

Extracurricular activities and achievements of strategic thinkers in private sector companies in Sri Lanka

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Abstract

Extra-curricular activities have developed among education institutes more than previous decades in many ways. Mainly the reason for these developments is that students have more engagement in these types of activities. Results of extracurricular activity engagement have been serious because students who have extracurricular background from the childhood shows more different characteristics than who do not. Therefore, in recruiting criteria's of private sector companies give high priority to people who engage in extracurricular activities, because these activities will be having impact on developing students' knowledge about management and risk taking behavior than their studies because these are practical. The people who engage in these types of activities have good career progress than others but there is not significant level of studies in Sri Lanka to recognize the advantage of engaging in these activities. The objective of this research is to recognize how the impact from extracurricular activities is significant to the management to come up with good strategies and to lead the companies. Questions of this are, what is the importance of extracurricular activities? What are the characteristics of the good strategic manager? Is there any significant relationship between the above importance and the characteristics? Therefore this research paper will examine how the strategic thinkers in Private Sector Companies get support from extra-curricular activities for their career life. In this study, an interpretivist philosophy, as the researchers' view and the respondents' view has adopted. Qualitative case study methodology has been to answer the questions. By this study, the experience of 30 strategic level managers in private sector companies in manufacturing industry has been analyzed. Importance extracurricular activities which strategic thinkers, as managers and entrepreneurs get help to their career can recognize and what qualities can develop through activities for make better strategists. Also will find how the education curriculum change to make good strategists and how companies need to recognize strategists for their need picking a job seeker. It is needed to generalize importance of extracurricular activities development which fulfill the quality building than academic teaching.

Keywords: Extra-curricular activities, strategic thinkers, intrapreneurs, strategists, curriculum

1. Introduction

With the development of global education system and subject related activities, students have been given significant chances to get experience with gathering as clubs, societies, unions and associations just like general public clubs which are having significant support from community, institutions and government. In the United States, participation in organized activities is a normative experience for many youth. In recent national surveys, it is reported that more than 70% of children and adolescents have been participate of one or more organized activities over the past years (Mahoney et.al 2006; Feldman & Matjasko 2005). This participation in Sri Lanka has been increased after end of the 19th century. According to the (UNICEF Sri Lanka, 2004) involvement in extracurricular activities is important in the development of psycho-social competence, generation of self-esteem etc. It is important to note that, a little more than half (52%) of the adolescents have involved in extracurricular activities in Sri Lanka. Importance of these activities has lot of dimensions. It has been suggested by (Eccles, 2003) that participation in voluntary, school-based, extracurricular activities increase school participation and achievements. Academic clubs are represented by debate teams, foreign language clubs, math, or chess club, science fair, or tutoring in academic subjects. What the researchers found was that participating in these clubs was related to higher educational success and potential for successful occupational outcomes. Therefore, this paper will indicate how private companies gain these benefits from their employees. It has measured the job characteristics at the ages between 25-26. The job with a future scale assessed the extent to which the participants considered themselves in career path job; the job autonomy scale assessed the degree to which participants could make important decisions about what they did at work, had the opportunity to use their ideas and imagination in their jobs, and were their own boss (Eccles, 2003). (Steen, 2013) In order to provide effective leadership – a strategist should optimally control (directly or indirectly) decisions that are both strategic and controversial. This result reflects a broader theme that opens disagreement which is a key driver of the link between strategy and leadership. Therefore this research is done to identify the hidden values and importance of extra-curricular activities which have significant level of impact for the strategists in private sector companies in Sri Lanka.

2. Background of the Problem

Extracurricular activities are organized with student activities which are connected with school and usually carrying no academic credit. Structured extracurricular activities are highly structured activities that emphasize skill building, in which the skills are attained to increase the complexity under the guidance of competent adult leaders (Wilson 2009). It is aggregated the extra-curricular activities into five categories; pro-social activities - church attendance and/or volunteer and community service type activities; performance activities - school band, drama, and/or dance; team sports - one or more school teams; school involvement - student government, pep club, and/or cheer leading; and academic clubs - debate, foreign language, math, or chess clubs, science fair, or tutoring in academic subjects (Eccles 2003). However these studies have no special focus to recognize the value for the company when they are recruiting employees with the skills developed from the extra-curricular activities. Youth who participate in such activities can learn important skills, such as teamwork or leadership skills, and these skills may help them in other phrases of their lives.

Fundamentally, leaders are made, not born, leaders are like athletes; some have more natural talent than others. But both leaders and athletes need constant practice to develop their talents. Keep in mind that it is widely reported that Michael Jordan, as a youth, was unable to make the varsity basketball team as a 10th grader at his high school in Wilmington, North California. After that experience, the young Jordan practiced for many, many hours. Through practice, he was able to make the varsity the following year, was recruited

to North California and went on to achieve great success in the NBA. Like aspiring athletes, aspiring leaders need to work hard to develop and hone their skills. Ask a successful leader about his or her leadership development, and each one will describe a particular path he or she had followed to achieve success. But modern studies identify leadership with collaboration of strategic management as strategic thinkers who decide business future (Gray 2005). This example hopefully provides an indication of what strategic leadership should be concerned with. By its very nature the strategic thinking must look higher and wider than business leaders have been accustomed. Everyone's future has already happened somewhere so there is an opportunity to learn. But advances in thinking and invention tend to occur in a variety of places at the same time. Thus networking and connectivity become essential behaviors for the strategic thinker. Often, strategists do not wait for a problem to be precisely defined, and for a solution to be fully conceived, before starting to act. On the contrary, strategists often feel that they must first act – they must have experience with a problem and know that the current strategy will not be able to overcome the problem.

3. Problem Statement

The purpose of this study is to illustrate how strategists get support from ECA to their career life with the experience of their prior ECA behavior and how they get value from that to behave as strategists. That is because involvement in extra-curricular activities can influence development in academics, social skills, and high school completion. Also 99% recruitment criteria of a company follows these ECA to catch up right employees. Therefore this is the real time to start studying company level value for these ECA engaged employees and how to make benefits throughout the company performance. In the recruitment procedure, it has lacked the identification criteria of the employees who need to have qualities to be a top strategist in the company. In order to find solutions for the lack of knowledge, this research is stated under the problem of evaluating the support of ECA to the strategists in private sector companies.

4. Research Questions

There are three research questions in this study. They are,

- What kind of extra-curricular activities that strategic thinkers have engaged before their employment?
- How leaders get support from extra-curricular activities to solve their business problems?
- What is the relationship between skill develop emanate and extra-curricular activities with the skills of strategist?

5. Objectives of the Study

- To identify support from extra-curricular activities to behavior of strategic thinkers in private sector companies
- To recognize the relationship of skills develop from extra-curricular activities with skills of strategist

6. Literature Survey

Lunenburg (2010) states that 'extracurricular activities serve the same goals and functions as the required and elective courses in the curriculum. However, they provide experiences that are not included in formal courses of study. They allow students to apply the knowledge that they have learned in other classes and acquire concepts of democratic life'. Extracurricular activities usually had some practical or vocational interest that was included into the activities. The first extracurricular activities which were well known in schools started at Harvard and Yale University (Casinger, 2010). They were literacy clubs that consisted of different debate clubs and Greek system such as fraternities and sororities. Students in American schools

were the first to initiate athletic clubs. Soon these became popular and literacy clubs began to decline. Around the time of World War 1, schools started adding clubs such as journalism, and newspaper (Casinger, 2010).

Lot of highlighted benefits can be identified when studying the literature about the extracurricular activities. The study of Massoni (2011) describes these benefits as six effects like extracurricular activities have on education is behavior, students who participate in extracurricular activities have reduced behavior problems in sports, they show discipline in drills, practices and routine. Education world states that ‘participation in school activities, especially leads to higher self-esteem and enhance status among peers, which some argue is deterrent to antisocial behavior’ (Brown, 2000). Extracurricular activities increase student’s connection to school, raises their self-esteem, and positive social natures (Massoni, 2011). In different extracurricular activities students learn about group work, and sometimes they end up having less conformity to gender stereotypes (Massoni, 2011).

Skills development from extracurricular activities has not only demands in the country, but also it is globally focused to share the knowledge workers, leaders to a companies who have good capabilities develop from internationally accepted way. Global talent management study (Karin 2015) as the central actor within the talent system, the mechanism by which an employee contributes value may seem obvious and to be primarily through in-role performance.

7. Limitations of the Study

The sample size in qualitative studies is typically small. Qualitative inquiry typically focuses in depth on relatively small samples, even single cases (N=1), selected purposefully. The intent of the study is to interview 30 strategic level managers in the private sector. Due to this small number of participants, there is a concern that the findings may not be comparable or generalizable to the population of all strategic level managers.

Another delimitation is inherent in the geographic limitation of the study. The participants were drawn from western province in Sri Lanka and findings should not be generalized to the entire country. Furthermore, there is a wide range of sizes and types of foundations ranging from one person offices to organizations with large and complex staff configurations so findings may not be generalizable to highly structured large corporate settings.

Although all research methods have limitations, qualitative findings are highly context and case dependent: therefore, the findings may not be generalizable to a broader population.

The researcher, in qualitative research, is the data collection instrument. The researcher’s education and experience as well as personal biases, values, attitudes, and beliefs enter into the research and pose an intrinsic limitation.

8. Significance of the Study

The purpose of this study is to document how being involve the extra-curricular activities can influence the leaders to behave as strategic thinkers in company. Half of the students have been engaged in extra-curricular activities since last decades of the 19th century; they have become the leaders of the companies in present, so this is the best time to do this type of study. Also existing studies about strategists of companies have no specific way to develop their qualities and skills which need for their career life. The perception of talent as a limited commodity is seen in driving organizations to diversify their talent pools and adopt more rigorous recruitment and selection tools in an effort to get the right people, with the right knowledge, into the right jobs. That perception also shapes public policy, as governments focus on expanding access to higher education and dismantling barriers to talent presented by fundamental forms of inequality so that their

work forces are positioned to compete in the global economy. Also it is affected to future knowledge workers themselves, who are pushed to acquire the employability skills that will ostensibly guarantee them the high-skilled, high-wage jobs generated within the KBE (Knowledge-based economy) The key challenge in the modern economy is ensuring that individuals have the employability skills to take advantage of high skilled, high-wage job opportunities. They argue that this consensus view of employability ignores the realities of the occupational structure and the demand for knowledge workers in the KBE. In particular, they contend that managerial and professional jobs remain at a premium, which leads to positional conflict in which not everyone with the appropriate qualifications and skills could win because there are invariably far more applicants than job opportunities (Brown & Hesketh, 2004). The company procedures are different when recruiting knowledge worker and for engage to successful working place is cannot identify easily. Therefore best practice is to identify skills which own themselves before enter to the knowledge working jobs. Furthermore, findings of this study can aid human resource specialist in career counseling and designing management development programs which are catering the specific problems of strategic thinkers.

9. Methodology Overview

In this research qualitative case study methodology was used to answer the questions. By this study, it has been analyzed the experience of 30 leaders and strategic level managers in private sector companies in manufacturing industry. To gain these perspectives, qualitative interviews are typically used. The researcher develops semistructured, open ended interview questions which provide participations the opportunity the in-depth discussions with the participants. The current study is exploratory and uses ‘how’ and ‘why’ questions to explore and analyze the interviews data. Qualitative measures include short written responses on surveys; interviews; anthropological field research; video and audio data recording; and many other approaches, all of which are characterized by a non-numerical format. The qualitative method utilized during this study was the in-depth, open-ended interview. Case study as a research strategy often emerges as an obvious option for students and other newer searchers who are seeking to undertake a modest scale research project based on their workplace or the comparison of a limited number of organizations. The research study utilized semi- structured interview of twenty strategic level managers and leaders in manufacturing sector, western province in Sri Lanka. Each participant’s interview lasted between 45 minutes and 1 hour. In addition, five telephone interviews were held by the researcher and similarly e-mail messages were also got from them. The interviewer’s skills, combined with a semi-structured interview format enabled them to maintain a more conversational atmosphere and trusting empathic relationship with interviewees. The data was gathered, coded and compared the information, using Glaser and Strauss (1967, 2009) guidelines for constant comparison in theory development. The centerpiece of grounded theory research is the development or generation of theory which is closely related to the context of the phenomenon which is being studied (Strauss and Corbin, 1990). Glaser and Strauss (1967) outlined a method of theoretical sampling which join collecting, coding and analyzing data before deciding what to collect next and where to find it.

10. Findings & Summary

Engagement in activities of a students’ life from the childhood is very important, and that can be academic or other than academic works, such as hobbies, sports, family trips, and picnics etc. With the development of education system in decade before 1990, these activities helped to engage students mainly in two categories, one is academic also called curriculum and second is extra-curricular activities. After 1990, this was converting to mix it means educationists add some ECA to academic relates, and now some activities are in part of the academic curriculum. Therefore importance of these ECA is getting increase day by day, making

more benefits in students' life which activating lot of minds to hold future world and so forth. On the other hand private sector and public sector companies are converting to give same priority for the academic and for ECA when selecting employees for the companies for most of the positions. Researcher has identified both of these environments and tries to build a relationship to show how companies get benefits from the employees who have engaged in ECA when they were schooling. In order to find that, researcher had found out the top managers in the strategic positions in a company, because the deciders of the company strategies and most of their down level employees are followers. The complexity of today's strategic landscape places a premium on good strategy. And just as crafting strategy requires tough choices, so does shaping the role of the strategist. The good news, according to our research, is that strategists have a range of powerful options for adding value to their organizations (Birshan, 2014).

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10.1 Skills of the Strategists

According to the data gathered by researcher all strategists have good extra-curricular activities background from their childhood with their academic engagement, such as technical works, part time workings in shops, sports activities, debating, English club activities, media club activities, innovators club, prefect ships, helping animals, voluntary activities, etc. The activities they engaged in do not have direct relationship with their career. But strategist gain more advantages for their career through these activities. Also some literatures are to relate this Larson, (2000) many traditional societies provide a progressive set of steps that socialize the youth into the roles and responsibilities of adulthood, whereas in Western society there is marked discontinuity between what we expect of children and what we expect of adults, especially with regard to initiative. Benedict pointed out that children in our society are treated as dependent and given few responsibilities, whereas adults are required to be independent and suddenly take charge of all parts of their life--to a much greater degree than in other societies. Some kind of a difference between the activities they have involved just like making robots, engaging different kind of sports, doing part time employments, being prefects, debaters, public speaking, voluntary workings, club activities, family works etc. Leisure also provides opportunities for identity, exploration and skill building as well as both social differentiation and integration. School-based extracurricular activities provide highly structured leisure environments, in which adolescents can exert control and express their identity through choice of activity and actions within the setting, but which do not normally facilitate experimentation with roles and activities that are not sanctioned by adults. Because of these characteristics, participation in school-based extracurricular activities provides many of the positive developmental opportunities offered by other forms of leisure (Darling 2005).

According to the 30 samples of this research, all the strategist have engaged in some kind of extra-curricular activity such as sports, social works, club activities, voluntary workings, union programs, helping animals etc., being innovators, part time workers, student leaders, public speakers, organizers of activities, animalists like different roles. From these engagements, they have identified what they like, what they can do and cannot do. As to (Mahoney, 2000) Possibility of extracurricular activity participation directly or indirectly plays a role in augmenting positive adjustment of high-risk youth. Social network support was presumed to

be important in this respect. Among multiplier-risk youth, the participation of their peer social network was strongly associated with reduction in antisocial behavior. Indeed, there was little associated benefit for high-risk youth unless both they and their peer social network participated in school activities.

10.2 Support from extracurricular activities to behavior

Engaging different kind of activities, all strategists interviewed have made changes of their behaviors in positive manner developing qualities like working in dynamic environments, caring about the people, team work, adopting to different environments, develop social & business connections, to be positive in front of any problem, understand self-interest and working capacity, develop creativity, stress management, hardworking, develop tactics up to win, manage the challenges and life balance etc. Here it is identified that the behavioral change come up from the extra-curricular activities to the top level managers and to the leaders. With reference to Feldman & Matjasko (2005) Researchers investigating extra-curricular activities have long been interested in the relationships between participation in these activities and the social outcomes, academic achievement, and educational attainment of adolescents. Stemming from decades of investigation by sociologists, this line of inquiry has uncovered positive associations between participation and adolescent functioning. More recent literature from psychologists has focused on the developmental aspects of activity participation and their impact on individual functioning over time.

Early literature showed the opposite pattern, demonstrating that educational attainment among male students was related more to SES, intellectual ability, and social relationships and that attainment among female students was related more to grade performance and teacher and peer contacts, which were also directly associated with activity participation (Holland, & Andre, 1987).

(Lau et al 2014) Studies have also examined the impact of extra-curricular activities in college found that the number of hours per week students spent on volunteer work correlated closely with the personality measures of social activism and leadership, and with various attitudinal outcomes (such as tutoring other students, personal growth in leadership abilities, commitment to develop a meaningful life philosophy, promoting racial understanding and participating in environmental cleanup programs). Also it hypothesized a positive correlation between extra-curricular activity and self-reporting of college students regarding career skill development. The settings of extracurricular activities serve as a place to act out the developmental tasks of adolescence. It is believed that extracurricular activities offer a means to express and explore one's identity, generate social and human capital, and offer a challenging setting outside of academics. Adolescents form their identity by developing skills, discovering preferences, and associating themselves with Feldman, Matjasko & others; Being a member of a particular group structures what individuals do with their time and the kinds of values and norms to which they are exposed. Participating in extracurricular activities helps adolescents come to understand themselves by observing and interpreting their own behavior when they are engaged in these activities (Eccles & Barber 1999).

While numerous studies, including those in the education and sports literature, have documented the positive association between sports and academic achievement, other studies have expanded on the prior literature by reporting on the relations between additional activity types-such as whether activities occurred in or outside of the school setting and whether they were structured or unstructured and educational achievement. Out-of-school activities, including structured activities (in this study, private lessons and classes and religious activities) and time spent alone have been positively associated with student achievement, while spending non constructive time with peers, working for pay, and spending time with adults have been negatively associated with achievement (Jordan, & Nettles, 2000). The theory, characterized by (Bronfenbrenner, 1979, 1986, 1998) as a bio ecological model, views an individual's heredity as joining with multiple levels of the surrounding environment to shape development. Extracurricular activities are not isolated from other

developmental contexts; rather, they are embedded in schools and communities and influenced by families and peers. Exploring this overlap, such as the degree to which any benefits or costs of these activities vary in different types of families, peers, schools, or neighborhoods, would better capture the idea of social ecology, a web of intersecting developmental contexts. In addition, such a model should consider how well adolescents fit with the extracurricular activity context and whether it compensates for a sub optimal fit in another context. Also, by controlling for the influence of salient contexts on adolescent development, we can better isolate the true relation between participation and adolescent outcomes. Such research could better demonstrate how adolescents influence their own activity participation and how their participation is influenced by larger social contexts.

10.3 Recognize the relationship of skill development and extracurricular activities

In order to check this, researcher mainly studies the behavior of strategists when he recruiting, training and developing his employee, because strategists can express real idea about third party or the view on third party than on him. Thereafter it is examined personal attitude of them to express the belief in extra-curricular activities they have engaged. According to the ideas of the strategist what they are mainly focus on at the interview are, attitudes they have, what problems they have faced, hands on experience then education qualifications, personality, leadership role they have handle, community development activities, creativity, hobbies, social network they have with others, responsibilities they have gained, management skills in the club activities, ability to adopt to different cultures, multi-tasking behaviors etc. Main finding was all of this qualities measure through extracurricular activities by this strategists with their experience.

Findings from the study suggest that Taiwanese college graduates of business schools with experience of being core members in extra-curricular activities are more likely to positively evaluate their employability in terms of attributes such as communication, leadership, creativity and self-promotion skills (Laua et al., 2014).

Not all extracurricular activities share the same characteristics. Activities such as sports, cheerleading, and debate involve close supervision by a coach or sponsor, take place several times a week, involve competition, and usually comprise a consistent group of students. In contrast, activities such as foreign language clubs, math and history clubs, and the National Honor Society typically comprise large student groups with higher turnover rates, take place less often (monthly as opposed to daily or weekly), and involve less contact with the sponsor. Therefore, such qualitative differences between activities should be considered. Grouping qualitatively different activities or simply totaling the number of activities in which an adolescent participates may lead to ambiguous results. Of course, activity characteristics may differ according to school and community, but those activities remain qualitatively different from each other as well, and this may lead to differential outcomes among their participants (Farb, & Matjasko, 2005). More than the educational qualifications, there are lot of other qualifications that companies are highly expecting from fresh graduates. Most commonly, communication skills with clear understanding level and networks, leadership qualities and coaching skills, honesty and integrity, work as a team when collaborating with present employees, able to identify different people, respecting others, having practical knowledge in order to carry out works without defects, being hardworking and objective driven, having high level of interest on their job, positive thinking and behavior pattern, easily can adopt to the environmental changes are considered as the driven factors for the career development by the employees.

According to employer's point of view, more than educational qualifications, what they want from their employees are these kinds of skills and attitudes. Simply more than the theoretical knowledge they accept the practical knowledge from their employees in order to achieve not only their objectives but also employees (Wimalasiri, 2015). These activities can also work to build professional skills that a classroom

alone cannot always foster. A leadership-oriented club, for example, will help students to learn essential skills in management and delegation, while a debate or speech club will provide additional public speaking practice to students. Sports most often have the effect of fostering strong team-building skills and training students in holding long-term goals. In short, extracurricular activities can arm students with many of the skills future employers will be looking for (Eccles, & Barber, 1999). Extracurricular activities are not solely about imparting stronger professional skills and supplementing education. These programs are also fun and offer students the opportunity to spend time with others of similar interests. Students can meet friends from different social groups by joining a sports team, student government or debate (Holland, & Andre, 1987). Breadth of involvement may be advantageous because it provides youths with more opportunities to experience the features of the activity setting that promotes successful development. Another possibility is that different types of extracurricular contexts can be conceptualized as learning environments with distinct socialization experiences (Larson, & Varma, 1999). Sports, school clubs, and prosocial activities provide different opportunities to develop physical, intellectual, social, and emotional competencies and to form supportive relationships with a variety of adults and peers (Eccles & Barber 1999). Finally, participating in a range of extracurricular contexts may be beneficial because it may help a youth to compensate for negative experiences in one particular activity (Fredricks & Eccles, 2006). (Roulin, & Bangerter, 2013) In order to develop the best positioning strategy when entering the labour market, players need to know what their competitors do. They should thus be aware of other students' behavior in relation to ECAs (e.g. what activities they are involved in, why they get involved, how they integrate them in their résumés). Because they believe their own qualifications will be sufficient to get them the position they want, purists will be less interested in knowing what others do.

10.4 Support from extracurricular activities to strategic thinkers Strategists think their role totally depends on what they have got from environment since their birth. From the interview with them, researcher identified strategic role and the ECA engagement benefit for these strategists can be explained in many ways. Strategists get more benefits in developing creativity, understanding different people, having good personality, ability do presentations clearly to anyone, respecting human capital, being challenge and goal oriented, managing knowledge skills attitudes and mindset well, self-assessment ability, handling stress, adopting to different environments easily, and so on. Also in studies of leadership behavior, there has historically been a belief in a universal manager who could adapt to any situation (Bass, 1985). Another stream of the research has suggested that different leaders have different characteristics and the leader should match the organization's needs. This approach is reflected in Fiedler's contingency theory of leadership effectiveness (Fiedler, 1967) our view is that four sets of skills provide the building blocks to effective behavior management in organizations. Such outstanding self-insight and perceptual skills, the ability to analyze situations correctly, the ability to inspire, motivate, and lead people, Personal flexibility and adaptability. (Bowen, 1997).

All types of activity participation were related to better educational outcomes (college enrollment and years of education), but only sports and academic club participation were related to better occupational status (having a career path job and job autonomy) at 25-26 years of age (Eccles, & Barber, 1999). (Farb, & Matjasko, 2005) Academic rigors such as in-depth reading and complex problem-solving go far to strengthen the mind, but extracurricular activities will take this mind strengthening even further. Highendurance sports, for example, will train students to maintain patience and resilience in the face of intense difficulty. The economic, social, and political order of our society presupposes an individual who is capable of autonomous action. Furthermore, we are moving into a new millennium in which changes in the occupational, interpersonal, political, and moral realms will demand new reserves of adaptation and

creativity (Larson, 2000). What opportunities do youths have? In what contexts do Western adolescents experience elements of initiative in their daily lives? First, let me elucidate what I think these elements are. I see three elements as crucial. To begin with, initiative involves *intrinsic motivation*, the experience of wanting to be doing an activity and being invested in it. The second requirement is that this intrinsic motivation be experienced in association with *concerted engagement in the environment*, with exertion of constructive attention in a field of action involving the types of constraints, rules, challenge, and complexity that characterize external reality. The third requirement is that this motivation and concerted engagement occur over time. Initiative involves a *temporal arc* of effort directed toward a goal, an arc that might include setbacks, re-evaluations, and adjustment of strategies. I believe that all three of these elements need to come together. An individual needs to experience the three in consort and learn to regulate them. Adolescence may be a particularly valuable time for the development of initiative, because the acquisition of hypothetico-deductive or formal-operational reasoning facilitates the growth of metacognitive strategies for selfregulation of psychological states and action over time (Larson, 2000).

Strategists whom researcher interviewed have mainly expressed their taste of work, in other words they have engaged the career path that they love to engage, from that they make well identification on what they can do & cannot do, for these all strategists make their basement from extra-curricular activities. As an example, Mr. DH, having spent his childhood making robots and computer repairing. Mr. DH graduated as a software engineer, now he is the CEO of electronic equipment manufacturing company. The persons who like to be with social teams, friends and who has public speaking characteristics, are working as consultants, human resource managers. The interviewees who have much engaged in sport related activities have energetic personalities, tactical behaviors in their career behavior. Reference to (McDermott et, al 2011) Effective leaders are often perceived as highly driven and visionary individuals, capable of prioritizing and communicating business needs. Particularly during turbulent times, leaders can provide guidance and psychological safety to those they lead.

With representing many beneficial qualities, ECA build up a person as much as possible to the environment making behavioral and thinking style change. Understanding of the strategists about this change arise from ECA as how to add value after this engagement, how interview processes give priority for that, how life balance becomes team work, how can people, be respected leadership & responsibility come up etc., as literature shows. According to Eccles & Barber (1999), theory and research on positive youth development emphasizes the transition of human development, and suggest that cultivating positive, supportive relationships with people and social institutions encourage healthy development. Considering this perspective, organized activities, such as extra-curricular activities, can encourage healthy development because of the support and opportunities that are presented compared to less positive after school options for teens. Students who participate in structured activities are more likely to respect diversity, play by the rules, and contribute as a member of a team whether it is sports, scouting or clubs.

Thinking styles can be defined as an individual's preferred way of using their abilities and of processing data (Sternberg & Grigorenko 1997). Thinking styles affect not only one's form of creativity, but also one's outlook and path in life. According to Sternberg & Grigorenko (1997) thinking styles can be measured and improved. Furthermore, researchers have suggested that there are a number of variables affecting the development of thinking styles, such as gender, age, parenting style, type of school, teaching and assessment methods, amount of work experience, behaviors, branch/profession, and culture. Therefore interdependently both of these behavioral and thinking style changes arise through ECA influence to human success or to the career path success. Some points have to be mentioned here sometimes it can be seen negative influence or effect of human behaviors through these kinds of activities but researchers have mentioned it is in lower level therefore researcher do not consider that influence.

Sri Lankan culture is more different than western countries because children are under the parents until the marriage normally it belongs to age 25-30. With the free education system and parents guidance education context plays a major role in students' life from the childhood to the end up in higher education. This influence also affects to the ECA of children, parents or elders guide but research interviewee's idea with that was the parents or protectors of them do not have much influence on selecting ECA but they can make a significant influence if a student misses out on his educational life by the reason of ECA. This is a general situation in a society, therefore elders also need proper understanding or knowledge to guide these activities because they are the influencers or the key roles in students' lives.

From this behavioral change normally after the age of 19, after the secondary school life student decides how their life should continue, for that it has a direct influence from ECA background of each. In here 3 categories are mainly decided according to the student's level of priority to the engage in improving the knowledge and engaging to improve the ECA. It represents the students who are giving less priority to improve their academic knowledge than ECA engagement. Because of this priority, most of the time, they convert ECA to their career, like professional cricketers, musicians, photographers, racing drivers etc.

A strategist is a person with responsibility for the formulation and implementation of a strategy. Strategy generally involves setting goals, determining actions to achieve the goals, and mobilizing resources to execute the actions. A strategy describes how the ends (goals) will be achieved by the means, resources (Birshan, et al, 2014). This education or knowledge improving is beneficial to behave in top level. If anyone becomes the owner of the company he gets the support of the management that is knowledgeable. By the way these strategists must need the qualities developed from ECA background not only for being strategists, but also behave and remain as strategists. The person who gives nearly 50/50 priority for ECA engagement and education life, they have good life balancing qualities than others also they can be a good strategists. The person who gives high priority for their knowledge development than ECA engagement also can be a strategists. It doesn't always say that they give less priority to ECA, in other words most of the time some people from the childhood engage in different kinds of activities with their preference, then they understood the working capacity of him/her and use that effort to develop educational knowledge, and also some people select academic path according to their favor in ECA such as Mr. DH, from the childhood he has liked to behave with technology, therefore he has selected math stream for A/L and graduation. Thus students who love their ECA find a way to be always with that.

11. References

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