel member reviewed the table and was asked to rate the interview questions as follows: the question is directly relevant to question (keep as stated), the question is irrelevant to research question (delete it), and the question should be modified (modification suggested). If the response for the question was modification suggested, panel members provided suggestions for modification.

   Interview questions one, two, and four were rated *keep as stated* by both panel members. Question three was rated *modification suggested* by both panel members. Question three was suggested to be modified from "How do you measure success?" to "What thing(s) influenced your measure of success?" Results from the preliminary review panel were submitted to the committee for review, as were follow up questions.

Step 3: Pilot interview. The interview protocol was piloted with a person that met the criteria for research study. The pilot interviewee possessed the lens of a potential study participant and thus provided insight into whether the questions were substantial, realistic, and aligned to the nature of the study (Creswell & Miller, 2000). At the conclusion of the pilot interview, the interviewee provided the following comments: (a) *Question #4:* rephrase in the event participants are not able to answer the question; (b) *Question #6:* change *your homeland* to *Cambodia* and finally; (c) *Question #10:* add personally, organizationally, and as a community.

Step 4: Expert review validity. The fourth and final step in the validation process is expert review validity. The interview questions were revised according to the peer review and pilot interview feedback and then presented to the committee for review. Committee members possess the lens of individuals external to the research study to ensure rigor and validation of processes (Creswell & Miller, 2000). The committee members reviewed the interview questions and rated the following questions *keep as stated*:

- "What are some of the leadership strategies and practices employed by other Cambodian leaders?"

- "Is this different from your own employed strategies and practices and if so, explain why."

- "What thing(s) influenced your measure of success?"

- "How do the Cambodian people measure success?"

- "Is this different from your own measure of success and if so explain why."

The committee members rated the following questions *delete it*:

- "What are some of the leadership strategies and practices that make you a successful leader in this role?"

- "How have those strategies and practices contribute to the success in your role?"

- "What are some of the challenges, if any, have you faced in implementing those strategies?"

- "How did you overcome those challenges?"

- "What are some of the cultural, socio-economic, and political challenges, if any, have you faced in implementing those strategies?"

- "Would you encourage Cambodian American leaders to lead in Cambodia and why or why not?"

The committee members suggested modifications be made to the following questions:

- "How did you overcome those challenges?" was modified to "How did you deal with and/or overcome those challenges?"

- "Do you think it's more of challenge to be a Cambodian leader in the States or here in Cambodia and explain why." was modified to "Do you think it's more of a challenge to be a Cambodian leader in the States or a Cambodian expatriate leader leading a non-profit organization in Cambodia and explain why."

- "How do you measure success?" was modified to "Describe your criteria for success."

- "What recommendations would you make for other Cambodian expatriate leaders wanting to lead successfully in Cambodia?" was modified to "what advice would you give to Cambodian expatriate wanting to lead a successful non-profit organization in Cambodia?"

Finally, the committee members suggested adding the following questions:

- "How would you describe your leadership style?"

- "What techniques/strategies or philosophy(ies) have you employed that you have found to be successful?"

- "Describe your leadership strengths and how they have contributed to your leadership effectiveness and success?"

- "What have been some important challenges (direct or indirect) you have run into in leading successful non-profit organizations in your homeland?" Follow up questions with regard to cultural, socio-economic, and political construct.

- "How did you assess your interim success in leading non-profit organization in Cambodia?

- For instance, how did you know things were going according to plan?"

- "What evaluation methods do you use to measure your success? The success of the Cambodian people?"

- "What recommendations do you have for United States-born Cambodians wanting to start and deploy an organization in Cambodia?"

- "Is there anything else you would like to share about your experience that you think would be relevant to this study?"

Statement of Personal Bias

McMillan and Schumacher (2006) identified reflexivity as an important part of establishing credibility as a principal investigator. Reflexivity "is rigorous self-scrutiny by the principal investigator throughout the entire process" (p. 327). The process of reflexivity is an important concept in qualitative research, as it requires principal

investigators to constantly regulate their perspectives, maintain self-awareness, and regulate biases accordingly. Pillow (as cited in McMillan & Schumacher, 2006) described four aspects of reflexivity:

A. Reflexivity as recognition of self – self-awareness.

B. Reflexivity of the other – capturing essence of participants' stories.

C. Reflexivity as truth gathering – insistence of accuracy and truth.

D. Reflexivity as transcendence – the aim that the principal investigator, through transcending her own subjectivity and cultural context, can be released from the weight of (mis)representation in reporting. (p. 327)

The principal investigator was aware of the cultural and experiential similarities between her and the participants and regulated those assumptions and biases accordingly. It should be noted that the principal investigator was a Cambodian-American who immigrated to the U.S. and possesses aspirations to lead an organization in Cambodia. Given her similarities to the population of the research, the investigator would be able to gain a deeper insight into the lived experiences of these leaders. Having the same cultural background helped build rapport with participants, as trust was given quickly. However, background similarities do not necessarily transfer to similar lived experiences.

The statement of personal bias or subjectivity statement (Preissle, 2008) is a "summary of who the principal investigators are in relation to what and whom they are studying" (p. 844). According to Preissle (2008), the purpose of the subjectivity statement is to:

- Assist the principal investigator in identifying his/her own personal experience, cultural perspectives, or how his/her professional experiences may affect his/her research.

- Demonstrate to other scholars the consideration of the study's "credibility, authenticity and overall quality or validity" (p. 844).

Bracketing. Bracketing, a term developed by Husserl, is a process by which principal investigators suspend their judgment, theories, and assumptions in order to describe the essence of the specific phenomenon (Creswell, 2007). During this study, the principal investigator started the process by describing her own experience with the phenomenon and then bracketing it out of her perspective before embarking on the participant interviews. The principal investigator achieved bracketing by (Hamill & Sinclair, 2010): (a) writing down topics that were potential issues in the research; (b) reflecting on personal ideas, values, and culture; (c) keeping a reflective journal to document thoughts, feelings, and perceptions throughout the research; (d) seeking support and feedback from committee with data interpretation; and (e) checking with research participants in the event of misinterpretation of description and meaning. By doing so, the principal investigator was able to capture the participants' essence and valuable experiences.

Data Analysis

This research was designed and conducted in four phases. First, an extensive literature review was conducted of Cambodian expatriates leading successfully in their homeland. Next, the nature of the study and research design was created. Participants

were then interviewed and the data were transcribed. Finally the data were analyzed

and coded for recurring themes. Creswell (2007) defined the analysis phase thusly:

> Data analysis in qualitative research consists of preparing and organizing (i.e.,
>
> text data in transcripts, or image data as in photographs) for analysis, then
>
> reducing the data into themes through a process of coding and condensing the
>
> codes and finally representing the data in figures, tables, or a discussion (p. 148).

Moerer-Urdahl and Creswell (2004) described the analysis process as a focus on

the essence of the whole experience. The authors encouraged the utilization of

systemized procedures in the analysis process. The process starts with the principal

investigator setting aside prejudgments or *epoche*. This requires principal investigators

to suspend judgment and perceptions, set aside views of the phenomenon, and focus

on the experiences reported by participants (Moustakas, 1994). After the epoche

process, Moustakas (1994) identified the steps to data analysis:

1. Identify significant statements – This process is also called *horizonalization*.

    Transcripts were reviewed and significant statements were highlighted.   Significant

    statements represent non-repetitive and non-overlapping statements made by

    participants.

2. Cluster meaning units or themes– Significant statements were reviewed and

    highlighted if they were repeated or if they overlapped with other statements. The

    remaining statements were examined carefully and clustered into themes or

    meaning units. References to the literature were also made during this step in the

    analysis phase.

3. Advance textural and structural descriptions – "From the thematic analysis, a description of *what* was experienced in textural descriptions, and *how* it was experienced in structural descriptions" (Moerer-Urdahl & Creswell, 2004, p. 20).

4. Make a composite description of the essence of the experience – Both textural and structural descriptions were synthesized into a "composite description of the phenomenon through the research process called *intuitive integration*" (Moustakas, 1994, p. 100). The *essence* is the meaning of the experience being captured. The essence of the experience is not exhaustive as it captured the meanings, experiences, and vantage point of the experiences of that particular time and place.

5. Provide a clearly articulated procedure for organizing the report – The analysis process is captured in an organized report detailing the process and categories identified within the analysis. The conclusion outlined a model derived from the analysis.

   Coding. As identified by Moustakas (1994), during the analysis phase researchers organize the data through clustering meanings and themes, a process known as coding. Coding was conducted with the goal of creating a model or framework of the most important categories from the data. Categories that emerge as a result of coding possess five features (D. R. Thomas, 2006):

1. Category label – This was a short word or phrase that may or may not be representative of the category.

2. Category description – This included key "characteristics, scope and limitations" (p. 240).

3. Text or data associated with the category – These illustrate "meanings, associations, and perspectives associated with the category" (p. 240)

4. Links – Links identify relationships with other categories.

5. The type of model in which the category is embedded – May be incorporated in a model, structure, framework or theory.

Inter-rater reliability/validity. A three-step process was utilized to ensure inter-rater reliability and validity. First, the data were coded. Next, the peer review process ensured validity. Finally, an expert review process was conducted.

Step 1: Principal investigator coding. D. R. Thomas (2006) provided an overview of the coding process, describing the following steps: (a) preparation of raw data files, (b) close reading of the text, (c) creation of categories, (d), overlapping coded and uncoded text, and finally, (e) continuing revision and refinement of category system. First, the data were prepared. The transcripts from each interview were organized in the same format (i.e., Word documents) and labeled. The data were also backed up and printed for coding preparation. Second, a close reading of the transcripts was conducted. Third, all phrases, sentences, and statements representing possible meanings or themes were highlighted. Fourth, any repetitive categories were eliminated. During this process, highlighted statements were moved to separate categories if deemed appropriate. Finally, categories were combined and linked to identify similar meanings and insights from the phenomenological study.

The data was transcribed and analyzed accordingly. Data gathered from the semi-structured interviews were transcribed into a Word document. Next, the data were coded appropriately. During coding, potential themes, features, behaviors, and phrases

were identified with labels to help differentiate and integrate them in order to identify

possible relationships and patterns (McMillan & Schumacher, 2006). Specifically, the

principal investigator used memoing through the coding process, which involved taking

copious notes and identifying the proper connections, patterns, and relationships among

the data sets. A table where significant statements were constructed and major themes

were identified in column headings. The columns contained key words used to describe

the major themes.

  Step 2: Peer review validity. The next step after initial coding was peer review

validity. The results from data analysis were captured in a table and presented to two

panel members for review. These reviewers were doctoral candidates in the

Organizational Leadership program who had previously taken courses in qualitative

research. They also had conducted research, data analysis, and coded data with

similar studies. The panel members reviewed the table to ensure correlation of

interview questions to research questions and literature. Recommendations for

revisions were provided to the principal investigator and the table was updated

accordingly.

  Step 3: Expert review validity. The last and final process is expert review

validity, where committee members reviewed the table capturing the coded data. The

committee reviewed recommendations by the panel members as well. If there were any

recommendations for revision, the committee reached a consensus before presenting

the recommendations to the principal investigator. The recommendations were

reviewed and the table updated accordingly.

Summary

This chapter identified the nature of the qualitative study, the phenomenological methodology, and research questions. Next, the research design and interview protocol were discussed, whereby the population was identified and instrumentation was validated for reliability. Finally, the analysis stage defined the processes for data coding, analysis, and interpretation.

Chapter 4: Findings

Prewitt, Weil and McClure (2011) described leadership as a "dynamic, not a function of level or position. Furthermore, leadership is the ability to influence others by setting and inspiring example" (p. 13). Leadership should be viewed as something that surpasses the notion of position and process (Adler, 1997). Leaders should be individuals whose "vision [and] courage can influence set ideas, people, organizations and societies" (Adler, 1997, p. 173). Cambodian expatriate leaders have two major challenges to success: how to mitigate challenges associated with leading overseas and how to adapt cross-culturally. To that end, the immediate aim of this qualitative study was to explore the success strategies of Cambodian expatriate leaders. The purpose of this study was to determine the common strategies and practices employed by Cambodian expatriate leaders and challenges they faced in leading successful non-profits in their homeland. This study also determined how Cambodian expatriate leaders measure success and the recommendations they would make to other leaders wanting to lead successful non-profit organizations in their homeland. This chapter presents the findings of a thorough analysis of the responses to this study's semi-structured interview questions. As a result of this study, a number of characteristics became evident as a product of the analysis and coding of collected data. The findings from the study will be presented subsequently.

Participants

The research participants were all senior level leaders within non-profit organizations in Cambodia. The principal investigator traveled to Phnom Penh, Cambodia to conduct the interviews. For participants who were not available for a face-

to-face interview, the principal investigator conducted video/phone interviews. The participants consisted of 13 Cambodian leaders, eight men and five women. Four were from charitable organizations, nine from non-governmental organizations. Six of the participants were from transnational organizations operating in both the U.S. and Cambodia. The opportunity to travel to Cambodia allowed the principal investigator to gain a deeper sense of leadership within non-profit organizations in Cambodia.

Data Collection

The data for this study were collected during the principal investigator's trip to Phnom Penh in February 2016 and during follow up interviews in March 2016 with individuals who were not able to meet face-to-face. Leaders who agreed to participate in the interview were given the informed consent, briefed on the structure of the interview, confidentiality, and asked for permission to record the conversation. Once the participants agreed to the terms of participation, the principal investigator utilized the interview protocol (see Appendix D) to ask the prepared interview questions. The principal investigator completed all requirements set forth by Federal guidelines and the IRB at Pepperdine to ensure protection of human subjects. The research participants were asked the following questions:

1. How would you describe your leadership style?

2. What techniques/strategies or philosophies have you employed that you have found to be successful?

3. Describe your leadership strengths and how they have contributed to your leadership effectiveness and success.

4. What are some of the leadership strategies and practices by other Cambodian leaders?

5. Is this different from your own employed strategies and practices? If so, explain why.

6. What have been some important challenges (direct or indirect) you have run into in leading successful non-profit organizations in your homeland? Follow up questions with regard to:

    • Cultural

    • Socio-economical

    • Political

7. How did you deal with and/or overcome those challenges?

8. Do you think it's more of a challenge to be a Cambodian leader in the States or a Cambodian expatriate leader leading a non-profit organization in Cambodia? Explain why.

9. Describe your criteria for success?

10. How did you assess your interim success in leading a non-profit organization in Cambodia? For instance, how did you know things were going according to plan?

11. What evaluation methods do you use to measure your success? The success of the Cambodian people?

12. What thing(s) influenced your measure of success?

13. How do the Cambodian people measure success?

14. Is this different from your own measurement of success? If so, explain why.

15. What advice would you give to Cambodian expatriate wanting to lead a successful non-profit organization in Cambodia?

16. What recommendations do you have for U.S.-born Cambodians wanting to start and deploy an organization in Cambodia?

17. Is there anything else you would like to share about your experience that you think would be relevant to this study?

The data were collected using a semi-structured interview structure where the same 17 questions were asked of each participant. During the interview, the principal investigator listened carefully to the story told by each participant. Nonverbal strategies include paying close attention to the participants' body language, their tone, their gestures, and their posture. Questions were also paraphrased or rephrased when necessary. Table 2 presents the days on which each participant interview was conducted.

Table 2

Dates of Participant Interviews

Participant	Interview date
P1	February 25, 2016
P2	February 26, 2016
P3	March 2, 2016
P4	March 2, 2016
P5	March 3, 2016
P6	March 3, 2016
P7	March 10, 2016
P8	March 11, 2016
P9	March 12, 2016
P10	March 13, 2016
P11	March 16, 2016
P12	March 17, 2016
P13	March 22, 2016

At the completion of data collection, the audio files were transcribed into a Word file and all identifying information was removed. All procedures for the protection of files were followed. Once transcribed, the data were reviewed and analyzed for themes.

Data Analysis

After the interviews were transcribed, the data were coded. Memoing was used throughout the coding process, which involved taking copious notes and identifying the connections, patterns, and relationships among the data sets. A table was constructed where significant statements and major themes were identified in column headings. The columns contained key words used to describe the major themes.

Inter-rater Reliability/Validity

A three-step process was utilized to ensure inter-rater reliability and validity. First, the data were coded. Next, the peer review process ensured validity. Finally, an expert review process was conducted.

Step 1: Principal investigator coding. Thomas (2006) provided an overview of the coding process, describing the following steps: (a) preparation of raw data files, (b) close reading of the text, (c) creation of categories, (d), overlapping coded and uncoded text, and finally, (e) continuing revision and refinement of category system. First, the data were prepared. The transcripts from each interview were organized in the same format (as a Word document) and properly labeled. The data were also backed up and printed out for coding preparation. Second, a close reading of the transcripts was conducted. Next, all phrases, sentences, and statements representing possible meanings or themes were highlighted. Following this step, any repetitive categories were eliminated. During this process, highlighted statements to separate

categories were moved if deemed appropriate. Finally, categories were combined and linked to identify similar meanings and insights from the phenomenological study. A table was constructed where significant statements and major themes were identified in column headings. The columns contained key words used to describe the major themes. After the construction of the table with its proper themes, it was then presented to peer reviewers.

   Step 2: Peer review validity. The next process after the initial coding was peer review validity. The results from the data analysis were captured in a table and presented to two panel members for review. These reviewers were doctoral candidates in the Organizational Leadership program who had previously taken courses in qualitative research. They have also researched, conducted data analysis, and coded data with similar research studies. The panel members reviewed the table to ensure correlation of interview questions to research questions and literature. Recommendations for revisions were provided to the principal investigator and the table was updated accordingly.

   Upon review, the peer reviewers suggested the following: move *professional* code to *coaching leadership* theme; move *motivational* code to *coaching theme*; move *globalized* to *cross cultural awareness/community involvement* theme; move *believe in yourself* to *empowerment* theme; change Questions 2, 3 and 5 themes to *interpersonal skills/leadership qualities, vision setting/developing others/building strong relationships, and cross cultural awareness/community involvement*. Furthermore change Question 7 themes to *support system/relationships/strategic partnerships, leadership characteristics – general, leadership characteristics – authenticity, leadership*

characteristics – adaptability, and management/operational strategy. Lastly, change Question 10 and 11 themes to *business goals, organizational reputation/impact/and influence, and personal satisfaction/sense of accomplishment and communities of practices/team cohesion*.

Step 3: Expert review validity. The last and final step was expert review validity, where committee members reviewed the table capturing the coded data. If peer reviewers did not reach a consensus regarding the data, it was presented to the expert reviewers for review. If there were any recommendations for revision, the committee reached a consensus before presenting the recommendations to the principal investigator. The table was updated accordingly based on recommendations by the expert reviewers.

Data Display

After reviewing the data several times, a number of themes emerged for each interview question. The themes were determined based on participant responses. Furthermore, in order to preserve the participants' experiences and stories, direct quotes were utilized to demonstrate the themes further. Note that, "The quotes may contain incomplete sentences or colloquialisms" (Fraizer, 2008, p. 104).

Research Question 1. RQ 1 asked: What common strategies and practices do Cambodian expatriate leaders employ in leading successful non-profit organizations in their homeland? In order to answer this question, participants were asked five interview questions:

IQ 1: Question 1: How would you describe your leadership style?

IQ 2: What techniques/strategies or philosophy(ies) have you employed that you

have found to be successful?

IQ 3: Describe your leadership strengths and how they have contributed to your

leadership effectiveness and success.

IQ 4: What are some of the leadership strategies and practices by other Cambodian

leaders?

IQ 5: Is this different from your own employed strategies and practices? If so,

explain why.

　　　IQ 1: How would you describe your leadership style? Figure 1 represents

the number of similar participant responses to IQ 1 regarding the various leadership

styles of Cambodian expatriates. The data revealed six major themes: (a) affiliative

leadership, (b) authoritative (visionary) leadership, (c) democratic leadership, (d)

pacesetting leadership, (e) coaching leadership, and (f) coercive (commanding)

leadership. Goleman (1998) contended, "Leaders who have mastered four or more

[styles] especially the authoritative, democratic, affiliative and coaching styles have the

very best climate and business performance" (p. 87).

Interview Question 1 - Coding Results
(*N*=13 - single response per interviewee per theme)
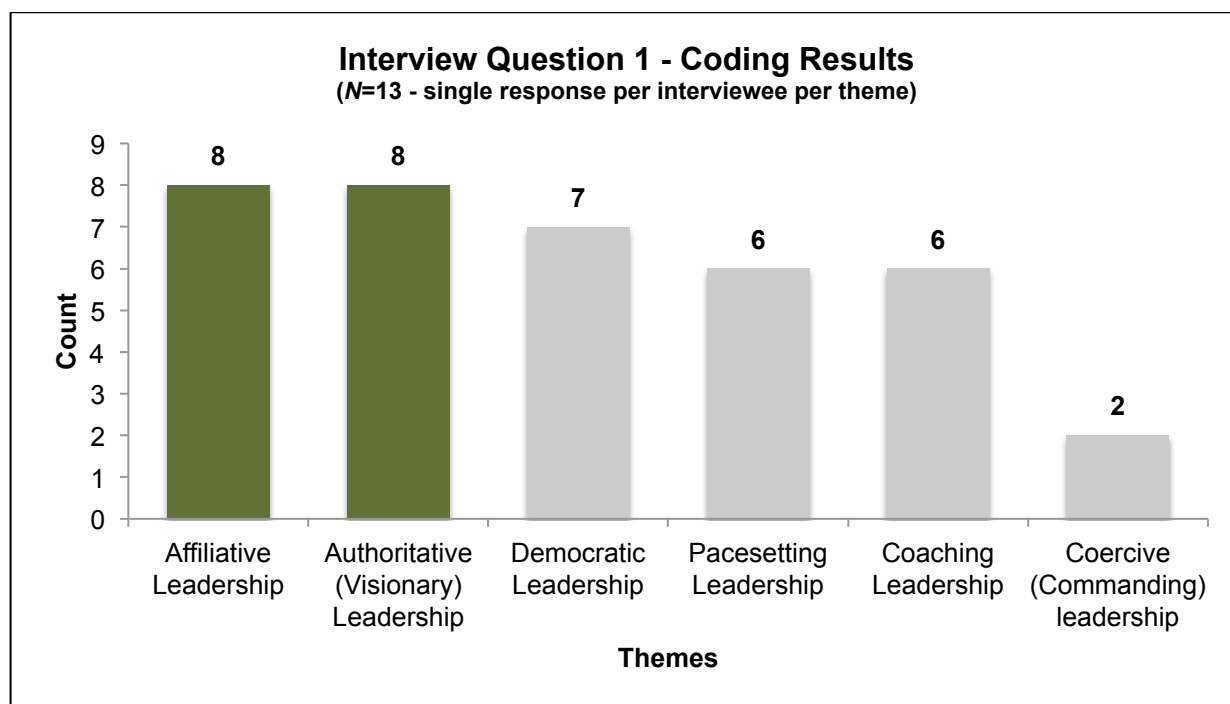
Figure 1. Interview question 1: Coding results.

Affiliative leadership. These leaders put their team first, building consensus with their team, creating team harmony, and boosting morale; however, they may not be effective in providing advice and feedback to their team (Goleman, 1998). Characteristics associated with affiliative leadership styles were encouragement, build trust and understanding, and open. Of the 13 participants interviewed, eight participants (62%) identified characteristics most aligned with the affiliative leadership style.

For example, P4 stated, "It's all about the communication, sharing the leadership role amongst the team, and understanding each other's strengths and weaknesses. I don't ever want to take credit for anything, as I believe there is no 'I' in team" (P4, personal communication, March 2, 2016). P9 reported:

As a leader, I believe that in a team, leaders and followers are the same. As a leader, I can't just tell my followers what to do. If all my team members work hard and I'm not, then I'm not a good leader. I also want to be close with my team. This makes a team work better because we understand each other, and we get results faster. (P9, personal communication, March 12, 2016)

Authoritative (visionary) leadership. The authoritative style of leadership identifies leaders who take the *come with me* type of leadership and allow their team members some liberty in goal setting and goal attainment (Goleman, 1998). These types of leaders are effective when the workplace requires some realignment, but they are not effective when working with a team that is more experienced than they are. Characteristics associated with the authoritative (visionary) leadership styles were empowering the team, analytical, hands off leader, innovative, and visionary. Of the 13 participants interviewed, eight (62%) identified characteristics of the authoritative (visionary) leadership style. P3 mentioned, "My leadership style is that I want to empower my team. I want them to come up with their ideas, to be analytical, and to think without me holding their hand" (P3, personal communication, March 2, 2016). P13 reported:

I like the visionary leadership style because it looks for long term impact…This allows people to work towards their full potential, set their direction, and take ownership. Visionary leadership always looks at the sustainability for the organization and for the community. (personal communication, March 22, 2016)

Democratic leadership. These leaders give opportunities to their team as they encourage them to voice their opinions (Goleman, 1998). The democratic leader builds

a team and organization that allows opportunities for flexibility, consensus, and decision-making; democratic leaders allow the lengthy space for decision-making, which results in long meetings and can affect the team's advancement. The characteristics associated with the democratic leadership style were shared responsibilities, shared leadership role, and leaders and followers are the same. Of the 13 participants interviewed, seven participants (54%) identified characteristics associated with the democratic leadership style.

P6 stated, "At the end of the day it all comes to relationship. Whether we're trying to affect change inside or outside the system, it's about creating, nurturing, building, and transforming relationships" (P6, personal communication, March 3, 2016).P10 stated:

My leadership style is a very democratic way of leading and non-hierarchical approach of leading. Democratic way because I choose to listen to people's ideas, concerns, share with everyone openly, and believe in receiving the good and bad in each other, sharing responsibilities and tasks. (P10, personal communication, March 13, 2016)

Pacesetting leadership. These leaders set high expectations and standards for their team (Goleman, 1998). Pacesetting leaders are effective with teams that are self -motivated and highly competent, but are not effective in the long run when their team is deterred and overwhelmed by their quest for excellence (Goleman, 1998). Characteristics associated with the pacesetting leadership type were goal oriented, high expectations, and results driven. Of the 13 participants interviewed, six participants (46%) identified characteristics associated with the pacesetting leadership style. P8

mentioned, "Basically, I like to work hard and let my team see how important it is to work hard in order to achieve. I am result driven" (P8, personal communication, March 11, 2016).

Coaching leadership. These leaders focus on the personal development of their team (Goleman, 1998). This style of leader is effective when there is a high sense of awareness of the team's skills and ability. Characteristics associated with the coaching leadership style included coaching, knows strengths/weaknesses of team, and assesses what each person needs. Of the 13 participants interviewed, six (46%) identified characteristics associated with the coaching leadership style. P2 stated:

I try to understand the staff the staff that I work with, I am a friend to them, I consider myself their coworker, I don't like calling myself the supervisor. That is how I consider myself, as their coworker, and I would motivate them and try to figure out their strengths and weakness, find out their goals and help them along. (P2, personal communication, February 26, 2016)

Coercive (commanding) leadership. The coercive style of leadership identifies the *do what I say* type of leader (Goleman, 1998). Coercive leaders are effective in critical workplace situations but not in the normal workplace environment, as this style does not allow for flexibility. Characteristics associated with the coercive (commanding) leadership style were straightforward, tough, and disciplinary. Of the 13 participants interviewed, two (15%) identified characteristics associated with the coercive (commanding) leadership style.

P12 mentioned, "I am upfront and straightforward with staff and board members. I am very simple as long as everything is legitimate" (P12, personal communication,

March 17, 2016). Additionally, P1 pointed out, "My leadership style is very tough, but also very loving… I will discipline when necessary but also show love. It's one thing to always point out the flaws but it is also another thing to point out the good" (P1, personal communication, February 25, 2016).

   IQ 2: What techniques/strategies or philosophy(ies) have you employed that you have found to be successful? Figure 2 represents the number of similar responses to IQ 2 regarding the Cambodian expatriate successful leadership strategies and best practices. The data revealed four major themes: (a) interpersonal skills and leadership qualities, (b) vision and goal setting, (c) developing others and building strong relationships and, (d) cross-cultural awareness and community involvement.

Interview Question 2 - Coding Results
(*N*=13 - single response per interviewee per theme)
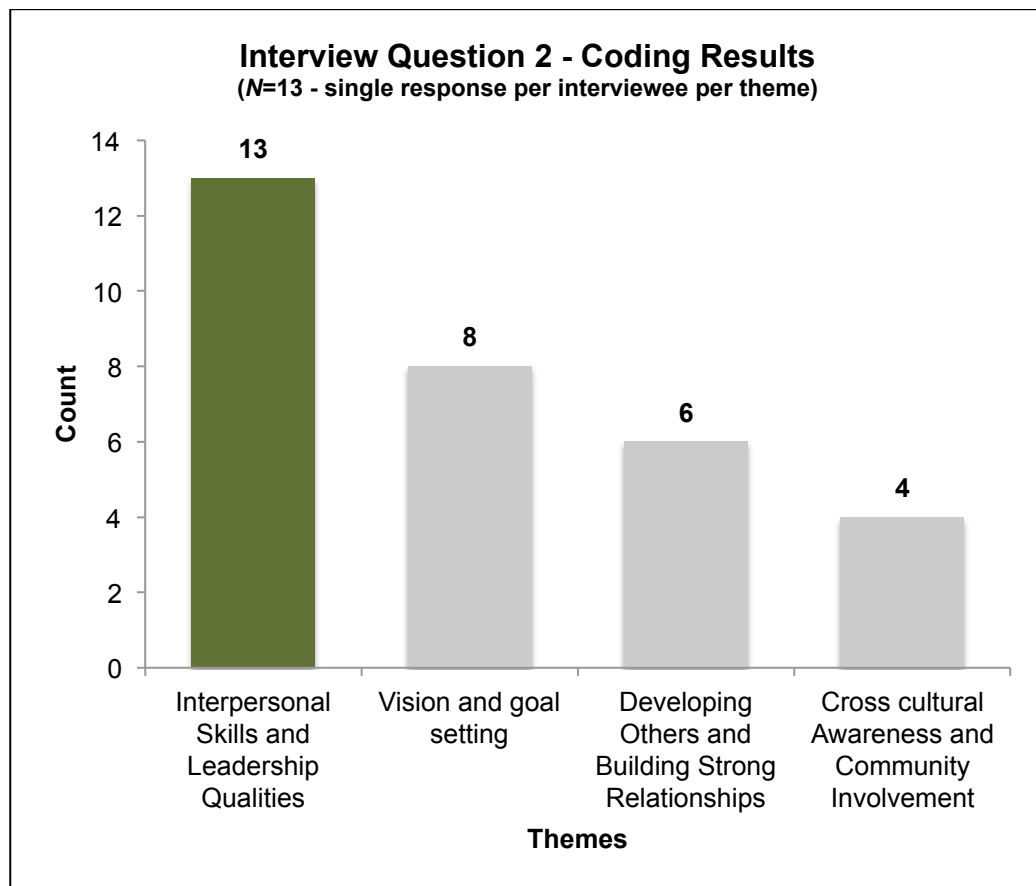
Figure 2. Interview question 2: Coding results.

Interpersonal skills and leadership qualities. Interpersonal skills are soft skills that leaders possess innately. Leadership qualities represent the leadership capabilities and skills utilized to be a good leader and lead an organization effectively (Mumford, Campion, & Morgeson, 2007). Characteristics of this group were passion, motivational, humility, team player and open mind. Of the 13 participants interviewed, 13 participants (100%) identified characteristics associated with the theme interpersonal skills and leadership qualities. P9 identified feedback as important:

> Third, feedback is also important. Be able to give and receive feedback. This plays an important role because it builds trust and the way you give feedback is important. Depending how you give feedback will ensure your team members listen to you and trust you. (P9, personal communication, March 12, 2016)

Vision and goal setting. Vision and goal setting are practices that identify the goals and the pathway for success for an organization and the direction leaders will need to take. Visionary organizational leaders are major catalysts in influencing the behavior of organizational members (Paul, 2000). Of the 13 participants interviewed, eight (62%) identified characteristics associated with the theme of vision and goal setting.

> P2, P3 and P5 identify goals and expectations as important towards success. We have to understand what we're doing. For instance, in terms of programming, I would try to find out what the program is all about and find out the program's targets. When you know the target that will ensure your success because you will know where you will need to go. (P2, personal communication, February 26, 2016).

P3 added, "This may not be a strategy, but I tell my team about my journey and what I want to achieve. I tell them that 'if you succeed, then we all succeed'" (P3, personal communication, March 2, 2016). P5 stated, "I set goals and expectations with the employee in mind" (P5, personal communication, March 3, 2016)

Developing others and building strong relationships. In developing others, leaders focus on the practice of coaching and providing feedback, whereas the practice of building strong relationships focuses on strengthening team cohesion and effectiveness. Characteristics reported in this group included great relationship, find the right person for the right job, and teamwork is very important. Of the 13 participants interviewed, six (46%) identified characteristics associated with developing others and building strong relationships.

P7, P11, P12, believe building relationship is a vital part of building a strong team. "I like to joke a lot with my staff. I have been told that I have a great relationship with my staff in and out of the work. I always compromise" (P7, personal communication, March 10, 2016). P11 said:

In non profit world, honesty, calm, be truthful to staff and team, explain what is

important and what is not, listen to their opinion, communicate as a group and

not individual, ensure they understand the importance of working as a team, and

have them take part in inputs. (P11, personal communication, March 16, 2016)

P12 stated, "I've learned teamwork is important. It's the best policy for any type of organization" (P12, personal communication, March 17, 2016).

Cross-cultural awareness and community involvement. Cross-cultural awareness involves leaders' heightened sense of their new surroundings with respect to

environment, culture, and country. Community involvement is a strategy that increases participation and awareness among members of the community. Of the 13 participants interviewed, four (31%) identified characteristics associated with the theme cross-cultural awareness and community involvement.

P6 mentioned the importance of being in tune with the community, "Being here, you're building the plane as you're flying it. With that, you have to be able to listen to the community. What does the community want and need? Maybe these two things are not the same" (P6, personal communication, March 3, 2016).

IQ 3: Describe your leadership strengths and how they have contributed to your leadership effectiveness and success. Figure 3 represents the number of similar participant responses to IQ 3 regarding Cambodian expatriate leadership strengths that have led them to success. The data revealed four major themes: (a) interpersonal skills and leadership qualities, (b) vision and goal setting, (c) developing others and building strong relationships, and (d) cross-cultural awareness and community involvement.

Interview Question 3 - Coding Results
(*N*=13 - single response per interviewee per theme)
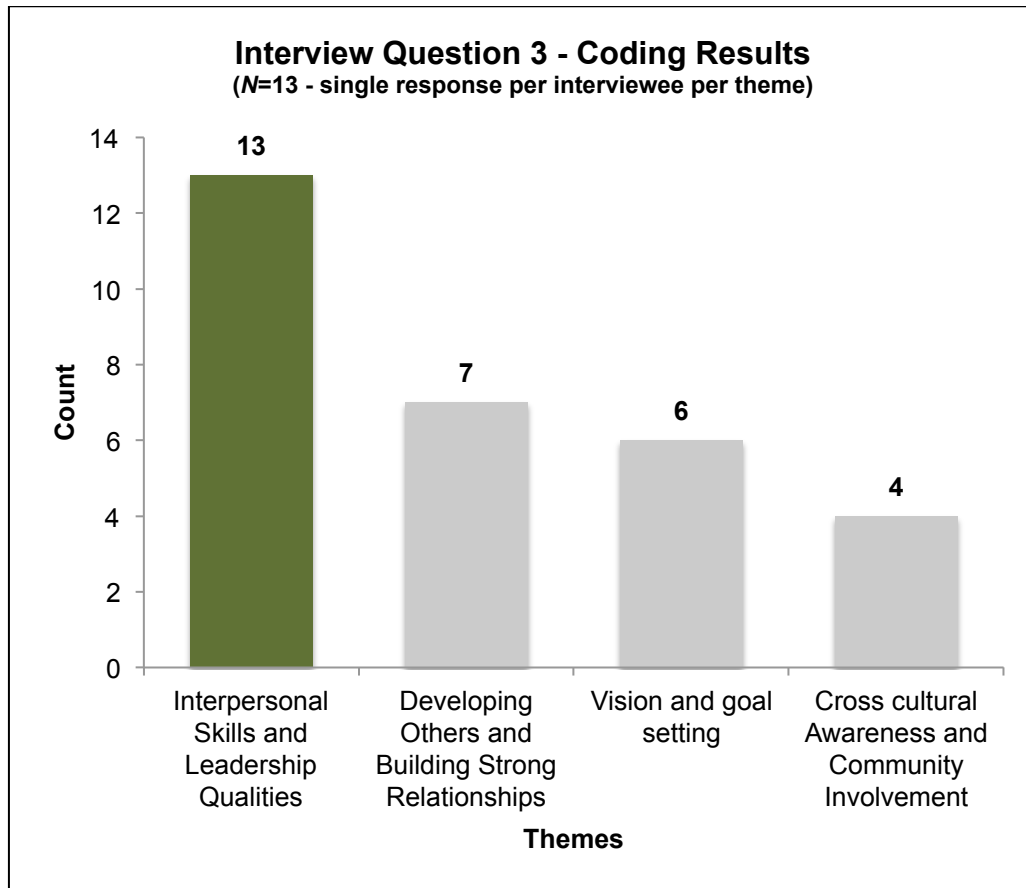
Figure 3. Interview question 3: Coding results.

Interpersonal skills and leadership qualities. The definition for this theme is the same as the one identified for the theme of strategies, techniques, and practices. As stated earlier, interpersonal skills are soft skills that leaders possess innately. Leadership qualities represent the leadership capabilities and skills utilized when being a good leader and leading an organization effectively (Mumford et al., 2007). The characteristics related to this theme were advocacy, transparency, charisma, and adaptability. All 13 of the participants interviewed (100%) identified characteristics associated with the theme of interpersonal skills and leadership qualities. P4 and P8 mentioned various interpersonal skills and leadership qualities. P4 emphasized organizational transparency:

We want to be a transparent organization. If they want to talk to me, I'm more

than inclined to give them my cell phone number because being a transparent

organization; the world will only see our true heart and not just the surface. At

the end of the day, what matters is that your actions match your words. (P4,

personal communication, March 2, 2016)

P7 identified various leadership qualities:

The capacity, charisma, and make sure that people like you. Your characteristics

as a leader, to be cooperative, willing to help, likeable. When I go out, people

respect me and think of me as a role model and people want to be like me. (P8,

personal communication, March 11, 2016)

Developing others and building strong relationships. The definition for this theme

is the same as the one identified for the strategies, techniques, and practices theme.

As stated earlier, in developing others, leaders focus on the practice of coaching and

providing feedback, whereas the practice of building strong relationships focuses on

strengthening team cohesion and effectiveness. Characteristics reported in relation to

this theme were collaboration, create meaningful experiences, and youth development.

Of the 13 participants interviewed, seven (54%) identified characteristics associated

with the theme developing others and building strong relationships.

P7 values strong relationships, "I value great relationships and I don't see my

team as followers but as friends. It's easier to understand their circumstance, their way

of work" (P7, personal communication, March 10, 2016). P2 values empowerment:

I want to make sure that the students understand their role, how to advocate for

themselves and their values. So my strength is the ability to find out what the

goal is and use that to empower my staff so they can work towards that goal.

(P2, personal communication, February 26, 2016)

Vision and goal setting. The definition for this theme is the same as the one

identified for the strategies, techniques, and practices theme. Vision and goal setting

are practices that identify an organization's goals and pathway for success and identify

the direction leaders will need to take. The characteristics associated with this theme

were shared vision setting, put organization and team first, and follow policies and

vision of the organization. Of the 13 participants, six (46%) identified characteristics

associated with the theme vision and goal setting. P13 reiterated the importance of the

visionary leadership type:

> Again, I'm a visionary leader – I look at the long-term impact and how I can help
>
> others help themselves and their community… My visionary leadership style
>
> focuses on people, engagement, accepting, and welcoming people with a future
>
> oriented approach that empowers people to use their power and their skills to
>
> positively change their community. (personal communication, March 21, 2016)

Cross-cultural awareness and community involvement. The definition for this

theme is the same as the one identified for the strategies, techniques, and practices

theme. As defined earlier, cross-cultural awareness involves leaders' heightened sense

of their new surroundings with respect to environment, culture, and country. Community

involvement increases participation and awareness among members of the community.

Characteristics of this theme were community connection, compromise of local and

Western ideas, and knowledge of Cambodian history. Of the 13 participants

interviewed, four (31%) identified characteristics associated with the theme of cross-

cultural awareness and community involvement. P3 identified connection and collaboration:

> My strength is ability to connect with different people regardless of the group. Whether it is the deportees, the middle or upper class, I'm able to connect with them and use this ability to my advantage. Being able to connect and collaborate is key in all of the jobs that I've had. (P3, personal communication, March 2, 2016)

IQ 4: What are some of the leadership strategies and practices by other Cambodian leaders? Figure 4 represents the number of similar participant responses to IQ 4 regarding the styles and practices of local Cambodian leaders. The data revealed three major themes: (a) power and control; (b) Cambodian culture, values and history; and (c) cross-cultural leadership.

Interview Question 4 - Coding Results
(*N*=13 - single response per interviewee per theme)

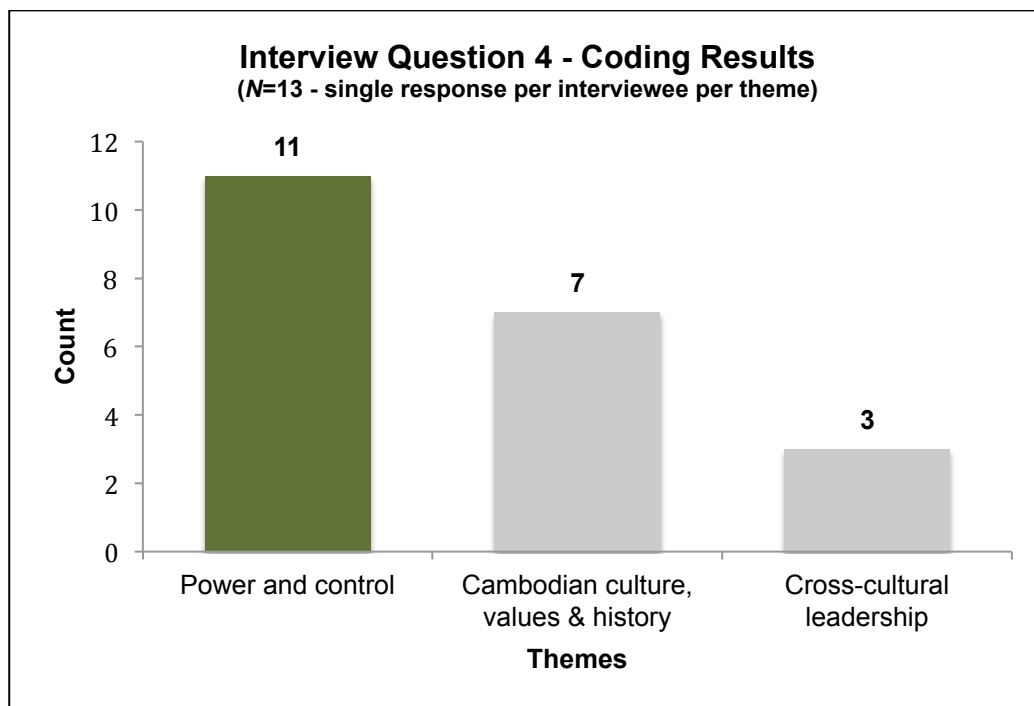| Theme	Count
Power and control	11
Cambodian culture, values & history	7
Cross-cultural leadership	3

Figure 4. Interview question 4: Coding results.

Power and control. With power and control, leaders exert authority over others and the decision making process. Characteristics identified in this major theme were power, controlling, dictatorship, and not cohesive. Of the 13 participants interviewed, 11 (85%) associated the local Cambodian leadership style as coercive (commanding). P2 observed the usage of power and control in Cambodian leaders, stating, "Specifically, with the organization that I collaborated with, the leader was very nice and open. But outside of the organization, specifically with the government operated schools I found that leaders used power and control" (P2, personal communication, February 26, 2016).

P3 and P6 reported the use of a top down approach to leadership. P3 stated, "When I used to work in an educational school, a private school. The leadership skills that I observed were more dictatorship" (P3, personal communication, March 2, 2016). P6 noted, "The pitfall of Cambodian leadership is the authoritarian, top down, hierarchical style" (P6, personal communication, March 3, 2016). P9 observed a lack of cohesiveness in traditional Cambodian teams:

> I have worked more with international teams; International teams and Cambodian leaders are very different. They tend to be more like a boss. Their followers and boss don't work together effectively together. The way they see things, communicate, scare their followers, and followers can't express their opinions. (P9, personal communication, March 12, 2016)

Cambodian culture, values, and history. Many of the responses revolved around the leadership strategies and practices influenced by Cambodian culture, values, and history. From the history of the Pol Pot Regime in the late 1970s to the adopted strategies of leadership influenced by values such as respect, saving face, and avoiding

confrontation as identified by Hofstede's (1984) cultural dimensions, participants reported similar phenomena in the influence of culture, values, and history on the leadership styles of local Cambodian leaders. The characteristics associated with this theme included know the Cambodian culture and history, and culture influences leadership and management. Of the 13 participants interviewed, seven (54%) reported Cambodian culture, values, and history as influences on the leadership strategies and practices of local Cambodian leaders.

For instance, P1 stated, "One of the strength is that they know the Cambodian culture and how to do business. They value respect, how to address people, the formalities" (P1, personal communication, February 25, 2016). P8 reported:

In the government agencies, they're influenced by social culture and religion. Our culture, the young obey the old and the less powerful obey the more powerful. These social characteristics have influence on their leadership and management within the organization. Our social characteristics have impact on the work. (P8, personal communication, March 11, 2016)

P10 added:

In general Cambodian leaders are still adapting to the traditional hierarchy, for instance, listen to elders, pay great respect to our leaders without questioning their perception or decisions). This is the Cambodian mentality generally. They tend to give respect to those with a higher position, older age, because we believe that they have been chosen or those that have knowledge or destiny to be a leader. We believe in destiny, natural power received through birth and we

think that they are chosen as the leaders. (P10, personal communication, March

13, 2016)

Cross-cultural leadership.   The theme cross-cultural leadership is defined as,

"The ability to lead and motivate teams of different cultural background and values"

(Frost & Walker, 2007, p. 27). Characteristics associated with cross-cultural leadership

were world perspective, globalized, and business-minded. Of the 13 participants

interviewed, three (23%) identified cross-cultural leadership as a style associated with

local Cambodian leaders leadership style. P7 shared:

> With my experience, I've worked with state alumni organizations from the US and
>
> they have a great perspective on what is a good leadership. They love to have
>
> team members take initiative and they don't criticize your work and allow you to
>
> be innovative and think outside the box. There are always a lot of meetings,
>
> discussions, ideas and acceptance of everyone's ideas. (P7, personal
>
> communication, March 10, 2016)

IQ 5: Is this different from your own employed strategies and practices? If

so, explain why.   Figure 5 represents the number of similar participant responses to

IQ 5 regarding differences in employed practices of Cambodian expatriate leaders

versus local Cambodian leaders. The data revealed four major themes: (a)

interpersonal skills and leadership qualities, (b) vision and goal setting, (c) developing

others and building strong relationships, and (d) cross-cultural awareness and

community involvement.

Interview Question 5 - Coding Results
(*N*=13 - single response per interviewee per theme)
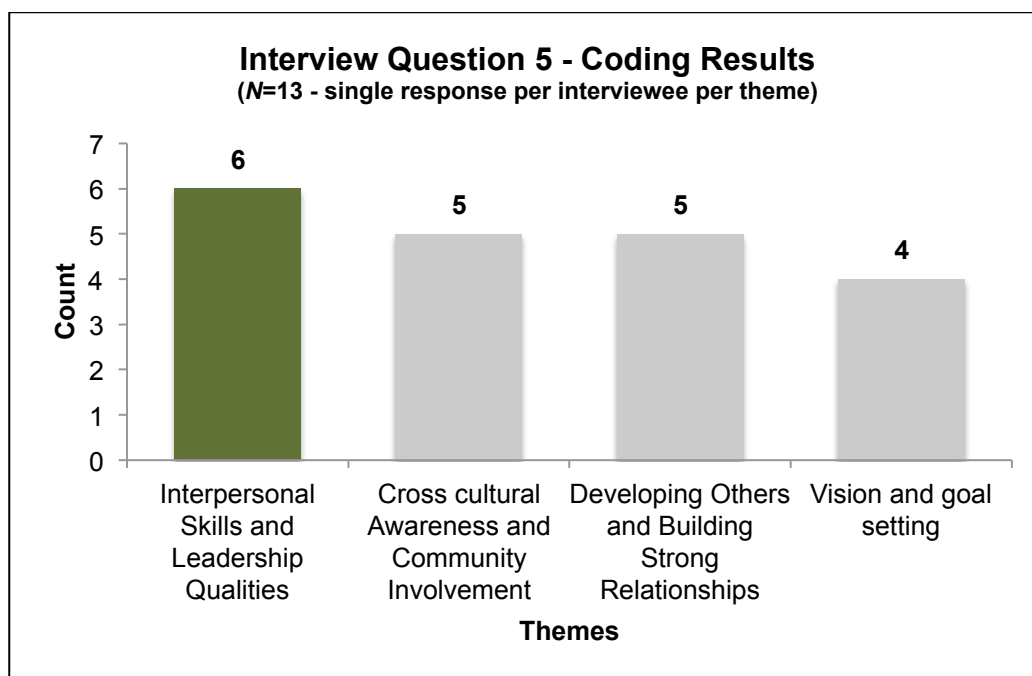
Figure 5. Interview question 5: Coding results.

Interpersonal skills and leadership qualities. The definition for this theme is the same as the one identified for the strategies, techniques, and practices and strengths themes. As defined earlier, interpersonal skills are soft skills that leaders possess innately. Leadership qualities represent the leadership capabilities and skills utilized to be a good leader and lead an organization effectively (Mumford et al., 2007). Characteristics related of this theme included organized, humility, creativity, understanding, and respectful. Of the 13 participants interviewed, seven (54%) identified characteristics associated with the theme of interpersonal skills and leadership qualities.

P1 mentioned adaptability as a leadership quality, "You need to be able to switch things up depending on whom you talk to but being able to adapt to your environment. Although you may not always get it right, that is part of the growth process" (P1,

personal communication, February 25, 2016). P4 identified various skills as being

respectful, punctual and organized:

> For me, I'm very respectful, punctual and I have small windows to do my
>
> business. That is why I am very organized because I have so many things that
>
> I'm managing. I'm constantly multi-tasking. I don't take any time for granted; I
>
> use every hour to the best of my ability. (P4, personal communication, March 2,
>
> 2016)

> *Cross-cultural awareness and community involvement.* The definition for this

theme is the same as the one identified for the strategies, techniques, strengths and

practices themes.   As defined earlier, cross-cultural awareness involves leaders'

heightened sense of their new surroundings with respect to environment, culture, and

country. Community involvement increases participation and awareness among

members of the community. The characteristics related to this theme were background,

travels and training, and cross-cultural awareness. Of the 13 participants interviewed,

five (38%) identified characteristics associated with the theme of interpersonal skills and

leadership qualities. P13 identified engagement, stating:

> I want to see positive changes in the community. I have been able to travel
>
> throughout the world and work with the most impoverished people. My
>
> experience has influenced me to be more accepting of diversity and to engage
>
> people on all different levels. We cannot move forward if we cannot be open and
>
> accepting of diversity. The younger generation is open to dialogue, respect
>
> diversity, engage the community, hungry to learn and do what they can do to
>
> create positive change. (P13, personal communication, March 21, 2016)

Developing others and building strong relationships. The definition for this theme is the same as the one identified for the strategies, techniques, and practices theme, as well as the strengths theme. As defined earlier, developing others focuses on the practice of coaching and providing feedback, whereas the practice of building strong relationships focuses on strengthening team cohesion and effectiveness. Characteristics of this group included democratize space, listen to others, encourage discussion, and open to new ideas. Of the 13 participants interviewed, five (38%) identified characteristics associated with the theme of interpersonal skills and leadership qualities. P6 and P7 identified listening and others as important. "I democratize the space. I encourage them to ask questions, to be curious, to find their own voice, and find their own beauty" (P6, personal communication, March 3, 2016). P7 stated:

One practice that I have implemented is having an open discussion, encouraging new ideas. As a leader you have to be resourceful, experienced in what you're doing and at the end of the day there will be a lot of new ideas and you will have to decide on the idea that is the best. Possibly finding the compromise and be able to express to the team the idea you've chosen. (P7, personal communication, March 10, 2016)

Vision and goal setting. The definition for this theme is the same as the one identified for the strategies, techniques, and practices theme, as well as the strengths theme. As defined earlier, vision and goal setting are practices that identify an organization's goals and pathway for success. Vision and goal setting identify the direction leaders will need to take. Characteristics related to this theme were protocols, procedures, goals and create a strong brand. Of the 13 participants interviewed, four

(31%) identified characteristics associated with the theme interpersonal skills and leadership qualities. P2 and P3 identified quality education as a vision:

> In Cambodia it's more about the quantity versus the quality of education. If I am to be principal, I would seek for the quality of the education as opposed to the quantity of the education. This means they're more interested in how many students pass as opposed to if the students are learning or obtaining knowledge. (P2, personal communication, February 26, 2016)

P3 stated, "My goal there was to work be able to provide a quality education, compete with other schools, a strong brand and have these kids go to the States as part of an exchange program" (P3, personal communication, March 2, 2016).

Research Question 1 Summary. RQ 1 asked: What common strategies and practices do Cambodian expatriate leaders employ in leading successful non-profit organizations in their homeland? Five questions addressed RQ 1: IQ 1 How would you describe your leadership style? IQ 2 What techniques/strategies or philosophy(ies) have you employed that you have found to be successful? IQ 3 Describe your leadership strengths and how they have contributed to your leadership effectiveness and success. IQ 4 What are some of the leadership strategies and practices by other Cambodian leaders? IQ 5 Is this different from your own employed strategies and practices? If so, explain why.   The major themes that emerged as Cambodian expatriate leadership styles were: (a) authoritative (visionary) leadership, (b) democratic leadership, (c) affiliative leadership, (d) pacesetting leadership, (e) coaching leadership, and (f) coercive (commanding) leadership. The major themes that emerged as successful leadership strengths, techniques and best practices and differences in

employed strategies were: (a) interpersonal skills and leadership qualities, (b) vision

and goal setting, (c) developing others and building strong relationships, and, (d) cross-

cultural awareness and community involvement. The major themes of local Cambodian

leadership strategies and practices were: (a) power and control; (b) Cambodian culture,

values and history; and (c) cross-cultural leadership.

Research Question 2. RQ 2 asked: "What challenges do Cambodian expatriate

leaders face when implementing those strategies?" In order to answer this question,

participants were asked three interview questions:

IQ 6: What have been some important challenges (direct or indirect) you have run into

in leading successful non-profit organizations in your homeland?

Follow up questions with regard to:

- Cultural

- Socio-economical

- Political

IQ 7: How did you deal with and/or overcome those challenges?

IQ 8: Do you think it's more of a challenge to be a Cambodian leader in the States or a

Cambodian expatriate leader leading a non-profit organization in Cambodia? Explain

why.

IQ 6: What have been some important challenges (direct or indirect) you

have run into in leading successful non-profit organizations in your homeland?

Figure 6 represents the number of similar responses to IQ 6, which asked participants

about challenges encountered in leading successful non-profit organizations in their

homeland. The data revealed four themes: (a) socio-economic issues, (b) political

issues, (c) mindset and perspective, and (d) cultural issues. Challenges are considered the obstacles, barriers, and threats to the success of the organization. These challenges can be internal or external factors that impede the success of leaders and their organization.
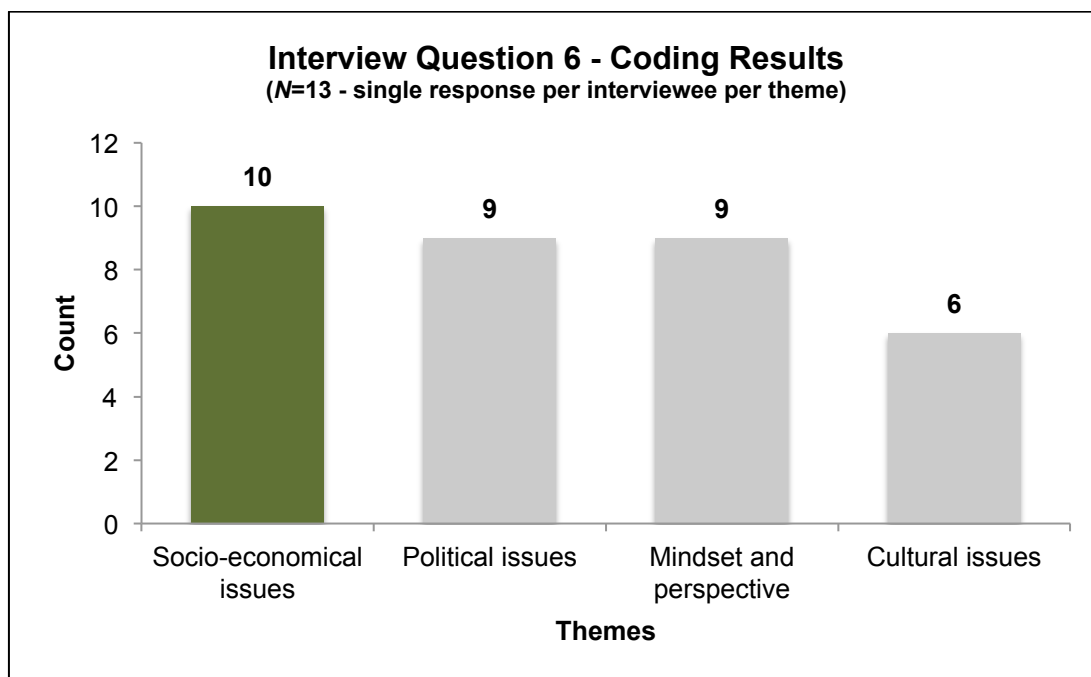
Figure 6. Interview question 6: Coding results.

   Socio-economic issues. Issues related to society and economics are considered socio-economic issues. Characteristics related to this theme were lack of opportunities, did not eradicate poverty, imbalance of earnings, and not self-sustainable. Of the 13 participants interviewed, 10 (77%) identified challenges associated with socio-economical issues.

   P6 and P7 identified socio-economic issues as income and class division. P6 shared, "Cambodia is getting richer but I question if that wealth reaches the everyday people" (P6, personal communication, March 3, 2016). P7 stated, "In Cambodia, the

social status is divided between the city and province people" (P7, personal communication, March 10, 2016).

   Political issues. Issues related to politics, policies, and the government are considered political issues. Characteristics reported in this theme were political party biases, working with the government, and working with outside stakeholders. Of the 13 participants interviewed, nine (69%) identified challenges associated with political issues. P9 identified shared an instance of political obstacle:

   Specifically, with education and career initiatives, we still run into challenges.

   Those that are in the Ministry, the government, etc. are still resistant with

   endorsing us. We don't get support from the government and we have to find

   ways to be financially viable. This isn't the bad for the private sectors, but I

   believe overall non-profits in Cambodia are facing a challenge with funding. (P9,

   personal communication, March 12, 2016)

   Mindset and perspective. Issues related to perceptions, attitudes, and inclinations are all considered related to mindset and perspective. Characteristics associated with this theme were different values and ideas, trust issues, and viewed as Americanized. Of the 13 participants interviewed, nine participants (69%) identified challenges associated with mindset and perspective. P4 mentioned:

   We just need to change the mentality of the Khmer communities because we

   need to come together to work as one, because when we work together, we

   make a bigger impact to change lives and spread more kindness in the world.

   My approach has always been with a business mindset to tackle some of these

   core issues in Cambodia: education, poverty, clean water, so I need to reach

towards organizations that have the funds to fund these type of projects. (P4, personal communication, March 2, 2016)

Cultural issues.   Culture is shaped and refined by the people of a group and identified in many different ways. Societal norms, which consist of the value systems shared by the majority, help shape and define culture (Hofstede, 1984). Issues related to societal norms, values and culture are considered cultural issues. Of the 13 participants interviewed, six participants (46%) identified challenges associated with culture.

P2 reported, "Most of the [Cambodian] leaders that I have worked with are male and as a female, I found that they didn't want to look in my eyes directly. They don't value who women are" (P2, personal communication, February 26, 2016).   P10 stated:

Cambodia, in general, we have been through the war and we are so tired of being victims and lately, since 1980s we have used art as an entertainment. It feels like the nation is critical and not open to dialogue…It is very hard to create a work that openly criticizes our society, our leader or anything. People don't believe that we should use art to criticize our society. (P10, personal communication, March 13, 2016)

IQ 7: How did you deal with and/or overcome those challenges? Figure 7 represents the number of similar participant responses to IQ 7, which asked about strategies to overcome challenges. The data revealed five major themes: (a) support system/relationships/strategic partnerships, (b) leadership characteristics – general, (c) leadership characteristics – authenticity, (d) leadership characteristics – adaptability, and, (e) management/operational strategy.

Interview Question 7 - Coding Results
(*N*=13 - single response per interviewee per theme)
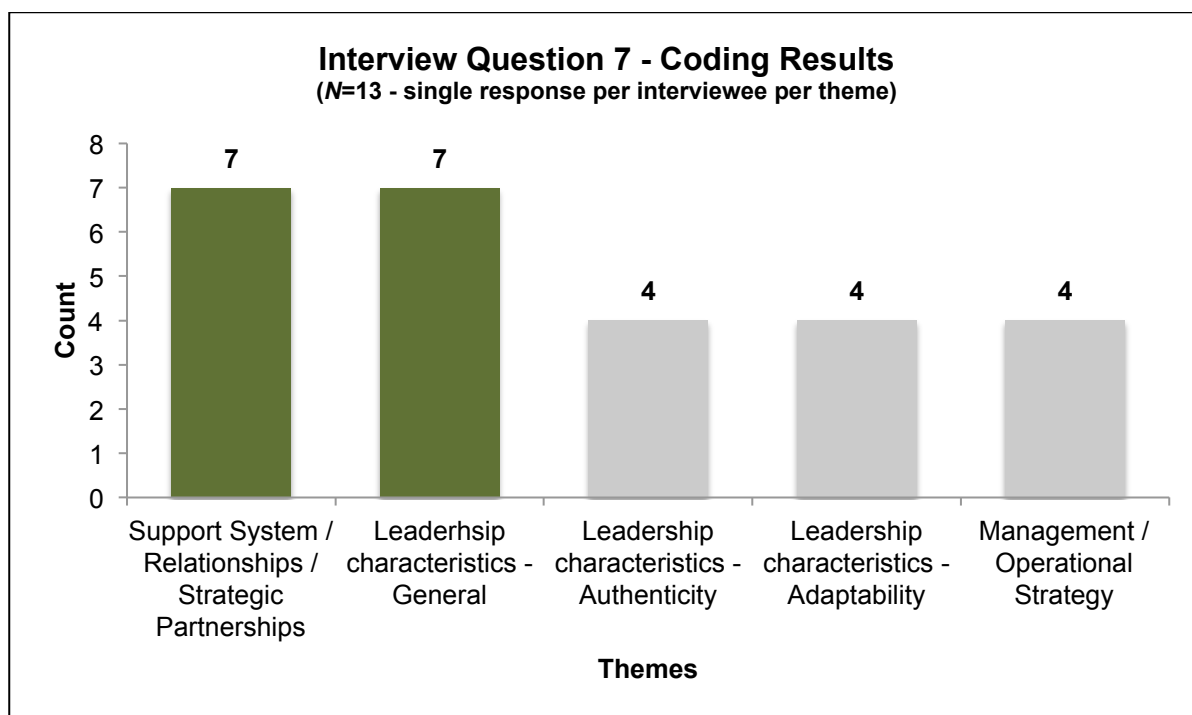
Figure 7. Interview question 7: Coding results.

Support system/relationships/strategic partnerships. This theme deals with the

relationships and partnerships established among the leader, other leader(s), and

organizations to overcome challenges. Characteristics reported in this theme were

being aware of political environment, collaborate with other leaders, build a network of

support and engage the government sector. Of the 13 participants interviewed, seven

(54%) gave responses related to this theme. P1 mentioned the importance of support

groups to overcome challenges:

I have a support group. I have friends that have been here much longer than me.

One, with the support group, I was able to vent to them and they understood my

frustrations. Two, I can get ideas on possible solutions. (P1, personal

communication, February 25, 2016)

Leadership characteristics-general. General leadership characteristics encompass all interpersonal, skill building, and relationship building characteristics that contribute to overcoming challenges successfully. The characteristics reported in this theme were building trust, be professional and communicate effectively. Of the 13 participants interviewed, seven (54%) gave responses related to this theme. P13 emphasized the importance of advocacy, stating:

> Over the last 7 years, I have been trying to speak up a lot and breaking down the culture of oppression, fear and impurity. We do realize that there are a lot work to be done in terms of human rights, impunity, legal system, corruption on every fields, etc. Moreover, what we experienced was that we would have never been able solve any problem until people themselves recognize the root causes of issues and peacefully use their power. We helped people break down their culture of oppression and fear in order to recognize issues and make plans for solving the issues. (P13, personal communication, March 21, 2016)

Leadership characteristics-authenticity. Authenticity is a leadership characteristic that focuses on the strategies and techniques adopted by leaders to be authentic, genuine, and humble. Characteristics reported in this group were having a positive attitude, being authentic, and humility. Of the 13 participants interviewed, four (31%) gave responses related to this theme. P2 reported using the power of positivity and authenticity to overcome challenges:

> Keep reinforcing the positive attitude and *keep it real*. I have run into those issues plenty of time with the principals that I've worked with and it was hard. But, I continue smiling, maintain positivity despite how I feel, maintain

professionalism, keep my chin up especially when working with the elder male

principals. Overtime, I found that I gained the respect because I was positive,

honest, and told them my true intentions about why I was there and what I

wanted to achieve. (P2, personal communication, February 26, 2016)

Leadership characteristics-adaptability. Adaptability is a leadership characteristic

that focuses on the strategies and techniques adopted by leaders to adjust and adapt to

their new environment. The characteristics associated with this theme were

appeasement, compromise, conformability, and utilizing the two different

backgrounds/cultures to your advantage. Of the 13 participants interviewed, four (31%)

gave responses related to this theme. P7 stated:

There's not much I can do when working with those in the government sector

because we only try to please them and follow protocol. We have to approach

the ministry as early as possible to avoid delays and procrastinating. Because

we're aware of that, we try to follow the protocol. (P7, personal communication,

March 10, 2016)

Management/operational strategy. This theme deals with organizational and

operational strategies and techniques adopted by leaders to overcome challenges.

Characteristics of this group were find diverse funding streams, devise strategies to

combat challenges and funding from international companies and institutions. Of the 13

participants interviewed, four (31%) gave responses related to this theme.

P5 identified an operational strategy to overcome challenges, stating, "One of the

strategy is to bridge the communication between the communities and build the trust"

(P5, personal communication, March 10, 2016). Furthermore, P12 suggested learning

from other organizations:

> Leaning on the team for support, question each other, ask one another for
>
> strategies to achieve success. What do we need to do, what are some of the
>
> challenges of the other organizations? The team should strategize to improve
>
> some of the conditions. We won't be able to help the entire country, but all
>
> Cambodian leaders should work together. (P12, personal communication, March
>
> 17, 2016)

IQ 8: Do you think it's more of a challenge to be a Cambodian leader in the

States or a Cambodian expatriate leader leading a non-profit organization in

Cambodia? Explain why. The responses for interview question eight were depicted in

three figures. Figure 8A represents the number of similar responses to IQ 8 which

asked participants if they believe it is more of a challenge leading a non-profit

organization in the States or Cambodia. Figure 9 represents the number of similar

responses to IQ 8, identifying challenges in the U.S.   Figure 10 represents the number

of similar responses to IQ 8, identifying challenges in Cambodia. The data revealed

four major themes: (a) socio-economic issues, (b) political issues, (c) mindset and

perspective, and (d) cultural issues.

Interview Question 8A - Coding Results
(*N*=13 - single response per interviewee)
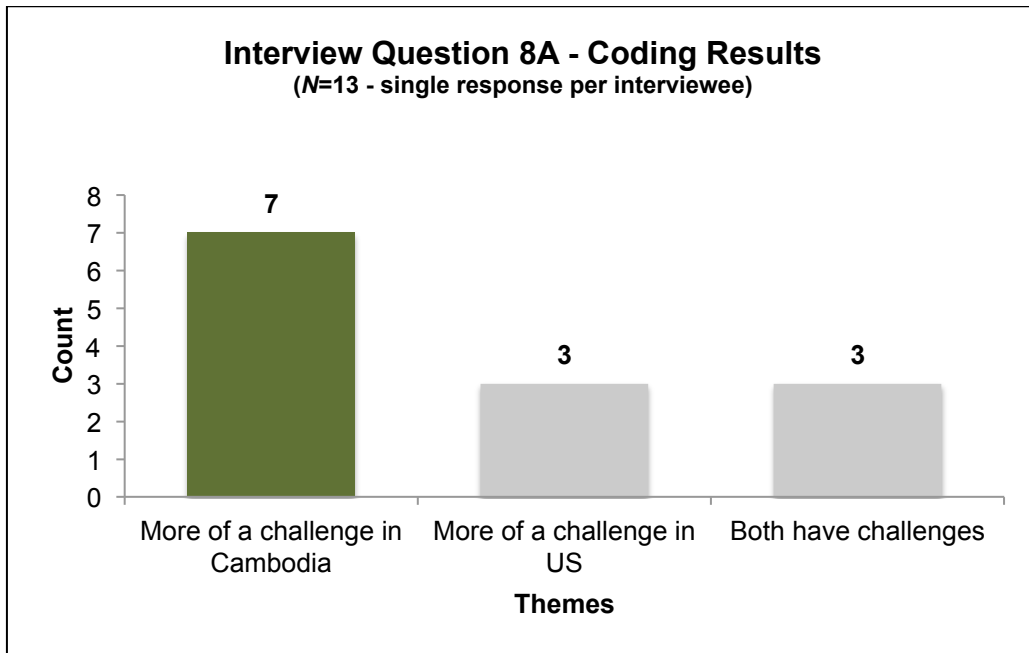
Figure 8. Interview Question 8A: Coding results.

Interview Question 8B - Coding Results
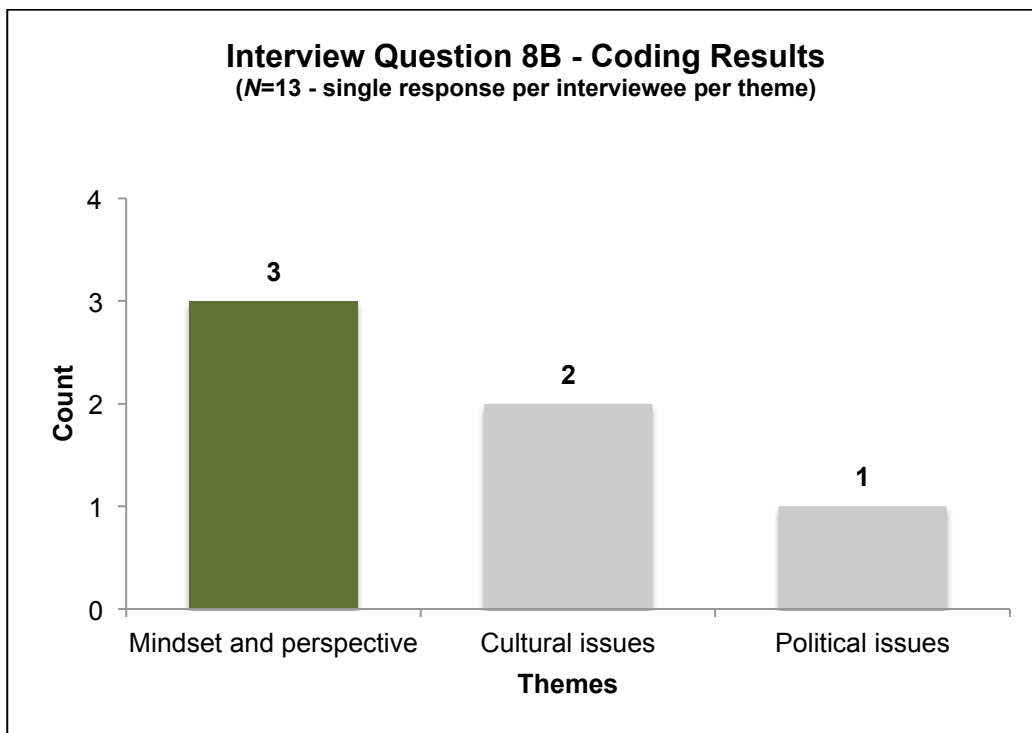(*N*=13 - single response per interviewee per theme)

Figure 9. Interview question 8B: Coding results.

Mindset and perspective. Issues related to perceptions, attitudes, inclinations, and depictions are all related to mindset and perspective. Characteristics in this group were viewed as minority in the States and criticism and judgment.

P9 shared some challenges with mindset and perspective, stating, "It's difficult in the States because people view Cambodians as a group that cannot make impact or change… I believe in the States, people still doubt your leadership skills, because of where you are from" (P9, personal communication, March 12, 2016). P11 reported criticism as a challenge, "There are many non-profits here in the States and it doesn't matter how you represent your organization, there will always be criticism and judgment" (P11, personal communication, March 16, 2016).

Political issues. Issues related to politics, policies, and the government are considered political issues. Turmoil within the organization or country is considered political issues. A characteristic of this group revolved around competition among non – profit organizations.

P11 reported competition among Cambodian non-profit organizations in U.S. as a challenge, stating, "Different organizations [Cambodian non-profits] instead of doing thing to help, they're more focus on competition – who raised more money and has the most supporters" (P11, personal communication, March 16, 2016).

Cultural issues. Some of the characteristics of this group were different cultural norms and traditions and approaches to teaching. P6 identified cultural issues related to teacher and student interactions. "Teaching in an American context, there are a lot of lines that are drawn. Don't hug, touch or get close to the students. Sometimes you're limiting the depth of the relationship" (P6, personal communication, March 3, 2016).

Interview Question 8C - Coding Results
(*N*=13 - single response per interviewee per theme)

Figure bar chart: Count on y-axis (0-8), Themes on x-axis

- Socio-economical issues: 7
- Mindset and perspective: 3
- Political issues: 3
- Cultural issues: 2
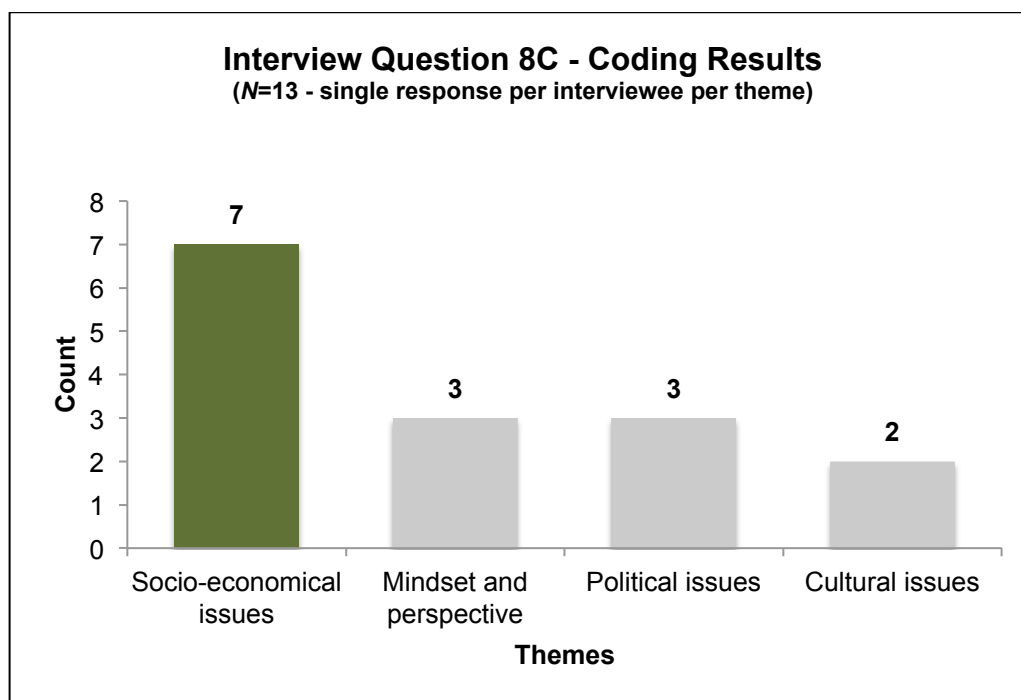
Figure 10. Interview question 8C: Coding results.

Socio-economic issues. Characteristics of this group included support/funding and monetary challenges. P4 identified an issue related to funding and support from international agencies. "Unfortunately the perception is that Cambodia is still struggling and we need the support of other countries to help us so it is more of a challenge here" (P4, personal communication, March 2, 2016).P5 identified lack of qualified people due to lack of education and training as a barrier to success:

> Specifically, my organization deals with two different challenges, education and
>
> IT. For instance in education, we need people with the proper education and
>
> skills and we have a hard time finding it. The issue is not capability, but it's
>
> finding the people with the right skills. (personal communication, March 3, 2016)
>
> *Political issues.* Issues related to politics, policies, and the government are

considered political issues. Characteristics of this group were corruption and

collaboration with government entities.   P13 asserted that, "It is more difficult to work

with the government" (P13, personal communication, March 21, 2016). P2 mentioned:

> Overall, it doesn't matter the leader and the worker, their mentality is different
>
> and I found that it is harder to turn them around [in regards to working with
>
> government entities]. The society has shaped them to be who they are, and in a
>
> sense it's not a progressive society. This has caused them to be narrow minded,
>
> and they don't have the critical thinking skills. (P2, personal communication,
>
> February 26, 2016)

Mindset and perspective. Issues related to perceptions, attitudes, and

inclinations, are all related to mindset and perspective. These may be the overall

attitude of the community or an individual perception. Characteristics associated with

this group were limited perspective, respect based on rank and status, and lack of

critical thinking skills.

Responses in the theme revolved around the negative perceptions of those who

lived and/or received education in the U.S. P10 shared some struggles with perception

stating, "A lot of people call me banana [yellow or Cambodian on the outside and white

or American on the inside] and I'm not a real Cambodian because I received ideology,

education and philosophy from the west" (personal communication, March 13, 2016).

Cultural issues. Issues of or relating to culture are considered cultural issues.

Characteristics associated with this group were challenged connecting with locals and

different culture and norms. P3 mentioned a cultural issue of day-to-day priorities:

> Here in Cambodia, we don't think about preservation, because they think about
>
> the day to day. They worry about what they're going to today because they live

day to day so they cannot think about what's going to happen tomorrow. (P3, personal communication, March 2, 2016)

Research Question 2 Summary. RQ 2 asked: What have been some important challenges (direct or indirect) you have run into in leading successful non-profit organizations in your homeland? Three questions addressed RQ 2: IQ 6 What have been some important challenges (direct or indirect) you have run into in leading successful non-profit organizations in your homeland? Follow up questions with regard to cultural, socio-economical and political. IQ 7 How did you deal with and/or overcome those challenges? IQ 8: Do you think it's more of a challenge to be a Cambodian leader in the States or a Cambodian expatriate leader leading a non-profit organization in Cambodia? Explain why. Four challenges emerged as major themes: (a) socio-economic issues, (b) political issues, (c) mindset and perspective, and (d) cultural issues. Additionally, the strategies to overcome these challenges were: (a) support system/relationships/strategic partnerships, (b) leadership characteristics – general, (c) leadership characteristics – authenticity, (d) leadership characteristics – adaptability, and, (e) management/operational strategy.

Research Question 3. RQ 3 asked: "How do Cambodian expatriate leaders measure the success of leading a non-profit organization in their homeland?" In order to answer this question, participants were asked six interview questions:

IQ 9: Describe your criteria for success?

IQ10: How did you assess your interim success in leading a non-profit organization in Cambodia? For instance, how did you know things were going according to plan?

IQ 11: What evaluation methods do you use to measure your success? The

success of the Cambodian people?

IQ 12: What thing(s) influenced your measure of success?

IQ 13: How do the Cambodian people measure success?

IQ 14: Is this different from your own measurement of success? If so, explain why.

IQ 9: Describe your criteria for success? Figure 11 depicts similar participant

responses to IQ 9, which asked participants to describe their criteria for success. The

data revealed two major themes: (a) effect on others or motivational measures and

(b) intrinsic or interpersonal.

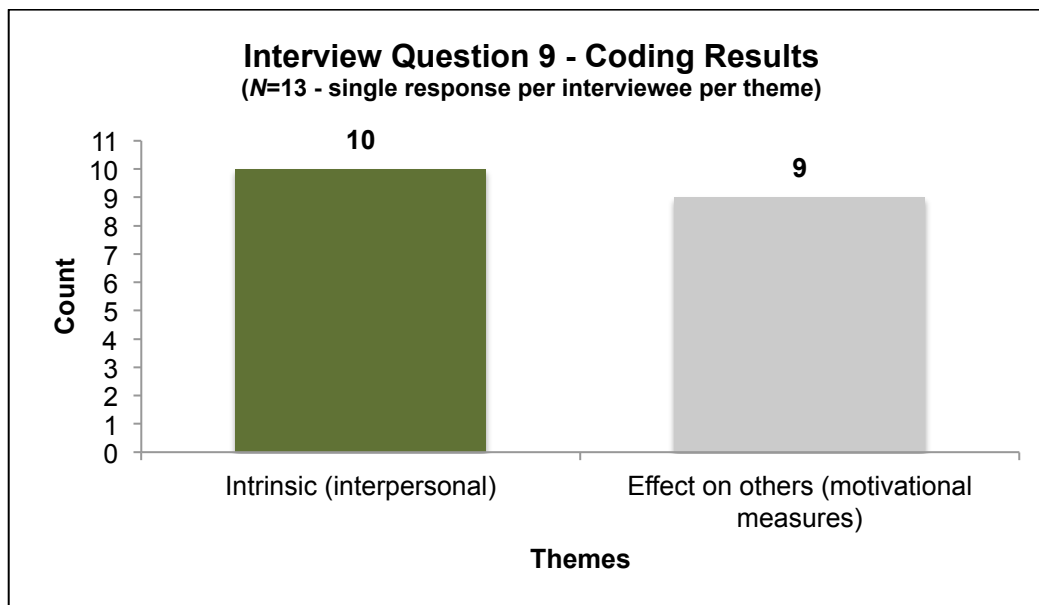*Figure 11.* Interview question 9: Coding results.

Intrinsic (interpersonal). Intrinsic refers to a characteristic inherent in the leader.

Reported characteristics of this theme included happiness, 100% effort, have passion,

have vision, and believe in oneself. Of the 13 participants interviewed, 10 participants

(77%) identified characteristics related to the theme of intrinsic (interpersonal).

P3 identified vision and passion as criteria for success:

Be able to focus and follow your dreams, be able to think on our own, to be able

to take control of my own life. Be able to bring my vision to life, be able to focus,

channel out the noises, and follow my path. Sometimes I wonder why I have

these thoughts of starting something up, but I believe these ideas will eventually

come true, and when they do, people will see my mindset and thought process.

To be successful, you have to have passion, have a clear vision, and get buy in

for your vision. For instance, a vision can be climbing a mountain, but there is

always more than one path to the mountain. (P3, personal communication,

March 2, 2016)

P4 discussed willingness to take risks:

I have high standards, and that's not necessarily saying that I'm better than you.

The secret to success is setting the expectation for yourself, what you're willing

to risk, and what you're willing to do to get the job done. Having a clear

understanding, setting the goals and actions to accompany the goal is what

makes one successful. (P4, personal communication, March 2, 2016)

P7 identified happiness as a characteristic, stating, "Be able to achieve a goal and

achieve a sense of happiness. When you set a goal, and you achieve it, you feel the

sense of happiness" (P7, personal communication, March 10, 2016).

Effect on others (motivational measures). Effect on others describes criteria

related to motivational measurement. Characteristics related to this theme were

empower others, support others, create impact, and inspire others. Of the 13

participants interviewed, nine (69%) identified characteristics related to the theme of effect on others.

P1 identified impact on others as a criterion for success:

My criteria for success is that I'm not successful unless I make someone else successful, otherwise I'm selfish…I won't be happy until I see the children in the schools become successful, to be empowered, to have a voice, to receive job opportunities, apply what they have learned in the real world. That would make me happy, and seeing the light bulb click in their head – that is what I would call a success. (P1, personal communication, February 25, 2016)

P2 reported inspiring and changing others as criteria for success:

It is all about working hard, putting forth 100% effort, believing in oneself and believing in the people that you work with. I came across many staff members who changed so much since the time that I first worked with them and I found that when you believe in someone, it doesn't matter where you came from; you try to help/shape them to be who they want to be. This may not be all my doing but if I have the ability to show them what it might be that they want out of life, and present these options to them and they're able to choose an option, I believe that I am successful. (P2, personal communication, February 26, 2016)

P5 identified long-term impact as a criterion for success:

Being able to create an impact that is long lasting as opposed to a one-time impact. Being able to touch one person and that person being able to impact other people's lives for a long period of time. That is success. (P5, personal communication, March 3, 2016)

P10 and P11 shared motivating and assisting others as criteria for success. "Once I am able to inspire others, stand for my own ideas and beliefs, bold enough to assist others, and I can share my experience with others, then I'm successful" (P10, personal communication, March 13, 2016). "It is all about your heart, you have to show your motivation, interest and action" (P11, personal communication, March 16, 2016).

IQ 10: How did you assess your interim success in leading a non-profit organization in Cambodia? For instance, how did you know things were going according to plan? Figure 12 portrays similar participant responses to IQ 10, which asked how participants assess their interim success in leading a non – profit organization in Cambodia. The data revealed four major themes: (a) business goals, (b) personal satisfaction and sense of accomplishment, (c) organizational reputation and influence, and (d) communities of practice and team cohesion.
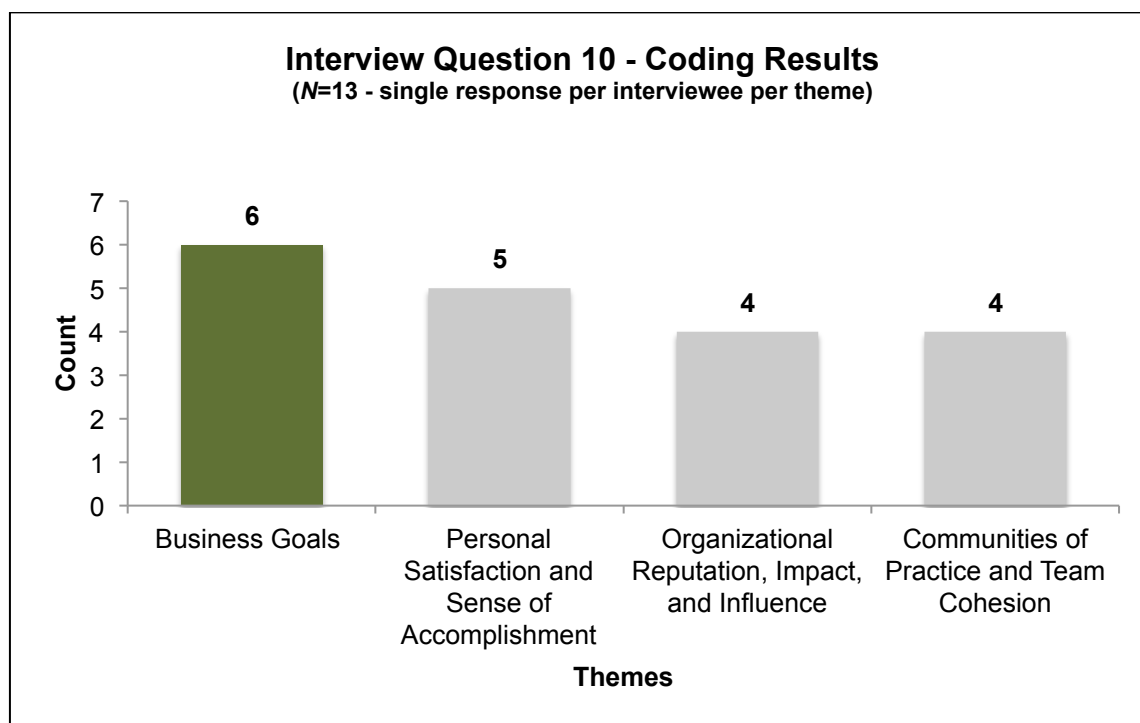

Figure 12. Interview question 10: Coding results.

Business goals. Business goals are any established goals associated with the organization. Characteristics associated with this theme were assess direction, vision, working plan, and achieve task, deadline, and identify results. Of the 13 participants interviewed six (46%) identified characteristics associated with the business goals theme. P3 identified some business goals:

> Having a plan and a projection. For instance, when there is a plan for a project, you have to identify the life expectancy of the plan and the strategies to achieve the plan. That means I would need to gauge and assess the strategies that I've implemented to ensure that it's working. Having a deadline, gathering the right resources, having the right team to ensure that a project is successful. (P3, personal communication, March 2, 2016)

Personal satisfaction and sense of accomplishment. Characteristics associated with this theme were being proactive, desire to do more, sense of curiosity and enthusiasm. Of the 13 participants interviewed five (38%) identified characteristics associated with personal satisfaction and a sense of accomplishment. P9 reported happiness as an indicator, stating, "I'm happy with what I have and I am able to do things and give back to people. I enjoy the career I have. People ask me if I'm happy, and I will say that I am" (P9, personal communication, March 12, 2016).

Organizational reputation, impact, and influence. Characteristics associated with this theme included validation from public, strong reputation, and support from community. Of the 13 participants interviewed four (31%) identified characteristics associated with organizational reputation, impact, and influence. P11 identified reputation as an indicator, stating:

Every year we have more and more supporters from all over the world. As a

non-profit, if we see a decrease in supporters, then we know we have failed and

you're not doing what you're supposed to. If you see numbers rising, people

from all over the world are donating to the organization, then it shows that we're

successful. This shows they believe in what you do. (P11, personal

communication, March 16, 2016)

Communities of practices and team cohesion. Communities of practice are

teams that are "bound together by shared expertise and passion" (Wenger & Snyder,

2000, p. 139) and team cohesion is achieved through strong relationships built among a

team. Characteristics associated with this theme are: shared trust among team and

transparency with one another. Of the 13 participants interviewed, four participants

(31%) identified characteristics associated with communities of practice and team

cohesion. P6 reported team cohesion as an indicator, stating, "If I feel there is strong

sense of trust among the team and they're supportive and nurture each other…" (P6,

personal communication, March 3, 2016).

IQ 11: What evaluation methods do you use to measure your success? The

success of the Cambodian people? Figure 13 portrays similar participant responses

to IQ 11 regarding evaluations methods to measure success. The data revealed four

major themes: (a) business goals, (b) personal satisfaction and sense of

accomplishment, (c) organizational reputation and influence, and (d) communities of

practice and team cohesion.

Interview Question 11 - Coding Results
(*N*=13 - single response per interviewee per theme)
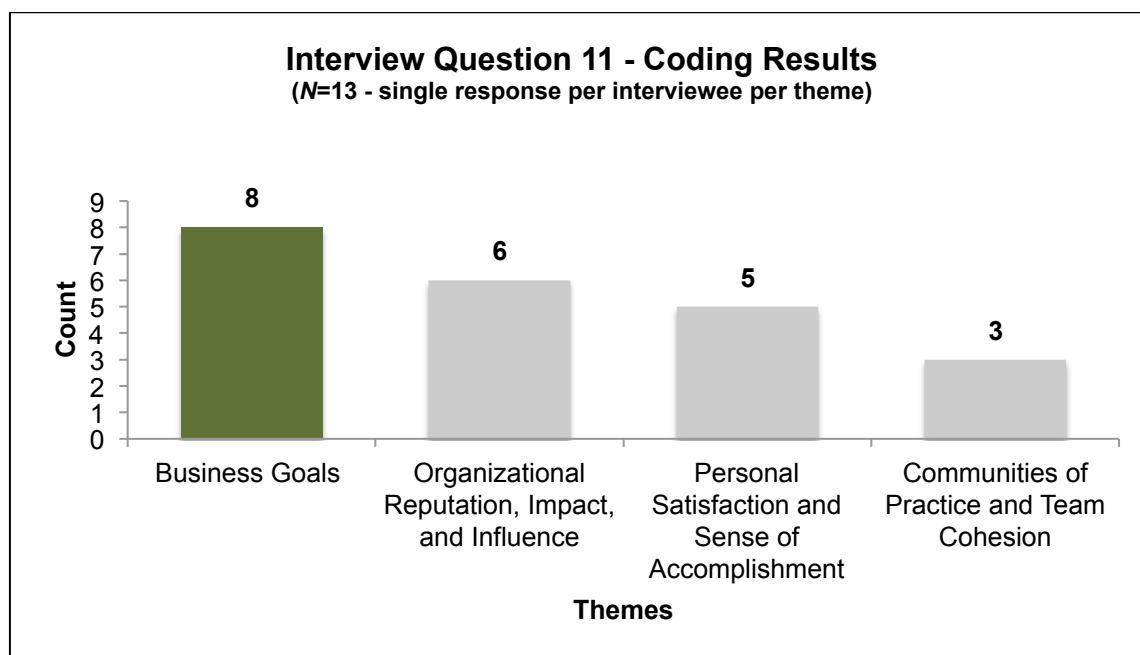
Figure 13. Interview question 11: Coding results.

Business goals. The definition for this theme is the same as the one identified for interim success assessments. As stated earlier, characteristics associated with this theme included assessments of quantifiable criteria, organizational growth, raising more funds, and alignment of organizational goals. Of the 13 participants interviewed eight (62%) identified characteristics associated with the business goals theme. P5 stated:

We always have a measurement of success with every project we work on. For instance with this current project, we use our numbers, tracking rate, enrollment rate, satisfaction rate, and once we benchmark those scores we are able to create goals to work towards. So if we're trying to improve our enrollment rate, then we use a percentage and a milestone to work towards. We have to set up a measurement before we start and then be able to track the process. It has to be scientific and quantifiable. (P5, personal communication, March 3, 2016)

Organizational reputation, impact, and influence. The definition for this theme is the same as the one identified for interim success assessments. As stated earlier, characteristics associated with this theme were youth success/empowerment, achieved small miracles, others achieve leadership role, and achieve impact. Of the 13 participants interviewed, six (46%) identified characteristics associated with organizational reputation, impact, and influence.

P8 mentioned, "After a few years you can see the growth in the organization, which attract more volunteers and builds a good reputation. When I see more volunteers have interest in leadership roles, then I know that I'm successful" (P8, personal communication, March 11, 2016). P9 identified impact as a measure of success:

> My friends and I determine success by impact, what contributions to our society are what inspire me more. They create a lot of impact, even if they don't earn that much from their career.   The positive impact they create really inspires me. (personal communication, March 12, 2016)

Personal satisfaction and sense of accomplishment. The definition for this theme is the same as the one identified for interim success assessments. As stated earlier, characteristics associated with this theme were happiness of others, self-satisfaction, and effort. Of the 13 participants interviewed, five (38%) identified characteristics associated with personal satisfaction and sense of accomplishment.

P2 and P7 identified achievement and learning as measure of success. P7 asserted, "For me, personally, my own success are the results, the self satisfaction achieved and my effort" (P7, personal communication, March 10, 2016). Similarly, P2

stated, "I measure my success on how much I've learned and grown and the progress that I've made within a year from beginning to end" (P2, personal communication, February 26, 2016).

Communities of practices and team cohesion. The definition for this theme is the same as the one identified for interim success assessments. As stated earlier, characteristics associated with this theme were peer evaluation, same effort, and feedback. Of the 13 participants interviewed, three (23%) identified characteristics associated with the communities of practices and team cohesion theme.

P4 identified team cohesion as an evaluation method stating, "It is important that we're all on the same page as we will need to continue to do this hard work, continue to inspire others and we cannot accomplish this unless we're all on the same page" (personal communication, March 2, 2016). P10 shared, "A lot people use other people's feedback. We use our peers to evaluate our success and once someone comes and praises for your work, then I know it's a success" (P10, personal communication, March 13, 2016).

IQ 12: What thing(s) influenced your measure of success? Figure 14 portrays similar participant responses to IQ 12, which asked participants about thing(s) that influenced their measure of success. The data revealed three major themes: (a) internal drive, (b) experience, and (c) environment.

Interview Question 12 - Coding Results
(*N*=13 - single response per interviewee per theme)
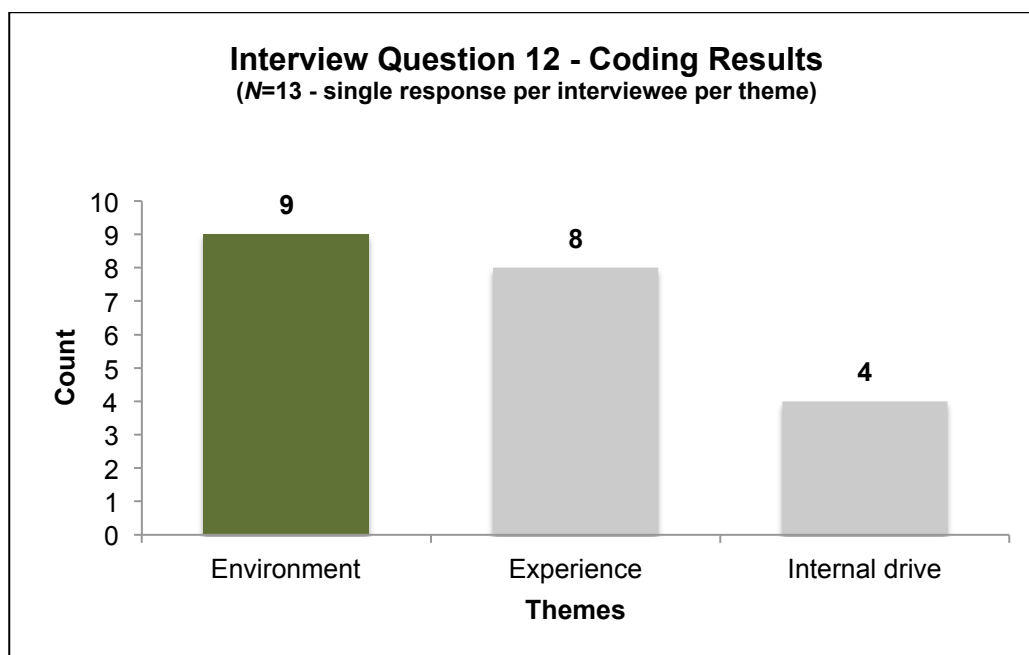
Figure 14. Interview question 12: Coding results.

Environment. This theme consists of external factors in society or community. Characteristics associated with this theme were society, technology, movies, books, resources and community. Of the 13 participants interviewed, nine (69%) reported characteristics associated with the environment. To demonstrate, P5 was influenced by a hospital that was committed to helping the economically disadvantaged.

I'm into social work. For instance, there is a hospital that doesn't measure their success by the people they serve but by the social, emotional and psychological impact they've made on people. So the hospital doesn't ask their patients to pay outside of their means. For instance, if a poor person comes in and can only afford 1,000 riel, then that's what they will be charged. Those that are wealthy, they are charged the maximum price and the hospital uses that money to subsidize the cost for those that cannot afford it. In a sense, that approach

inspires me because it forces me to measure my success differently. (P5, personal communication, March 3, 2016).

The community also influenced P8 and P9. P8 stated, "I am influenced by society, social environment, culture and not only Cambodian culture" (P8, personal communication, March 11, 2016). P9 said, "My involvement with the community, my travels, the environment I have been in, friends and movies/books/resources, etc." (P9, personal communication, March 12, 2016).

Experience. Undergoing, encountering, and observing something or a situation are all considered the leader's personal experiences. Characteristics of this theme included training, past employment, and life experiences. Of the 13 participants interviewed, eight (62%) identified characteristics associated with the experience theme. To demonstrate, P1 shared a personal experience about learning from mistakes:

When you deal with humans, there is no cookie cutter approach. The daily interactions influence that measurement of success. We can be doing something today that we think is good but then tomorrow we might reflect on it and realize that it's causing more harm than good. We cannot be afraid to say that we have [messed up]. If we need advice, we need to be able to ask someone on how to do it. Throwing the ego out the door is definitely important. (P1, personal communication, February 25, 2016)

Similarly, P2, P6, and P10 shared life experiences influenced their measure of success. P2 stated, "The life experience, personally and professionally is what influences my measure of success" (P2, personal communication, February 26, 2016). P6 said, "My training, teachers, last place of employment have been experiences and

opportunities that influence my measure of success" (P6, personal communication, March 3, 2016). P10 offered, "Knowledge and experience influenced my measurement. Through experience I can see things more and with knowledge, I can analyze the situation and things throughout the world" (P10, personal communication, March 13, 2016).

Internal drive. Internal drive is a motivational force that is inherent to each leader. Characteristics associated with this theme were desire to make a difference, passion, hard work, and dedication. Of the 13 participants interviewed, four (31%) identified characteristics associated with the internal drive theme. To demonstrate, P7 stated that passion and the ability to make a difference influenced her measure of success.

> In the organization, we try introduce the idea of doing what you like, and being passionate about it. That is core of everything we do. At the end of the day, your choices will be your choices so you want to be able to live your own life and be able to inspire other people to be happy. You should wake up everyday being happy with your decisions and the difference you're making. (P7, personal communication, March 10, 2016)

Similarly, P4 shared that the ability to change people's lives is a powerful impact on her measure of success. "Through the years, we've helped many families. And the thought of me, having the ability to help change one life is very powerful" (P4, personal communication, March 2, 2016).

IQ 13: How do the Cambodian people measure success? Figure 15 portrays similar participant responses to IQ 13, which asked participants how local Cambodian

people measure success. The data revealed five major themes: (a) extrinsic rewards,

(b) education, (c) job, (d) status, and (e) societal impact. It is important to note that this

is a very subjective question and many of the participants wanted to emphasize that

their responses were based on the impressions of those with whom they have

interacted and were by no means representative of the entire country's perspective on

measurements of success.

Interview Question 13 - Coding Results
(*N*=13 - single response per interviewee per theme)
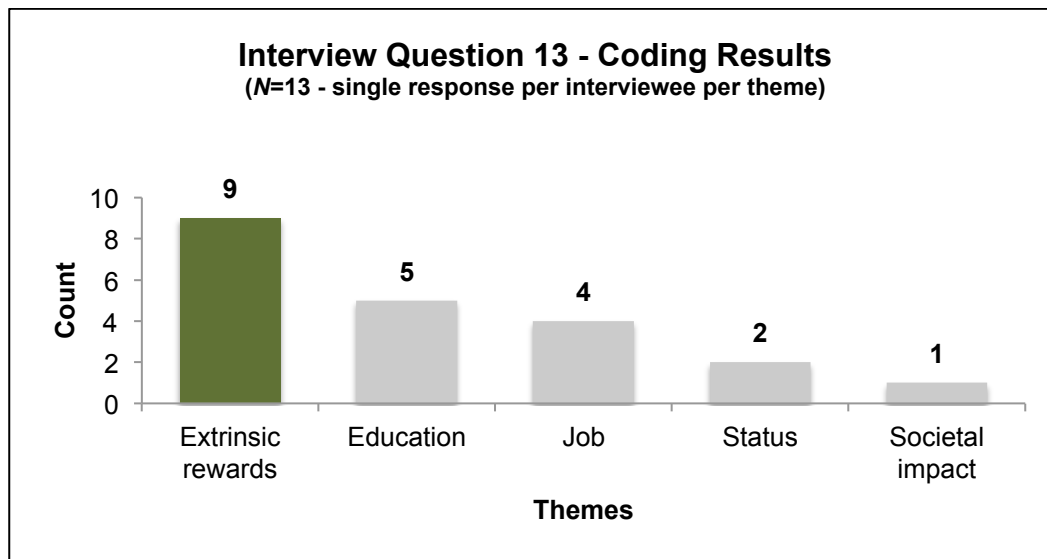
Figure 15. Interview question 13: Coding results.

Extrinsic rewards. Extrinsic rewards are tangible rewards as a result of one's

pursuit of success. Responses in this theme were money, big homes, nice car, and

materialistic. Of the 13 participants interviewed, nine (69%) identified characteristics

associated with extrinsic rewards.

P11, P3, and P4 reported similar impressions of Cambodian people's measure of

success. P11 said, "Cambodian people measure success based on money, nice car… I

think with success, and everyone sees it differently" (P11, personal communication,

March 16, 2016). P3 stated, "The Cambodian community as a whole measures success

by money, a new car, and money they can spend on anything… Overall, the general Cambodian public measures success by materialistic things" (P3, personal communication, March 2, 2016). P4 offered, "What I've seen, is the bigger the house, the fancier the car, the more money you have is what amounts to success" (P4, personal communication, March 2, 2016).

Education. Education consists of attending or graduating from a school, university, or college. Responses in this theme included graduate from a good school and higher education. Of the 13 participants interviewed, five (38%) gave responses related to the education theme.

P2 responded, "They measure their success through their accomplishment whether it's good or bad. For instance, if they can make it through school, if they graduate with a big degree, then that's success" (P2, personal communication, February 26, 2016). P11 identified graduation from a good school is also how Cambodian people measure success (P11, personal communication, March 16, 2016).

Job. A job is one's career or place of employment. Responses in this theme were stable job and career. Of the 13 participants interviewed, four (31%) gave responses related to the job theme.

P7 stated, "I am expected to get an education, get a job, make money...The older generation in the Province, believe that having a stable job and making money is they key to success" (P7, personal communication, March 10, 2016). P13 identified a good career or profitable business as how other Cambodian leaders measure success (P13, personal communication, March 22, 2016).

Status. Status refers to one's social standing in society. Responses in this theme were position in society and position in the ministry/government. Of the 13 participants interviewed, two (15%) gave responses related to the status theme.

Responses in this theme revolved around one's social standing including positions held in the government and or relationships with notable individuals. For instance, P10 reported, "People measure success through status, position… If you're holding a great position in the ministry or the government, then that's success" (P10, personal communication, March 13, 2016).

Societal impact. This theme refers to the impact made on a community and/or society. Responses in this theme were help others and give back to society. Of the 13 participants interviewed, one (8%) gave responses related to this theme.

Responses in this theme revolved around the youth and impact on others. Those that work with youth are motivated to empower youth to be impactful leaders in the future. P1 stated, "Now for folks that have come from difficult backgrounds, like not having a parent growing up, they feel a sense of wanting to give back to society and wanting to help" (P1, personal communication, February 25, 2016).

IQ 14: Is this different from your own measurement of success? If so, explain why. Figure 16 portrays similar participant responses to IQ 14, which asked if its different from Cambodian expatriate's measure of success. Figure 16 identifies the responses; nine participants (69%) reported that their measure is different, two (15%) reported both yes and no, and two (15%) didn't provide an answer. Figure 17 portrays similar participant responses to IQ 14, which explains the reason for the difference in

measure of success. The data revealed five major themes: (a) social impact, (b)

values and faith, (c) happiness, (d) knowledge and education, and (e) strong reputation.
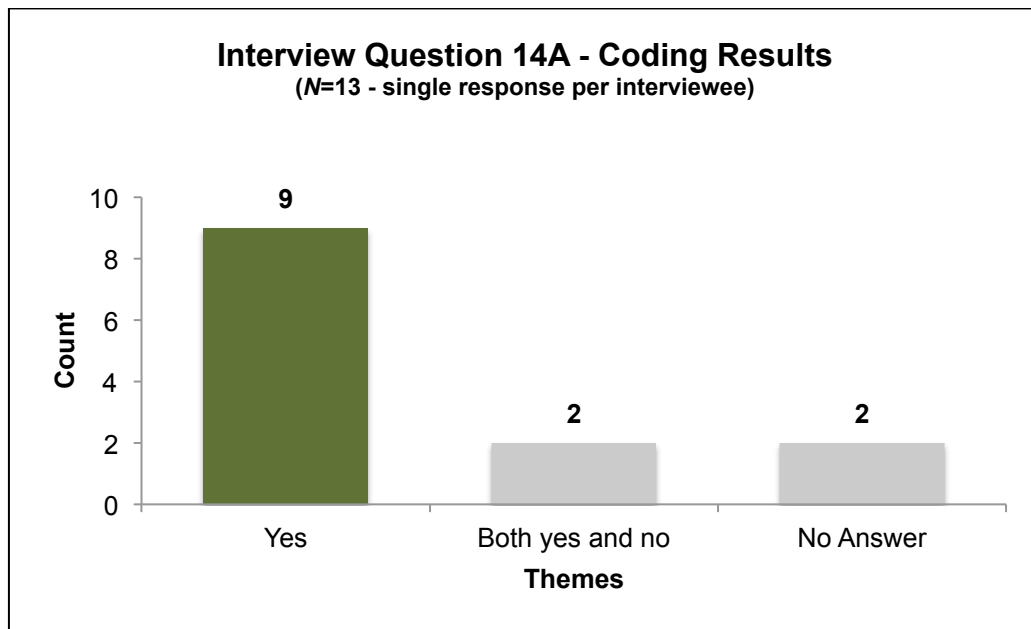

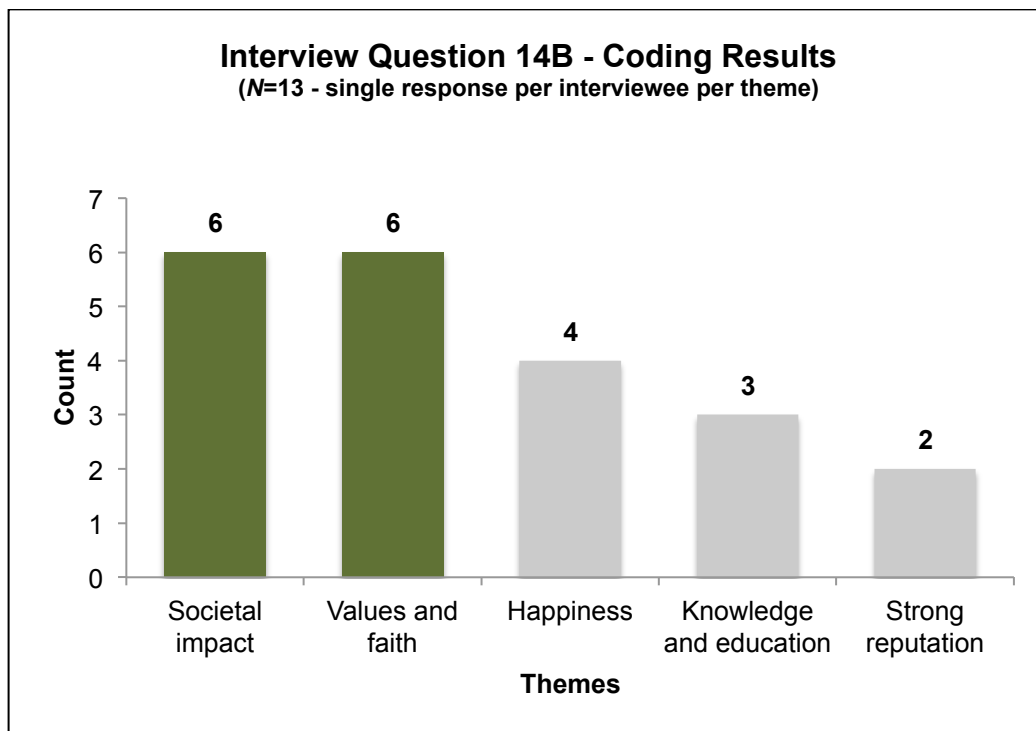*Figure 16.* Interview question 14A: Coding results.

Figure 17. Interview question 14B: Coding results.

Societal impact. This theme refers to the impact made on a community and/or society. Responses in this theme included contribution to the world, does something for others, change the world, and inspire people to pursue their dreams. Of the 13 participants interviewed, six (46%) gave responses related to this theme.

For example, P1 and P3 reported empowerment and changing the world as a reason to the differences. P1 said, *"*Yes, it's different because my measurement of success is being able to empower others" (P1, personal communication, February 25, 2016). P3 offered, "The greatest impact is when you smile at people and they smile back, you know you have changed the world, with one smile at a time" (P3, personal communication, March 2, 2016).

Values and faith. Values are beliefs and faith is related to religion or religious orientation. Responses in this theme included success has to be earned and altruism. Of the 13 participants interviewed, six (46%) gave responses related to this theme. For instance, P4 and 11 reported similar philosophies of success. P4 said:

> Yes, because it stems back to how I raised. We were given opportunities and that demonstrated to us that we needed to be generous to others… To be blessed is to bless others. You cannot be blessed and not bless others. You cannot have an empire without loyalty. (P4, personal communication, March 2, 2016)

P11 offered, "Success has to be earned and work on and create. It's like respect – if it was given to you, then it's not success, but if you work hard and earned it, then that's success" (P11, personal communication, March 16, 2016).

Happiness. Happiness is defined as the mental or physical state of positivity, contentment, or extreme joy. Of the 13 participants interviewed, four (31%) identified the theme happiness. P5 and P9 shared happiness as a theme. P9 stated, "Happiness is very important… I ask myself if I'm happy and if I'm making an impact" (personal communication, March 12, 2016). P5 said:

> It is different, and generally around the world, we determine the wealth of a country by GDP. But to me GDP is not a good standard. We need to measure something different like Bhutan where there is a happiness indicator. It is important that people consider the social and emotional success more than the physical success such as wealth. (P5, personal communication, March 3, 2016)

Knowledge and education. This theme revolves around the attainment of knowledge or attainment of a degree and education through schooling. This involves both learning and growing process. Of the 13 participants interviewed, three participants (23%) gave responses associated with knowledge and education.

P3 said, *"*Yes, it's different because I'm living in two worlds and am able to enjoy and learn from both worlds. I have two different perspectives now" (P3, personal communication, March 2, 2016). P8 urged leaders to think about "knowledge and education" as opposed to material things when measuring success (P8, personal communication, March 11, 2016).

Strong reputation. Strong reputation in this instance refers to one's good status in society. This includes both a strong reputation achieved as an individual or through one's organization. Of the 13 participants interviewed, two (15%) gave responses associated with strong reputation. P8 stated, "Good reputation, network, you're likeable,

people respect you are all the things that make you successful." (P8, personal communication, March 11, 2016).

Research Question 3 Summary. RQ 3 asked: How do Cambodian expatriate leaders measure the success of leading a non-profit organization in their homeland? Six interview questions addressed RQ3: IQ 9 Describe your criteria for success? IQ10 How did you assess your interim success in leading a non-profit organization in Cambodia? For instance, how did you know things were going according to plan? IQ 11 What evaluation methods do you use to measure your success? The success of the Cambodian people? IQ 12 What thing(s) influenced your measure of success? IQ 13 How do the Cambodian people measure success? IQ 14 Is this different from your own measurement of success? If so, explain why. Two major themes emerged as Cambodia expatriate criteria for success: (a) effect on others or motivational measures and (b) intrinsic or interpersonal. Four themes emerged as Cambodian expatriate leaders' assessment and evaluation methods: (a) business goals, (b) personal satisfaction and sense of accomplishment, (c) organizational reputation and influence, and (d) communities of practice and team cohesion. Additionally, three themes emerged as influencers of success: (a) internal drive, (b) experience, and (c) environment. Next, five themes emerged as to how local Cambodian leaders measure success: (a) extrinsic rewards, (b) education, (c) job, (d) status, and (e) societal impact. Finally, five themes emerged to explain differences in measure of success: (a) social impact, (b) values and faith, (c) happiness, (d) knowledge and education, and (e) strong reputation.

Research Question 4. RQ 4 asked: What recommendations would Cambodian expatriate leaders make for others wanting to lead successful non-profit organizations in their homeland? In order to answer this question, participants were asked three interview questions:

IQ 15: What advice would you give to Cambodian expatriate wanting to lead a successful non-profit organization in Cambodia?

IQ 16: What recommendations do you have for United States-born Cambodians wanting to start and deploy an organization in Cambodia?

IQ 17: Is there anything else you would like to share about your experience that you think would be relevant to this study?

IQ 15: What advice would you give to Cambodian expatriate wanting to lead a successful non-profit organization in Cambodia? Figure 18 illustrates similar participant responses to IQ 15 regarding advice Cambodian expatriate would give to others wanting to lead a successful non – profit organization in Cambodia.   The data revealed six major themes: (a) training and support - 62% of respondents, (b) humility and authenticity - 62% of respondents, (c) adaptability and resiliency - 46% of respondents, (d) empowerment and impact - 46% of respondents, (e) live in and learn about Cambodia - 46% of respondents, and (f) influence of Western ideology - 38% of respondents.

Interview Question 15 - Coding Results
(*N*=13 - single response per interviewee per theme)
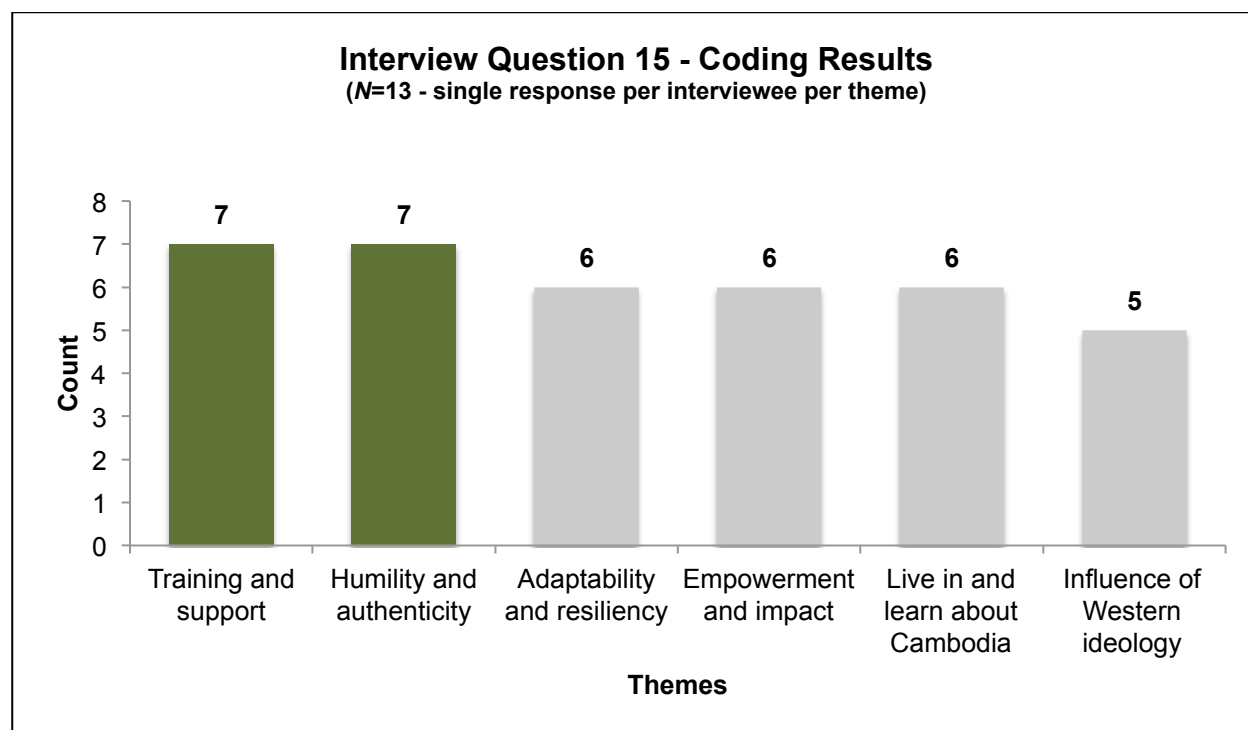
Figure 18. Interview question 15: Coding results.

       IQ 16: What recommendations do you have for United States-born Cambodians wanting to start and deploy an organization in Cambodia? Figure 19 illustrates similar participant responses to IQ 16, which asked what recommendations do Cambodian expatriates have for U.S. born Cambodians wanting to start and deploy an organization in Cambodia. The data revealed five major themes: (a) training and support - 54% of respondents, (b) live in and learn about Cambodia - 54% of respondents, (c) humility and authenticity - 31% of respondents, (d) empowerment and impact - 23% of respondents, (e) and adaptability and resiliency - 15% of respondents.

Interview Question 16 - Coding Results
(*N*=13 - single response per interviewee per theme)
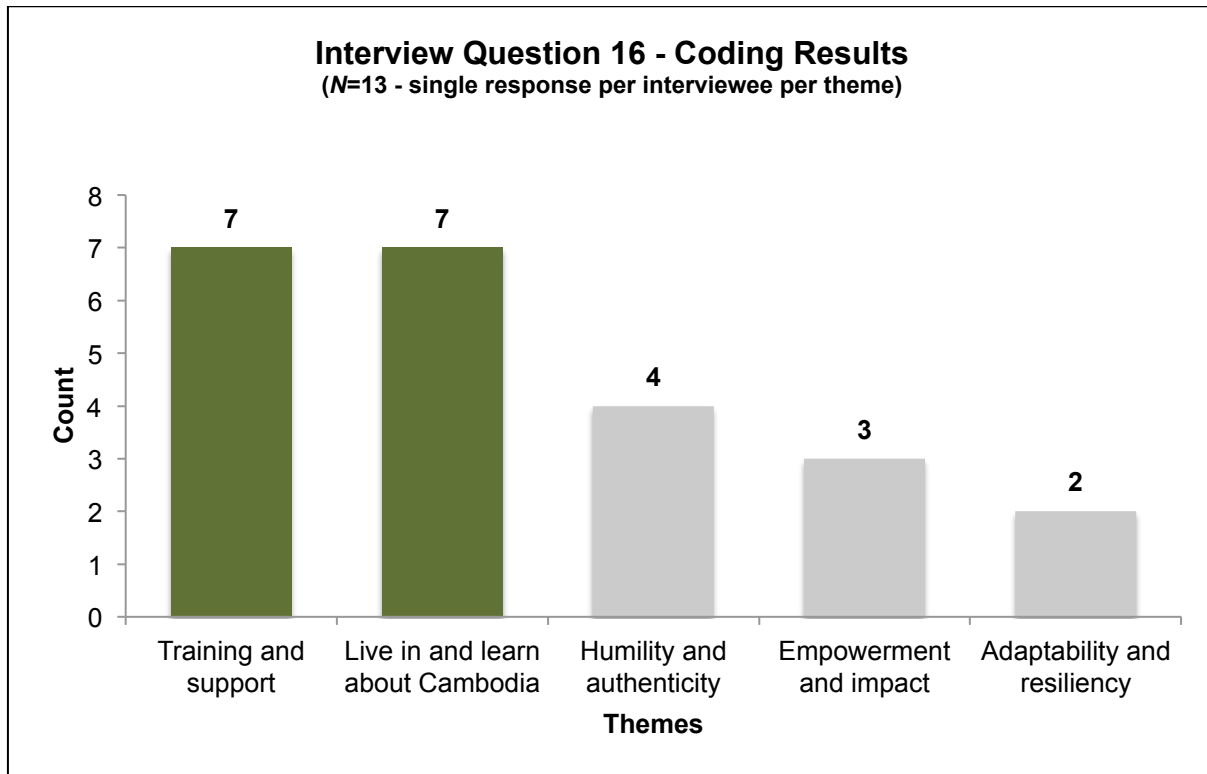
Figure 19. Interview question 16: Coding results.

IQ 17: Is there anything else you would like to share about your experience that you think would be relevant to this study? Figure 20 illustrates similar participant responses to IQ 17, which asked participants to share any additional information relevant to the study. The data revealed six major themes: (a) adaptability and resiliency - 62% of respondents, (b) empowerment and impact - 46% of respondents, (c) humility and authenticity - 31% of respondents, (d) training and support - 15% of respondents, (e) influence of Western ideology - 8% of respondents, and (f) live in and learn about Cambodia - 8% of respondents.

Interview Question 17 - Coding Results
(*N*=13 - single response per interviewee per theme)
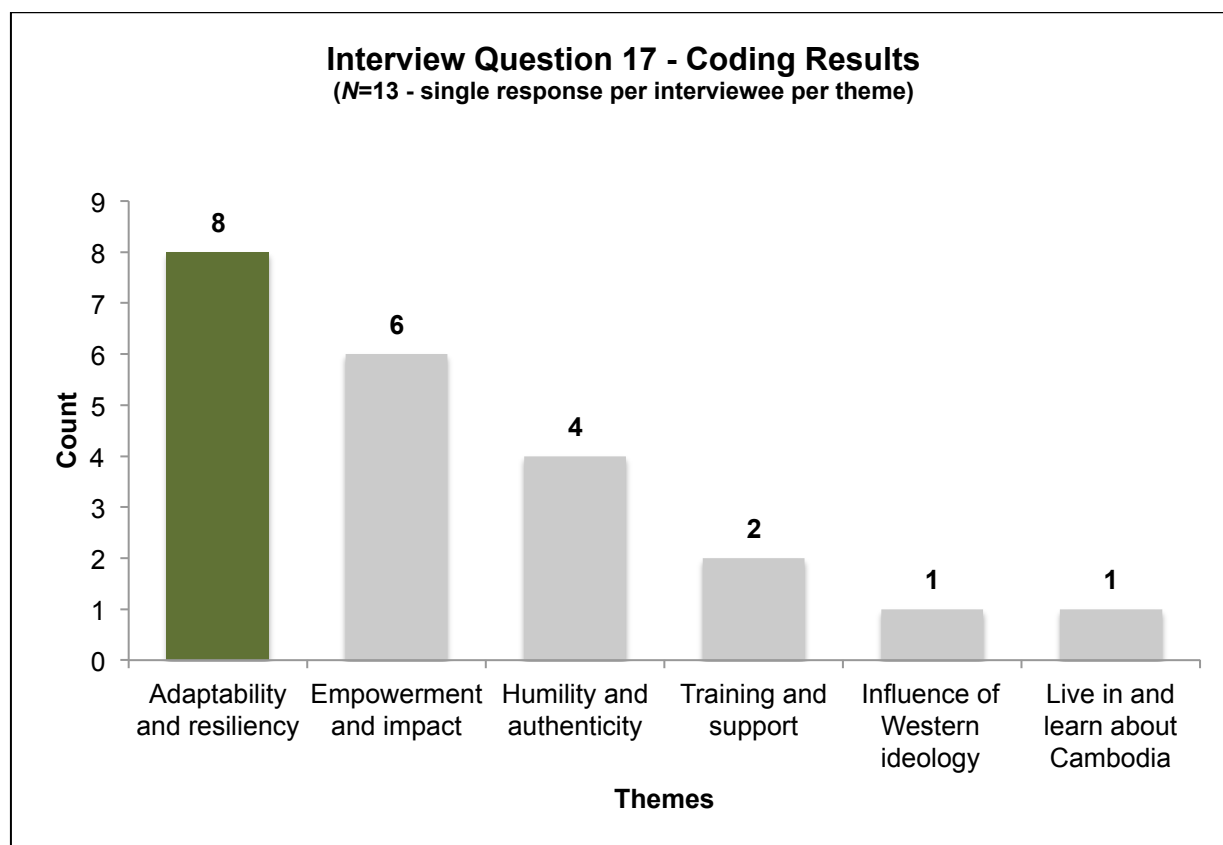
Figure 20. Interview question 17: Coding results.

Training and support. Training and support include building a network, building

strong relationships, properly researching, and learning how to run an organization. P1

said, "It's not about doing their own thing, but it's good to have partnerships. Having the

right partnerships and right connection will get you far" (P1, personal communication,

February 25, 2016). P2 encouraged connecting with the right sectors in order to be

successful, stating:

> Try to be a good ally with the government personnel, be flexible, stand your
>
> ground, and be accepting. Everything you do you'll have to rely on the
>
> government and if you have a good relationship with them, then you'll be ok. But
>
> if you're going to be an adversary, it will not going anywhere. For instance, if

they drink beers, then you'll need to learn how to drink beers with them even if

you don't drink. (P2, personal communication, February 26, 2016)

P2, P3, P5, and P12 all offered advice on learning from others and building the

proper network. P2 said, "In terms of the work to be done, I would have to say hiring

people is important, provide a lot of training, and make sure they know they know what

they're doing" (P2, personal communication, February 26, 2016). P3 offered:

Also, being transparent is important and building a network ahead of time

because as a non-profit you will need your own funding and you will have to

survive as well. Furthermore, marketing and promoting the organization as a

brand will be important. (P3, personal communication, March 2, 2016)

P5 stated, "Be able to take the first step, and don't be afraid to take the risk. The first

step is really important and once you've taken that first step, you will be ok" (P5,

personal communication, March 3, 2016). P12 said, "Focus on education and learning

from one another. Anticipate some challenges and some of the poor conditions of the

country" (P12, personal communication, March 17, 2016).

P6 emphasized the importance of networking:

Also, you need to nurture the relationships here and because of our ability to

speak English, it will give you access too many different groups here and be able

to create a strong network that is diverse and is supporting you in all your work…

Lastly, build your network and it's important to maintain connections so that

you're always seeing your actions in local and global contexts. Your work is local

in character but global in nature. (P6, personal communication, March 3, 2016)

P7 identified the importance of finding the right team:

Forming a team is very important. Find the team that has the same vision and

values as you. At the same time, have a diverse group of local Cambodians and

Cambodian Americans. That way you have locals who understand the

Cambodian context better specifically dealing with the culture, the customs, and

the government collaboration. (P7, personal communication, March 10, 2016)

Humility and authenticity. Humility and authenticity are leadership characteristics

that focus on the strategies and techniques adopted by leaders to be authentic, genuine

,and humble. P1, P2, P3, and P4 recommended being genuine, passionate and

humble. P1 said "Don't come here with an ulterior motive, or being an opportunistic, but

be genuine" (P1, personal communication, February 25, 2016). P2 offered, "My advice

is to share your true passion and to give 100% of who you are" (P2, personal

communication, February 26, 2016). P3 suggested, "You will need to handle things

professionally, be transparent, and to not be defensive. There will be people that will be

against your ideas so it is important to ensure you're not argumentative" (P3, personal

communication, March 2, 2016). P4 said, "Be open, because you're going to see

everything. You will see things that will make you angry, but don't be so irrational and

quick to judge" (P4, personal communication, March 2, 2016). P9 emphasized the

importance of staying true to one's self:

Your commitment should be consistent and you have to stay true to what you

want. With non-profit, you don't earn a lot of money. Strong commitment is very

important because it's hard work. People have ulterior motives so you have to

make sure you know what you want, and stay true to your commitment to the

organization. (P9, personal communication, March 12, 2016)

Adaptability and resiliency. Adaptability and resiliency are the ability of leaders to

change, adapt to, and learn from their environment and mistakes. P5 encouraged risk

taking, stating, "Be able to take the first step, and don't be afraid to take the risk. The

first step is really important and once you've taken that first step, you will be ok" (P5,

personal communication, March 3, 2016). P1 shared an insight into leading successfully

in Cambodia:

> Throw your ego out the way, learn, failure is expected and for every failure, there
>
> is going to be a *yes* somewhere… Sometimes we make incorrect decisions, but
>
> pick yourself back up and learn from it. Know that you will run into a lot of walls.
>
> It's not about talking to the right people, but it's about asking the right questions.
>
> You will learn that overtime…you might lose a battle today, but know that it might
>
> be something that cements your future. Sometimes I do swallow my pride, and I
>
> try to empathize with the leaders here because at the end of the day, I may not
>
> know the battles they're facing. Also, adapt to the situation and build up your
>
> credibility, but don't let someone belittle you at the same time. (P1, personal
>
> communication, February 25, 2016)

Empowerment and impact. The ability and power to create change, inspire, and

encourage others are all considered facets of empowerment and impact. P1 stated, "It

is also important to know that you should do things that will net not the short-term

gains/benefits, but the long-term gains/benefits" (P1, personal communication, February

25, 2016). P2 offered, "If anyone wants to open an organization in Cambodia, be true to

what you want to do and try to make a difference in this country. The country is still broken and it still need a lot of support" (P2, personal communication, February 26, 2016). P11 talked about thinking outside the box:

> You have to look outside the circle. To become a leader, you cannot look in the circle and around you to find answers. You have to think and look beyond your circle. To lead an organization, to lead a country, you have to listen, do and try to create better things for just not yourself, but for other people. You cannot look at what's benefiting just your organization and team, but you have to look for things that will benefit other people. In order to lead a country, an organization, you have to make people believe in you. That's a leader – it's what people believe in you and what makes you a good leader… If you can give something back with your voice, your action, then it would be great. With your words, motivation and actions you can build a team because they believe in what you do. I believe that every young Asian American should find a way, find something to give back to your homeland. (P11, personal communication, March 16, 2016).

P12 encouraged giving back to the country:

> What do we need to support one another and help each other towards betterment of the country? We should give back to the country. This means sharing your knowledge, your experience, your passion, your heart and don't take things for granted. Continue to teach our kids about the culture and heritage. We shouldn't focus on the past but look towards the future. (P12, personal communication, March 17, 2016)

Live in and learn about Cambodia. The responses identified preservation of the Cambodian culture as important. Also, experiencing Cambodia by living in the country was considered important in getting to know and understand the culture (Bonache et al., 2001; Canestrino & Magliocca, 2010). Participants highlighted the importance of getting to the know the culture and the country first and foremost as recommendations. To illustrate, P3 recommended the following:

> You have to love what you do, learn about the country first, live here first, learn from the locals (where they hang out, what they do for fun, etc.). I suggest they do their research and learn about history of Cambodia. They should also learn about the business operations here and what are some of the obstacles to success and strategies for success. To run a successful business, you have to be passionate about what you want to do but also learn from the locals first and foremost. (P3, personal communication, March 2, 2016)

Similarly, P7 suggested experiencing the country first hand:

> For those people [U.S. born Cambodians], I would suggest that they come to Cambodia for at least one year before they start the organization to learn about the country. Those are born in the US are influenced by their parents, what they're told by their parents are not necessarily good and accurate. Parents that have gone through the war dealt with unstable social and economic security. I believe that it might not be accurate with what is going on currently in Cambodia. These people should come and experience the country first hand before they start the organization. (P7, personal communication, March 10, 2016)

P4 stressed the importance of putting the past in the past:

> For everybody, especially those that left during the war, they have to come back. I had so much anger towards our country's history and the negative experiences as a child with losing my father during the Khmer Rouge War in 1975; I didn't want to come back. But now, I'm seeing how important it was for me to come back. It is important people to come back and experience the different parts of Cambodia. We get to sit down and speak to the locals…we have a beautiful culture and we have to continue to share our story and our culture. (P4, personal communication, March 2, 2016)

Influence of Western ideology. As Cambodian Americans, American ideology is influential in expatriate leaders' leadership. Understanding and being cognizant of when to use these influences are key to success. Responses encourage leaders to be mindful of getting to know the community first and foremost before enforcing any new policies within an organization. Many identified compromises regarding both Western and Cambodian ideologies. P3 provided insight into being an effective leader:

> Cambodian Americans I've seen struggle with providing a first world solution without learning from the locals first. Its like Cambodian Americans are from the future and the local Cambodians are stuck in the past so we cannot expect the locals to understand our futuristic ideas immediately. To be an effective leader, we have to find a middle ground. (P3, personal communication, March 2, 2016)

Additionally, P10 urged future leaders to be open-minded:

> You have to be passionate about your dream and you really need to love the country. If you come to Cambodia with a closed heart, with a negative image of

it, then you will not be successful. But if you come with curiosity, with open heart, kindness then you will see so much from this. You will be able to see the true Cambodia and you will be able to grow from it. If you come as a foreigner and with a foreigner's mindset, then you will not find success. There have been a lot of returnees that have come back that have been stuck in that and could not find success in Cambodian society. They have to be open and well aware of everything, and be patient with the past and people are very laid back although it's a tough life in Cambodia so just be patient with it all. (P10, personal communication, March 13, 2016).

P5, P6, P7, and P10 urged future leaders to leverage both cultures' perspectives. P5 said, "Understand where people are coming from and not forcing American ideas on people because it may not apply to Cambodia. Understand people's perspective and you'll be successful. Avoid the Western/colonial mentality" (P5, personal communication, March 3, 2016). P6 offered:,

For those that have not been here, there is a static and flat view of the country. Don't come here with the dichotomy of American culture versus Cambodian culture, or that American culture is more rapid or progressive. If you come here with that mindset, then you're coming here with a neo-colonial voice. (P6, personal communication, March 3, 2016)

P7 stated:

I think from my experience you have to be aware that you're attached to American culture and sometimes it's not positive. People that come to Cambodia you have to understand whom you're dealing with, and what ideas form America

you want to bring into the community. (P7, personal communication, March 10,

2016)

P10 agreed:

If the Cambodian diaspora want to work in Cambodia, you need to make it work

for the local Cambodian people. You shouldn't bring the strategy, the ideas, and

the politics of the West but bring them to the people and allow them to adopt to

those things. You need to allow them space to adjust to the rule sand

regulations and make the people understand first before you implement what you

believe. (P10, personal communication, March 13, 2016)

Research Question 4 Summary. RQ 4 asked: What recommendations would

Cambodian expatriate leaders make for others wanting to lead successful non-profit

organizations in their homeland? Three interview questions addressed RQ 4: IQ 15

What advice would you give to Cambodian expatriate wanting to lead a successful non-

profit organization in Cambodia? IQ 16 What recommendations do you have for U.S.-

born Cambodians wanting to start and deploy an organization in Cambodia? IQ 17 Is

there anything else you would like to share about your experience that you think would

be relevant to this study? Six major themes emerged from the data as advice and

recommendations for others wanting to lead successful non – profit organization in their

homeland: The data revealed six major themes: (a) training and support, (b) humility

and authenticity, (c) adaptability and resiliency, (d) empowerment and impact, (e) live in

and learn about Cambodia, and (f) influence of Western ideology.

Summary

The data for this study were collected during the months of February and March 2016 via face-to-face interviews in Phnom Penh, Cambodia or through video/phone interviews. The data were collected using a semi-structured interview protocol. Through the analysis process, clear themes emerged from the coding.

Research question one asked: "What common strategies and practices do Cambodian expatriate leaders employ in leading successful non-profit organizations in their homeland?" As a result of the coding, six major themes emerged from leadership styles, three major themes emerged as local Cambodian leaders' styles, and four themes emerged as strategies, techniques, and philosophies. The six major themes that emerged were: affiliative leadership authoritative (visionary) leadership, democratic leadership, pacesetting leadership, coaching leadership, and for local Cambodian leaders' styles, three major themes emerged: power and control, cross-cultural leadership, and Cambodian culture values and history. Given the data in regards to identified six leadership styles of the Cambodian expatriate leaders, it is evident that the leaders demonstrate the situational leadership style, defined as leaders who adapt their style of leadership depending on the situation. Based on leaders' assumptions regarding team members' knowledge, skills, and abilities, leaders change their degree of directive or supportive behavior (Hersey & Blanchard, 1969). The four major themes that emerged as strategies, techniques and philosophies were: interpersonal skills and leadership qualities, vision and goal setting, developing others and building strong relationships, and cross-cultural awareness and community involvement.

Research question two asked: "What challenges do Cambodian expatriate leaders face when implementing those strategies?" As a result of the coding, four major themes emerged related to types of challenges and five major themes emerged as strategies to overcome challenges. The four major themes that emerged as types of challenges were: socio-economic issues, political issues, mindset and perspective, and cultural issues. The five major themes that emerged as strategies to overcome challenges were: support system, relationships, strategic partnerships, leadership characteristics – general, leadership characteristics – authenticity, leadership characteristics – adaptability, and management, operational strategy.

Research question three asked: "How do Cambodian expatriate leaders measure the success of leading a non-profit organization in their homeland?" As a result of the coding, two major themes emerged regarding criteria for success, four major themes emerged as assessment and evaluation methods, three major themes emerged as factors that influenced measure of success, five major themes emerged as how Cambodian people measure success, and five major themes emerged as to reasons to differences in measurement. The two major themes that emerged as criteria for success were: intrinsic, interpersonal; and effect on others, motivational measures. The four major themes that emerged as assessment and evaluation methods were: business goals; personal satisfaction and sense of accomplishment; organizational reputation, impact, and influence; and communities of practice and team cohesion. The three major themes that emerged as factors that influenced measurements of success were: environment, experience, and internal drive. The five major themes that emerged as how Cambodian people measure success were: extrinsic rewards, education, job,

status, and societal impact. The five major themes that emerged as reasons for differences in measurement of success were: societal impact, values and faith, happiness, knowledge and education, and strong reputation.

Research question four asked: "What recommendations would Cambodian expatriate leaders make for others wanting to lead successful non-profit organizations in their homeland?" As a result of the coding six major themes emerged as recommendations for others wanting to lead a successful non-profit organization in their homeland. The six major themes were: training and support, humility and authenticity, adaptability and resiliency, empowerment and impact, live in and learn about Cambodia, and influence of Western ideology.

This chapter reported the data analysis, transcription, and coding processes. Research questions were identified with their corresponding interview questions. Interview questions responses produced themes that answered the corresponding research questions. Frequency charts were used to display the data.   Finally, a summary of the themes for the four research questions concluded the chapter.

Chapter 5: Conclusions and Recommendations

The Cambodian population endured much trauma over the past 40 years. Between 1975 and 1979 Khmer Rouge regime leader Pol Pot and his army killed an estimated 1.5 to 2 million Cambodians. The forced emigration of Cambodians to the U.S. initially started in 1975 before the Khmer Rouge regime occupied the country. Cambodians who were able to escape the war torn country battled other trauma-related medical issues in the U.S. (Ong, 1995). More than 30 years after the trauma of the Pol Pot regime, the Cambodian people are still recuperating from their losses. The Cambodian diaspora community in the U.S. has built new lives. The history of the Cambodian diaspora in the U.S., their struggles, challenges, and resilience have cultivated strong leaders who are connecting with their homeland in the form of non-profit organizations. Many of these leaders are leveraging their leadership knowledge and skills to bring change to a blossoming country. These leaders are leveraging the power of education to transform the lives of Cambodians both young and old to realize a path to success, prosperity, and happiness that could not previously have been imagined. Through their leadership, others can learn how to lead successfully in their homeland.

The immediate aim of this qualitative study was to explore success strategies of Cambodian expatriate leaders. The purpose of this study was to determine the common strategies and practices employed by Cambodian expatriate leaders and challenges they faced in leading successful non-profits in their homeland. This study also determined how Cambodian expatriate leaders measure success and the

recommendations they would make to other leaders wanting to lead successful non-profit organizations in their homeland.

The research participants were all senior level leaders within non-profit organizations in Cambodia. The participants consisted of 13 leaders, 8 men and 5 women. Four were from charitable organizations, and nine were from non-governmental organizations; of the 13, six of the participants were from transnational organizations, with organizations operating in both the U.S. as well as Cambodia. Data were collected during the months of February 2016 and March 2016 via semi-structured interviews.

A three-step process was utilized to ensure inter-rater reliability and validity. First, the data were coded. Next, the peer review process ensured validity. Finally, an expert review process was conducted. Initially, a table was constructed where significant statements and major themes were identified in column headings. The columns contained key words used to describe the major themes. Next, the results from the data analysis were captured in a table and presented to two panel members for review. These reviewers were doctoral candidates in the Organizational Leadership program who had previously taken courses in qualitative research. They also have researched, conducted data analysis, and coded data in similar research studies. The panel members reviewed the table to ensure correlation of interview questions to research questions and literature. Recommendations for revisions were provided and the table was updated accordingly. The last and final process was expert review validity. In the event there were disputed codes and/or themes, the expert reviewers (the committee) would recommend the final resolution.

The remainder of this chapter presents the following: findings, implications, future direction, and a conclusion. In the findings, the research questions and findings are discussed in correlation to the literature review. Next, the implications of the study are identified. Following that, the future directions of the research are listed to fuel the suggested steps to this research. Finally, the conclusion summarizes this extensive research.

Findings

The study addressed the following four research questions:

- What common strategies and practices do Cambodian expatriate leaders employ in leading successful non-profit organizations in their homeland?

- What challenges do Cambodian expatriate leaders face when implementing those strategies?

- How do Cambodian expatriate leaders measure the success of leading a non-profit organization in their homeland?

- What recommendations would Cambodian expatriate leaders make for others wanting to lead successful non-profit organizations in their homeland?

The study of leadership and leadership practices is still new in Cambodia. Leaders who have aspirations to lead in Cambodia should have access to practices built on reliable research. Research participants identified the importance of being able to communicate cross-culturally, as Cambodia is becoming a diverse society. Frost and Walker (2007) emphasized the need for leaders to be multi-cultural or possess cross-cultural leadership skills to navigate interactions in today's world. The authors identified six tips related to cross-cultural leadership: (a) be open-minded and enjoy the

experience of interacting with others; (b) be empathetic; (c) research, respect, and understand new cultures; (d) value face-to-face interactions; (e) be honest with your own sets of limitations; and finally, (f) take care of oneself and others. Cambodian cultural norms and values still run deep in leadership in various sectors of the country. Despite this, it is important to remember, based on the findings, to lead with an open mind and heart.

Common strategies and practices of Cambodian expatriate leaders. Participants overwhelmingly believe that their interpersonal skills and leadership qualities have contributed to their leadership success. Additionally, participants identified leadership styles as those of both affiliative and authoritative (visionary) leaders. Affiliative leaders are masters at building relationships and hence, the phrase, *people come first* (Goleman, 1998). Authoritative (visionary) leaders adopt a top-down approach to leadership, but many participants report using this style to communicate and get buy-in for their vision. As identified by Paul (2000), visionary organizational leaders are major catalysts in influencing the behavior of organizational members.

Participants stated they had used all six of Goleman's (1998) leadership styles at different times, demonstrating situational leadership approaches to leadership (Hersey & Blanchard, 1969). For example, they adjusted their leadership styles depending on the staff and the situation. Although leaders may lean towards one of Goleman's six styles, ultimately they adjust their style according to the needs of the organization at any given time. This finding encourages prospective leaders to adjust their leadership style based on the staff, circumstance and situation presented.

The responses align with the results of House et al.'s (2002) study on the effective characteristics of 150 global leaders. The following characteristics were identified as effective: (a) trustworthiness, (b) honesty, (c) planning ahead or vision, (d) positivity, (e) motivating, (f) building confidence, (g) being well informed, and (h) being a risk taker. House et al. (2002) also found that "being autocratic, malevolent and self protective" (p. 75) were impediments to success. This finding was identified by Cambodian expatriates as leadership styles observed in other Cambodian leaders.

The characteristics of the styles and strategies noted by participants can be best described as hallmarks of global leadership and cultural intelligence. Global leadership, as described by Ogrean et al. (2009), encompasses both business knowledge, and personal and interpersonal competencies as core competencies. Global leaders are culturally sensitive and culturally mindful of others.

Jokinen (2004) identified a set of skills and actions that promote success among expatriate leaders. Social skills, network management skills, and knowledge all contribute to the success of the expatriate leader. Participants all identified the importance of being able to be genuine, mindful, and respectful when managing relationships and leading in their homeland. P6 explained, "Your work is local in character, but global in nature" (P6, personal communication, March 3, 2016). The notion of *think globally* and *act locally* is part of a global mindset that promotes global leaders' effectiveness (Paul, 2000).

Participants identified successful practices and strategies of the culturally intelligent leader. Hallmarks of cultural intelligence are combinations of emotional and

social intelligence. Participants reported interpersonal skills and leadership qualities that promote cultural intelligence.

Common challenges of Cambodian expatriate leaders. Participants identified more organizational challenges in Cambodia than in the U.S. In Cambodia, socio-economic issues prevail, whereas in the U.S., challenges were related to mindset and perspective. The World Bank (2016) classified Cambodia as a low-income country with a GDP per capita of US $1,020 in 2014, which explains the frequently reported challenges associated with socio-economic issues. Oberholzer-Gee and Lau (2014) identified several obstacles that may be encountered during the establishment of businesses or organizations in Cambodia, including: (a) energy costs, (b) talent, (c) corruption, (d) financing, and lastly, (e) macroeconomic loyalty. Although energy costs and macroeconomic loyalty were not named as challenges, talent, corruption, and financing were identified as barriers to non-profit success. P5 shared issues with finding talent that possessed the proper education and skills. P12 mentioned experiencing corruption in the country. P13 reported issues with finding the proper resources (i.e., getting loans) needed to be successful.

How Cambodian expatriate leaders measure success. Cambodian expatriate leaders measure success by intrinsic rewards as well as their impact on others. Although business goals such as achieving the organizational vision and mission and achieving benchmarks are keys to organizational success, participants also have intrinsic and motivational criteria for success. For instance, in comparison to the Cambodian population in general, Cambodian expatriates' measurements of success include making an impact in society and achieving happiness.

The differences are captured in Hipscher's (2008) identification of business and organizational environments of Asia. Asian entrepreneurs value and are motivated by both intrinsic and extrinsic rewards. These motivations include "acquiring personal wealth, recognition, excitement, challenge, autonomy, opportunity to pass on the business to the next generation and providing financial and employment security for the family" (Hipscher, 2008, p. 82). Asian entrepreneurs are risk takers, prefer a dynamic environment, and are influential in swaying others (Hipscher, 2008). Specifically, entrepreneurs in Southeast Asia prefer leadership strategies that promote wealth and income preservation. A closer examination comparing Hipsher's (2008) findings to non-profit leaders' measurements of success would be valuable.

Cambodian expatriate leaders' recommendations to other leaders. The recommendations identified by participants closely align with Yunus' strategies for his social business in Bangladesh (Yunus & Weber, 2011). Yunus identified seven strategies that mirror recommendations made by expatriate leaders: (a) identify a specific goal, (b) start with a personal passion, (c) build the business/organization around people, (d) apply technology to human needs, (e) work with partners, (f) attract talent and (g) plan your business/organization.

A. Identify a specific goal – Under the major theme *training and support*, participants identified the importance of identifying the goal, vision, and purpose of the non-profit organization. Participants recommended and encouraged prospective leaders to address some of Cambodia's pressing social issues such as poverty and education. Cambodian expatriate leaders were influenced by both Cambodian and American

ideologies, confirming Hofstede's (1984) theory that culture defines organizational goals and objectives.

B. Start with a personal passion – Participants identified passion, an internal drive and pursuit to make change as internal factors motivating them to make an impact and initiate change. Based on participants' responses, passion stems from the desire to help others and make a difference.

C. Build the business/organization around people – Under the major theme *live in and learn about Cambodia*, participants identified the importance of understanding the environment before initiating change. This requires leaders to live in Cambodia, learn from the people of Cambodia, and learn about the customs and norms of the country.

D. Apply technology to human needs – Yunus encouraged technological ideas such as "increasing access to infrastructure, adapting technologies used by the wealthy to suit the needs of the poor, and enhancing sustainability and the environment through technological solutions" (Yunus & Weber, 2011, pp. 72-73). In Cambodia, technology, especially social media, is utilized to promote effectiveness within organizational operations such as team communication, outreach to community, increasing organizational impact, perpetuating organizational mission and vision, and increasing effectiveness and efficiency in daily operations.

E. Work with partners – Based on responses identified in the *training and support* major theme, participants agreed that building a network of support is key to success. Prospective leaders must build a network before starting the non-profit organization

as well as building a network of support with local sectors such as the Ministry and the Embassy.

F. Attract talent – Participants identified attracting the right talent, recruiting of a diverse group of people (i.e., both Cambodian and Cambodian-American), who share the same values as the organization (i.e., empower and impact the community).

G. Plan your business/organization – As identified by Blunt and Turner (2005), Cambodia is a high uncertainty avoidance society with the preference for organization, rules, structure, and clear instructions. Interview participants identified being familiar with the structure of various sectors to understand business operations as very important. To be successful, prospective leaders are encouraged to understand their environment including the cultural norms and values of Cambodians.

Cambodian expatriate leaders possess the desire, power, and skills to change the mindset and cultural norms of their country. As Cambodian Americans, they are viewed as leaders who possess the proper knowledge, skills, and abilities to make a positive change. The study identifies non-profit Cambodian expatriate leaders who have a desire to make an impact on their society. They are not satisfied with the norm and are not afraid to challenge perspectives that are unfair to certain groups of people.

As identified by both prior research and the participants, socio-economic challenges pose obstacles and barriers to success for leaders. It behooves leaders to attend to the issues that are currently present in Cambodian society. Overcoming these obstacles may take years, but based on participants' responses, many leaders are committed to addressing these challenges. Specifically, P13 identified "rallying people

around interest" (P13, personal communication, March 22, 2016) to deal with these challenges.

For further consideration. There were some additional findings, responses that were considered outliers but are important to note. Two of the participants identified challenges associated with leading as a woman and the notion that they have to work harder to prove themselves. They also indicated that their leadership styles vary drastically compared to their male counterparts. As Hoyt (as cited in Perkins, 2009) described, the field of leadership is male dominated, "While the idea of male ascendancy has been sorely tested in the last 30 or so years, women are still woefully unrepresented in the highest leadership positions" (p. 79). This offers an insight into the differences reported by participants.

Two participants identified faith as an influential aspect to their measures of success. The literature review did not reveal any mention of faith regarding success for non-profit leaders, but it is important to note how faith ultimately influences these leaders. The responses seem grounded in the faith-based approach to leadership and would be interesting to research further.

Implications

Implications for Cambodian-American leaders. This study of Cambodian expatriate leaders' success strategies and leadership is important for three reasons. First, this study helps fill the literature gap as there is a lack of studies on Cambodian expatriates, more specifically, Cambodian expatriates leading in their homeland. Studies on expatriate leadership focus mainly on leaders in a foreign country on a temporary or permanent basis. Next, this study provides insights into those prospective

Cambodian leaders who want to lead a non-profit organization in their homeland. There is a gap in the literature in regard to Cambodian for-profit versus non-profit enterprise leaders. This study addresses the specific experiences of those Cambodian non-profit leaders, providing insight into success strategies and offering direction to those who are unsure about how to achieve success.

Implications for Cambodian-American youths. The study has implications for Cambodian-American youths, especially those born outside their homeland, as it is important for them to understand their culture and history. The study emphasizes the importance of Cambodian-American youths developing leadership skills in order to lead successfully in the future. As the literature is devoid of specific success strategies for Cambodian non-profit leaders, this study contributes to the gap by providing these very strategies and pathway to success for the population.

The findings identify sources of hope for Cambodia's future. The participants believe the future of Cambodia rests in the effective preparation of Cambodian youth as future leaders. P1 described the following as a measurement of success:

I think of the stories of the individuals, in terms of the kids, if they're able to speak out more, if they're starting to question things, if they're starting to desire things, then I believe that is a good start. That is the beginning – the seed is starting to sprout and blossom. (P1, personal communication, February 25, 2016)

Implications for Cambodian-American elders. This study has implications for Cambodian-American elders, and even more so the Cambodian elder diaspora population. Based on participants' responses, many Cambodian elders still grapple with the war and the fear its aftermath has caused. Many Cambodian elders have not made

the journey back to Cambodia. The findings are encouraging and elders still have the opportunity to heal from the war. However, elders will need to make the trek back home and be open minded to the new and flourishing country Cambodia is becoming.

There are many ways that Cambodia as a country is continuing to thrive, change, and develop. The 13 non-profit leaders interviewed in this study identified ways they are changing the country through their work. This study provides educational benefits by describing what steps these leaders are taking to change the community as well as to empower the community for future leaders. This will hopefully reassure Cambodian-American elders that Cambodia has changed drastically for the better since they left.

This study also provides relationship-building opportunities for Cambodian-American elders to connect with Cambodian-American leaders in Cambodia as well as the youths. With their lived experiences in Cambodia, leaders can connect and have dialogue with elders regarding the growth and change in the country. This communication can contribute to changing the negative mindset and perspective of Cambodian-American elders. With the results of this study, they can see the positive changes leaders such as the 13 participants are making in Cambodia.

Implications for the Cambodian population. This study has implications for the Cambodian population as a whole. It is important that the Cambodian diaspora communities understand their country's past and yet not dwell on it. They must focus instead on the direction of the future and leverage both the Cambodian and American culture. Perhaps P6 described this sentiment best:

I have the awareness of the past, present and a vision for the future. Also, being

Khmer American, I grew up with the narrative that I can't be Khmer because of

my American upbringing or vice versa. But then I realize that I exist at the

intersection of both cultures. I am able to move in between the different cultures,

different languages, different communities, different approaches and I am able to

move through the intersection. I embody both societies. (P6, personal

communication, March 3, 2016)

This study provides a learning experience for those that are interested in

connecting with their culture and leading effectively overseas. When leading in their

homeland, it is encouraged that leaders leverage both their Cambodian and American

background. As identified, it is advisable that the diaspora communities live in their

homeland for a period of time before starting their organization. The lived experience

will expand participants' knowledge, skills, and abilities while strengthening their

interpersonal skills, which will ultimately lead to success.

Implications for all expatriates. This study has implications for expatriates in

general. Based on participant responses, training and support were identified as factors

in expatriate success. This study provides training opportunities for global organizations

by emphasizing a need for proper training and preparation before an international

assignment. The notion that leaders should be immersed in their host country before

their actual assignment is reinforced with the collected data. Training expatriate leaders

on adaptability and resiliency contributes to their overall success.

Implications for future Cambodian entrepreneurs. This study has

implications for Cambodian entrepreneurs. The success strategies of non-profit leaders

provide an insight to Cambodian entrepreneurs in general as success is identified as

achieved business goals and societal impact. This provides a learning opportunity for

Cambodian entrepreneurs to find success with their business as well as achieve societal impact. This study showed that environment influenced the participants' measures of success. Cambodian entrepreneurs now have the insight that learning from their environment is key to their success.

Implications discussion for future opportunities. Global leaders face many issues. The study revealed how expatriate non-profit leaders adapt to the environment to achieve organizational success. Based on the conclusion and data from the study, following are recommendations extend the research and support prospective leaders.

Successful expatriate leader training and coaching framework.

1. Training and preparation phase (first 6 months). Given the data collected and the literature regarding initial preparation, leaders will be prepared to lead successfully through intensive training beforehand. The training preparation includes:

    - Personal leadership preparation: During this part of the training, leaders will study Hofstede's cultural dimensions, cultural intelligence (including emotional and social intelligence), global leadership competencies, leadership competencies (including humility, authenticity, adaptability and resiliency) and leadership styles (Goleman's six styles and situational leadership).

    - Mentorship: During this part of the training, leaders will study networking opportunities and relationship building opportunities with leaders of selected country, and developing support system as well as strategic partnerships. A mentor is identified during this phase, one that has experience as an expatriate non-profit leader of a successful organization.

- Organizational leadership preparation: During this portion of the training, leaders will study vision and goal setting, developing others and building strong relationships, cross-cultural awareness and community involvement, establishing vision, mission and purpose of organization, anticipating challenges, management and operational strategies, measuring success and creating lasting positive impact.

2. Learning and immersion phase (6-12 months). Given the data on successful strategies of the expatriation and repatriation cycle, it is strongly suggested that leaders live in the selected country for 6-12 months before establishing their organizations. This offers leaders an opportunity to apply what they have learned during the training and preparation phase as well as give them an opportunity to adjust to their new environment.   The immersion phase is purely a learning phase where leaders are immersed in their new environment. During this time leaders are building their network and utilizing their support resources.

3. Leadership success phase (12 months and over). Given the data on leadership success, leaders start planning organizational success through the knowledge, skills and abilities gained through the training and preparation phase as well as their learning and immersion phase. This requires leaders to establish an organizational success plan that includes items identified in organizational leadership preparation. Throughout their leadership, leaders will continue to learn about leadership concepts and strategies and continuously apply their learning.

Advocacy groups. The data and literature show countless challenges in Cambodia and other countries developing countries. These challenges can be

deterring, but establishing advocacy groups can be a vehicle towards success. In

Cambodia, advocacy groups can help close the gap between the standards of

education. Advocating for equal and proper education for all students would help

benefit the community as a whole as equality in education is preserved.

    Leadership excellence institute for youths. Given the data and literature,

youth are considered an essential part of the study. As youth are our future, preparing

them for leadership opportunities is critical. Studies by Asia Society (Mansilla &

Jackson, 2011) and Project Ulysses (Pless et al., 2011) show that youth should be

prepared in the form of service learning opportunities where they are able to develop

the global competencies outlined by Mansilla & Jackson (2011): (a) investigate the

world beyond their immediate environment, (b) recognize perspectives, others' and their

own, (c) communicate ideas effectively with diverse audiences, and (d) take action to

improve conditions. In Cambodia this can be achieved through a leadership excellence

institute for youth interested in future leadership opportunities. In the Institute, youths

will develop the four core global competencies identified by Mansilla and Jackson

(2011) as well as learn through service learning opportunities such as Project Ulysses

(Pless et al., 2011).

Future Directions

    The purpose of this study was to identify and describe the common success

strategies of Cambodian expatriate non-profit leaders and the recommendations they

would make to others wanting to lead successfully in their homeland. As this topic has

not been widely researched or studied, there are many recommendations for further

research opportunities. This research study is by no means exhaustive, as it studied

non-profit organizational expatriate leaders in Cambodia. It adds to the conversation on how expatriate leaders are properly prepared to lead overseas and additionally, the successful strategies of expatriate leaders leading in their homeland. Based on the literature review, the data collected from the interviews, and the researcher's own personal observations, the following are opportunities for further research regarding Cambodian expatriate non-profit leaders.

- A case study of an expatriate leader that utilized the identified success strategies identified by Yunus (Yunus & Weber, 2011) with a longitudinal study of the leader's organization five years after adoption of success strategies.

- A study of successful expatriate leaders to identify specific success strategies utilized to combat core issues such as poverty, education and human trafficking.

- A study of successful Cambodian women leaders to identify specific leadership characteristics and strategies to provide a road map for success for girls.

- A study of successful Cambodian male leaders to identify specific leadership characteristics and strategies to provide a road map for success for boys.

- The same study using an ethnographic approach to provide further insight from the standpoint of an observer.

- A grounded theory study of new expatriate leaders in their first year of leading an organization in their homeland.

- A study on leadership styles and traits of government leaders following the 2018 elections. This study would provide valuable information regarding community engagement and the political environment.

- Narrowing the scope of the study to transnational non-profit organizations, as their success strategies will help prospective leaders lead transnationally.

- A study of the leadership success strategies of Cambodian business leaders. This study would provide insights for those leaders that prefer the for-profit pathway.

- A comparative study of Cambodian for profit versus non-profit leadership success strategies.

Conclusion

Cambodian expatriate leaders are paving the way for future non-profit leaders to lead effectively in Cambodia. The findings from this study highlight successful strategies and recommendations based on the lived experiences of these Cambodian expatriate leaders. P13 reiterated the need for *transformation* when leading in Cambodia stating:

> Cambodia needs more organizations that address some of the core issues of our community. There are issues with lack of and poor healthcare and education system, corrupted legal system, deforestation, land recession (illegal and violent eviction), deep corruption etc. We need to keep bringing people to recognize the issues, having people break down cultural oppression, and empowering young people. We need real change and real transformation. If people choose to work in Cambodia, we need to analyze the situations and empower people to stand up for themselves. We need long-term change and not for short-term solutions. (P13, personal communication, March 21, 2016)

The researcher was humbled and inspired by the courage and resiliency of these leaders who are paving the way so other leaders can be successful. The researcher

cannot ignore the challenges that prospective leaders currently face. The country is still coping with the consequences of war and there is still so much work to be done to further Cambodia's development. Although it is critical to remember the country's past, it is evident that the Cambodian population as a whole should commit to building a supportive network to contribute to the country's successful development.

Leadership is a new field of study for Cambodian leaders. Many of the values and norms of the Cambodian culture are embedded in leadership styles and characteristics. Cambodian Americans must grapple with the leadership ideals of the United States while respecting the leadership ideals dictated by their culture.

The researcher hoped this study would discover successful ideologies and practices to better prepare and encourage future Cambodian American leaders to lead successfully in their homeland. The study found that leading with an open mind and not forcing ideas on the people are the best approaches to leading successfully. As identified in the expatriate leadership literature, living in the country, immersing oneself in the culture, and connecting with the people will prove to be most successful. The researcher hopes the results of this study will encourage the Cambodian diaspora to travel back home to connect with their cultural roots and help build a better tomorrow for the Cambodian people.

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APPENDIX A

Recruitment Script

Hello. My name is Sunny Im.   I am a doctoral student in the Organizational Leadership doctoral program at Pepperdine University's Graduate School of Education and Psychology. As part of fulfilling my degree requirements, my group and I are conducting a study on characteristics, styles and strategies of influential leaders in non-profits in Cambodia.

I came across your name through _____. You (_____) have been carefully selected to participate in my study. Participation in the study is voluntary and confidentiality will be maintained throughout the study. Participation entails a no longer than 60 minutes interview. Questions asked in the interview and an informed consent form will be sent to you in advance of the interview. Your participation in this study will be extremely valuable to new and aspiring leaders in non-profit organizations in Cambodia as well as other scholars and practitioners in the field.

I would like to ask if you would be willing to be interviewed as part of this study.

APPENDIX B

Sample Reminder Email

Dear _____,

Recently, I sent you a request to participate in a voluntary study on characteristics, styles and strategies of successful non-profit leaders in Cambodia. Participation entails a no longer than 60 minutes interview. Questions asked in the interview and an informed consent form will be sent to you in advance of the interview. Your participation in this study will be extremely valuable to new and aspiring leaders in non-profit organizations in Cambodia as well as other scholars and practitioners in the field. If you consent to participate in the study, I will confirm a date and time for the interview and email you the consent form and interview questions.

Thank you for your participation in this important study.

Sincerely,

Sunny Im

APPENDIX C

Informed Consent

PEPPERDINE UNIVERSITY

INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

Cambodian Expatriates Leading in Their Homeland

You are invited to participate in a research study conducted by doctoral candidate, Ms. Sunny Im and faculty advisor, Dr. Farzin Madjidi at Pepperdine University, because you are:

i.   **A non-profit leader**
ii.   **You are employed in the field of education**
iii. **Your non-profit employs a staff of five or more**
iv.   **You are a Cambodian expatriate leader.**

Your participation is voluntary. You should read the information below, and ask questions about anything that you do not understand, before deciding whether to participate. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. If you decide to participate, you will be asked to sign this form. You will also be given a copy of this form for you records.

PURPOSE OF THE STUDY

The purpose of the study is to explore success strategies of Cambodian expatriate leaders. Furthermore, the purpose of this study is to determine the common strategies and practices employed by Cambodian expatriate leaders and challenges they face in leading successful non-profits in their homeland. This study will also determine how Cambodian expatriate leaders measure success and the recommendations they would make to other leaders wanting to lead successful non-profit organizations in their homeland.

STUDY PROCEDURES

If you volunteer to participate in this study, you will be asked to participate in an interview lasting no longer than 60 minutes.

Audio-recording
I also ask that we may make an audio recording of the interview. If you agree to such recording, the audio file will be destroyed within 3 weeks of recording, during which it will be transcribed. Transcription will take place by the member of the research team

who conducts the actual interview. Under no circumstances will the recording be released to a third party.

Interview protocol
The following interview protocol will be used:

<u>Characteristics of Successful Cambodian Expatriate Leaders</u>
Interview Protocol
Icebreaker: Tell me a little about your career

Question 1: How would you describe your leadership style?

Question 2: What techniques/strategies or philosophy(ies) have you employed that you have found to be successful?

Question 3: Describe your leadership strengths and how they have contributed to your leadership effectiveness and success.

Question 4: What are some of the leadership strategies and practices by other Cambodian leaders?

Question 5: Is this different from your own employed strategies and practices? If so, explain why.

Question 6: What have been some important challenges (direct or indirect) you have run into in leading successful non-profit organizations in your homeland?

Follow up questions with regard to:
18. Cultural
19. Socio-economic
20. Political

Question 7: How did you deal with and/or overcome those challenges?

Question 8: Do you think it's more of a challenge to be a Cambodian leader in the States or a Cambodian expatriate leader leading a non-profit organization in Cambodia? Explain why.

Question 9: Describe your criteria for success?

Question 10: How did you assess your interim success in leading a non-profit organization in Cambodia? For instance, how did you know things were going according to plan?

Question 11: What evaluation methods do you use to measure your success? The success of the Cambodian people?

Question 12: What thing(s) influenced your measure of success?

Question 13: How do the Cambodian people measure success?

Question 14: Is this different from your own measurement of success? If so, explain why.

Question 15: What advice would you give to Cambodian expatriate wanting to lead a successful non-profit organization in Cambodia?

Question 16: What recommendations do you have for United States-born Cambodians wanting to start and deploy an organization in Cambodia?

Question 17: Is there anything else you would like to share about your experience that you think would be relevant to this study?

POTENTIAL RISKS AND DISCOMFORTS

The potential and foreseeable risks associated with participation in this study may be a strain on research participant's time.

POTENTIAL BENEFITS TO PARTICIPANTS AND/OR TO SOCIETY

While there are no direct benefits to the study participants, there are several anticipated benefits to society which include:

1. The compilation of results of the study will be beneficial to the learning and practitioner communities at large.
2. Findings of the study will shed light and inform scholars and practitioners on expatriates leading in their homeland.

In addition, upon your request, a completed copy of this study will be provided to you.

CONFIDENTIALITY

I will keep your records for this study *confidential* as far as permitted by law. However, if I am required to do so by law, I may be required to disclose information collected about you. Examples of the types of issues that would require me to break confidentiality are if you tell me about instances of child abuse and elder abuse. Pepperdine's University's Human Subjects Protection Program (HSPP) may also access the data collected. The HSPP occasionally reviews and monitors research studies to protect the rights and welfare of research subjects.

The data will be stored on a password-protected computer in the principal investigators place of residence. The data will be stored for a minimum of three years. The data collected will be coded, de-identified, identifiable, transcribed etc.

There will be no identifiable information obtained in connection with this study. Your name, address or other identifiable information will not be collected.

PARTICIPATION AND WITHDRAWAL

Your participation is voluntary. Your refusal to participate will involve no penalty or loss of benefits to which you are otherwise entitled. You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study.

ALTERNATIVES TO FULL PARTICIPATION

The alternative to participation in the study is not participating or completing only the items, which you feel comfortable. Should you choose this alternative, your relationship with your employer will not be affected whether you participate or not in this study.

EMERGENCY CARE AND COMPENSATION FOR INJURY

If you are injured as a direct result of research procedures you will receive medical treatment; however, you or your insurance will be responsible for the cost. Pepperdine University does not provide any monetary compensation for injury.

INVESTIGATOR'S CONTACT INFORMATION

I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact Dr. Farzin Madjidi at fmadjidi@pepperdine.edu if I have any other questions or concerns about this research.

RIGHTS OF RESEARCH PARTICIPANT – IRB CONTACT INFORMATION

If you have questions, concerns or complaints about your rights as a research participant or research in general please contact Dr. Judy Ho, Chairperson of the Graduate & Professional Schools Institutional Review Board at Pepperdine University
6100 Center Drive Suite 500
Los Angeles, CA 90045, 310-568-5753 or gpsirb@pepperdine.edu.

APPENDIX D

Interview Questions

Question 1: How would you describe your leadership style?

Question 2: What techniques/strategies or philosophy(ies) have you employed that you have found to be successful?

Question 3: Describe your leadership strengths and how they have contributed to your leadership effectiveness and success.

Question 4: What are some of the leadership strategies and practices by other Cambodian leaders?

Question 5: Is this different from your own employed strategies and practices? If so, explain why.

Question 6: What have been some important challenges (direct or indirect) you have run into in leading successful non-profit organizations in your homeland?

Follow up questions with regard to:
1. Cultural
2. Socio-economical
3. Political

Question 7: How did you deal with and/or overcome those challenges?

Question 8: Do you think it's more of a challenge to be a Cambodian leader in the States or a Cambodian expatriate leader leading a non-profit organization in Cambodia? Explain why.

Question 9: Describe your criteria for success?

Question 10: How did you assess your interim success in leading a non-profit organization in Cambodia? For instance, how did you know things were going according to plan?

Question 11: What evaluation methods do you use to measure your success? The success of the Cambodian people?

Question 12: What thing(s) influenced your measure of success?

Question 13: How do the Cambodian people measure success?

Question 14: Is this different from your own measurement of success? If so, explain why.

Question 15: What advice would you give to Cambodian expatriate wanting to lead a successful non-profit organization in Cambodia?

Question 16: What recommendations do you have for United States-born Cambodians wanting to start and deploy an organization in Cambodia?

Question 17: Is there anything else you would like to share about your experience that you think would be relevant to this study?

APPENDIX E

IRB Approval

PEPPERDINE

Pepperdine University
24255 Pacific Coast Highway
Malibu, CA 90263
TEL: 310-506-4000

NOTICE OF APPROVAL FOR HUMAN RESEARCH

Date: February 12, 2016

Protocol Investigator Name: Sunny Im

Protocol #: 16-01-167

Project Title: Cambodian Expatriates Leading in Their Homeland

School: Graduate School of Education and Psychology

Dear Sunny Im:

Thank you for submitting your application for exempt review to Pepperdine University's Institutional Review Board (IRB). We appreciate the work you have done on your proposal. The IRB has reviewed your submitted IRB application and all ancillary materials. Upon review, the IRB has determined that the above entitled project meets the requirements for exemption under the federal regulations 45 CFR 46.101 that govern the protections of human subjects.

Your research must be conducted according to the proposal that was submitted to the IRB. If changes to the approved protocol occur, a revised protocol must be reviewed and approved by the IRB before implementation. For any proposed changes in your research protocol, please submit an amendment to the IRB. Since your study falls under exemption, there is no requirement for continuing IRB review of your project. Please be aware that changes to your protocol may prevent the research from qualifying for exemption from 45 CFR 46.101 and require submission of a new IRB application or other materials to the IRB.

A goal of the IRB is to prevent negative occurrences during any research study. However, despite the best intent, unforeseen circumstances or events may arise during the research. If an unexpected situation or adverse event happens during your investigation, please notify the IRB as soon as possible. We will ask for a complete written explanation of the event and your written response. Other actions also may be required depending on the nature of the event. Details regarding the timeframe in which adverse events must be reported to the IRB and documenting the adverse event can be found in the *Pepperdine University Protection of Human Participants in Research: Policies and Procedures Manual* at community.pepperdine.edu/irb.

Please refer to the protocol number denoted above in all communication or correspondence related to your application and this approval. Should you have additional questions or require clarification of the contents of this letter, please contact the IRB Office. On behalf of the IRB, I wish you success in this scholarly pursuit.

Sincerely,

Judy Ho, Ph.D., IRB Chairperson

cc: Dr. Lee Kats, Vice Provost for Research and Strategic Initiatives