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Research Report

Values and leadership expectations of future managers from transforming societies

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Tomaz Čater and Rainhart Lang
(Editors)

**Values and Leadership Expectations of Future Managers
from Transforming Societies**

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1. Introduction (Rainhart Lang)

Current cross-cultural leadership research has focused on the influence of leadership prototypes and so-called implicit leadership theories (ILTs) on the perception and acceptance of managers in inter-cultural co-operations. Especially the publications of the GLOBE project gave a lot of support for these assumptions (House et al. 1999; House et al. 2004; Javidan et al. 2006; Chokar et al. 2007). Moreover, the results of the GLOBE project have also supported the idea of an influence of national cultures on these leadership prototypes (House et al. 2004:669-719). Culturally universal attributes as well as culturally contingent attributes were found forming culturally endorsed implicit leadership theories in respective cultural settings (CLTs). Within Europe, the results revealed similarities, for example between North European cultures and Germanic cultures in general (House et al. 2004:669-719)¹, or between Germanic and East European Cultures with respect to the expectation of autonomous leadership behaviour. On the other hand, significant differences were found regarding culture and CLTs within Europe, while the Eastern and Southern part of Europe on the one hand, and Northern, Central and Western part on the other hand, again displays some similarities (see, e.g., Brodbeck et al. 2000; House 2002).

Differences between Germany, Austria and CEE countries like Estonia and Romania for perceived leadership have also been reported, including some differences between cultures in CEE countries (Lang et al. 2005; Steyrer/Hartz/Schiffinger 2006; Lang et al. 2007). Although the GLOBE study confirmed the existence of East European country cluster based on cultural differences (Bakacsi et al. 2002; House et al. 2004), it can be claimed that different types of leadership behaviour were seen as positive and successful in the above mentioned countries, and beyond in a wider range of other CEE countries (see Alt/Lang 2004 for a comparison of leadership realities in Germany with leadership expectations in a number of CEE countries).

The results from GLOBE on culture and implicit leadership theories were only based on a data set of middle managers in three branches in the countries involved in GLOBE. The whole data-set of GLOBE on national cultures as well as on leadership attributes is therefore limited, with consequences for the generalization of the results for a whole culture, and the

¹ For the Germanic cultural cluster see Weibler et al. (2001) and Szabo et al. (2002).

economy in each country which may be based on others than the included branches. Follow up studies of other social groups may be helpful to broaden the empirical basis on national cultures similarities and differences².

Moreover, middle managers may be seen as future top managers, followed by a new generation of middle managers, which is, at present, studying at universities and business schools. Therefore, their expectations, and probably differences to the existing group of middle managers will be important for a successful co-operation within the management of organisations in the future. As for CEE countries, the often reported stickiness of traditional or conservative leadership styles of the existing management group (e.g. Pohlmann/Gergs 1996; Clark/Soulsby 1999; Edwards/Lawrence 2000; Steger/Winkler 2003; Lang et al. 2005, 2008), may be changed through a new generation of future managers and leaders.

With respect to culture, it can be assumed that the younger generation, grown up and socialized in a global world of internet and MTV, may share more common and universal values, than the group of middle managers from the GLOBE study, and may have a more critical stance with respect to the existing cultural practices in their countries. Regarding the relation of culture and leadership of the future generation of managers, it might be of interest to know more about the factors that influences the development of leadership expectations, the family, school, friends or media.

Despite a range of existing studies on values or attitudes of students, only one study have been published up to now, that uses GLOBE methodology and refers to students (Keating et al. 2002). The data on Austria and Ireland revealed that country effect appeared to be stronger than the cohort/age effect. A strong convergence and a strong cohort/age effect were found for the dimensions of Gender Egalitarianism and Power Distance (2002:646-647). There is no reference to leadership expectations of future managers at all, although the authors of the above study pointed on the possibility of changing values and attitudes of students when starting the organisational career (2002:648).

² Hofstede (1991) gave examples about strong differences between the various groups of employees in some cultural items, which were partly stronger than the cultural differences (66, 306ff.). Lindert (1996:94-104) has reported similar findings for CEE countries and Germany.

In our joint study, we intend to analyse national cultures and leadership prototypes for future managers – today's students. We assume that especially students from business and engineering will form the group of future middle managers. For the countries, we intend to answer the following research questions:

- Which are the main characteristics of the each national cultures values and practices?
- Which are the main attributes of each national leadership expectations, the positive and negative prototypes?
- Which correlations between culture and leadership items can be found within the countries?
- Which differences between social groups according to age, gender, or study programme can be found?
- Which socializing factors influences the preference for certain leadership attributes?
- Which differences to managers can be found?

Besides the individual country reports, also the overall comparison is a part of this text. With regard to this comparison, we try to answer questions like:

- Which overall cultural and leadership characteristics can be stated? Can a cultural convergence for the values of future managers be proved?
- Which country differences in cultural and leadership attributes can be found, also between cultural sub-groups?
- Which are overall patterns and correlations of leadership expectations with cultural values or practices, differences between social groups or other influencing factors?
- Are there differences or similarities with data on cultures and leadership attributes from middle managers in GLOBE, universal attributes, or respective regional cluster results?

Up to now, country samples and analysis with the same methodology have been collected from five countries, i.e. Czech Republic, Germany, Romania, Slovakia, and Slovenia. In each country at least 300 students were included in the sample.

This study report starts with a short explanation of the **theoretical and methodological background**, summarizing the basic assumptions of the theoretical concepts used in GLOBE and adapted by the research group, followed by a short description of the methodology of the

GLOBE STUDENT study, especially data collection, sampling and sample structures. This part is written by Tomáš Čater. The next part is devoted to **country reports** on culture and leadership of future managers in **Czech Republic** (Konečná/Skalova), in **Slovakia** (Lasakova/Remisova), **Slovenia** (Čater/Pučko), **Romania** (Catana/Catana) and **Germany** (Lang). Each report deals with the overall research questions, but takes in each case a special focus on the problems or comparisons of the results. Chapter four, written by Rainhart Lang, delivers the first results of a **comparative perspective**, looking at overall results and major similarities and differences between countries. Here, we try to answer the respective research questions on convergence and divergence of values and practices as well as leadership attributes, and on differences and similarities to GLOBE results. The study ends with **conclusions** (prepared by Tomáš Čater and Rainhart Lang), where we try to summarize the main findings, and especially point on directions for further research, both within the GLOBE student project and beyond.

2. Theoretical and methodological background (Tomaž Čater)

2.1 Theoretical background

Cross-cultural leadership research focuses on the culturally endorsed implicit leadership theories, according to which individuals have implicit beliefs and assumptions about what constitutes good leadership. The results of the GLOBE research project support the idea that leadership behaviour is influenced by societal cultural norms of shared values (Schneider et al. 1995; Dorfman 2004). Cultural universal attributes as well as culturally contingent attributes were found forming implicit leadership theories in several cultural settings (House et al. 2004). This means that the perception of what constitutes good leadership is partly universal and partly dependent on a specific cultural context. But the results of the GLOBE project are based on data collected from middle managers, therefore focusing on the current managerial potential. What about future managers and their cultural values and leadership styles? By building on the findings of the GLOBE research, our GLOBE STUDENT study focuses on future managers and their perception of societal cultural dimensions and good leadership styles. Primary source for the theoretical concepts in our study is therefore the GLOBE research project, with some of the GLOBE-based concepts being adapted by the GLOBE STUDENT research group. The adaptation is based on the fact that we are dealing with the future generation of managers who are currently still in their “formative” years, during which their value sets are under significant influence of different social factors, including the field of study, study background etc. At the same time, the selection of a study programme and the perception of the managerial work may be influenced by other social factors such as education in family and school, the influence of mass media or experienced social contacts in peer groups.

In the following paragraphs we briefly define two sets of constructs as used in our study. The first set of constructs are cultural dimensions, which we discuss in two ways, i.e. as cultural practices (measured as the students’ perceptions of the societal culture “as it is”) and as cultural values (measured as the students’ perceptions of the societal culture “as it should be”), while the second set of constructs are leadership styles. For an obvious reason, i.e. the fact that we are dealing with the population of students who are mostly unemployed (unlike

the GLOBE research's population of employed managers), we do not address the organisational culture as a separate group of constructs in our research project.

2.1.1 Cultural dimensions

There is no consensually agreed-on definition of culture among social scientists. The term is used to refer to “a set of parameters of collectives that differentiate the collectives from each other in meaningful ways” (House et al. 2004:57). Since our study builds on the GLOBE research instruments it uses the GLOBE's definition, which defines culture as “shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experience of members of collectives that are transmitted across generations” (House et al. 2004:15). While the psychological attributes from the above definition can be applied to both societal and organisational levels of analysis (as was the case in the GLOBE research), this study discusses only the societal level because it focuses on a yet unemployed population (students) who is mostly unable to provide meaningful answers for an organisational level of culture.

A number of social scientists have tried to identify the dimensions which constitute a societal culture. Probably the most frequently referred classification of cultural dimensions is the one proposed by Hofstede (1980, 2001), who found that cultures differ in the level of uncertainty avoidance, power distance, individualism, masculinity and long-term orientation. The GLOBE research extends Hofstede's work and finds the following nine cultural dimensions³ (House et al. 2004):

- (1) uncertainty avoidance: the extent to which members of a society strive to avoid uncertainty by relying on established social norms, rituals and bureaucratic practices;
- (2) power distance: the degree to which members of a society expect and agree that power should be stratified and concentrated at the top;
- (3) institutional collectivism: the degree to which societal institutional practices encourage and reward collective distribution of resources and collective action;
- (4) in-group collectivism: the degree to which individuals express pride, loyalty and cohesiveness in their families;

³ Both Hofstede's and GLOBE's scales for cultural dimensions were empirically developed, which means that constructs measured by scales were specified after the scales were developed (Nunnally/Bernstein 1994), that is by employing statistical analyses such as exploratory factor analysis, correlation analysis etc.

- (5) gender egalitarianism: the degree to which a society minimises gender role differences while promoting gender equality;
- (6) assertiveness: the degree to which individuals in societies are assertive, confrontational and aggressive in social relationships;
- (7) future orientation: the degree to which individuals in societies engage in future-oriented behaviours such as planning, investing in the future and delaying individual or collective gratification;
- (8) performance orientation: the degree to which a society encourages and rewards group members for performance improvement and excellence;
- (9) humane orientation: the degree to which individuals in societies encourage and reward individuals for being fair, altruistic, friendly, generous, caring and kind to others.

Let us briefly explore the theoretical foundations of these cultural dimensions. The first seven dimensions largely build on the dimensions proposed by Hofstede (1980, 2001) although it should be mentioned that these dimensions are also rooted in the work of several other authors. Before Hofstede, uncertainty avoidance (1) and power distance (2) were for example introduced on the organisational level of cultural analysis by Cyert and March (1963) and Mulder (1977), respectively. Similarly, institutional (3) and in-group (4) collectivism represent two sub-constructs of collectivism that was, along with its antonym (individualism), also known in psychological, sociological and anthropological literature before Hofstede (1980) defined it as a societal cultural dimension. Parsons (1949) for example referred to this topic as collectivity vs. self-emphasis, Kluckhohn and Strodtbeck (1961) talked about collaterality vs. individualism, while Bakan (1966) used the terms community vs. agency. Multidimensionality of the concepts was first suggested by Triandis et al. (1986) whose work is seen as the origin of the discussion of in-group collectivism, while institutional collectivism was first studied in its present form in the GLOBE research (House et al. 2004). Gender egalitarianism (5) and assertiveness (6) as cultural dimensions build on Hofstede's (1980) masculinity/femininity dimension but are discussed separately in the GLOBE research due to several criticisms of Hofstede's masculinity/femininity dimension (e.g. Hoppe 1998; Merritt 2000; House et al. 2004). Future orientation (7) as the next cultural dimension is rooted in Kluckhohn and Strodtbeck's (1961) past, present and future dimension, which focuses on the temporal orientation of the majority in a society. Although Hofstede (2001) also talked about long-term orientation, House et al. (2004) argue that GLOBE's future orientation is only

marginally related to Hofstede's long-term orientation. The last two cultural dimensions, performance orientation (8) and humane orientation (9), are the only two dimensions in the GLOBE research that Hofstede never (not even indirectly) measured in his studies. Performance orientation builds on McClelland's (1961, 1987) findings that people differ in their need for achievement or the need to do better all the time, while humane orientation originates primarily from Kluckhohn and Strodtbeck's (1961) dimension entitled human nature as good vs. bad.

From the GLOBE's definition of culture it can be seen that the GLOBE research examines culture as both practices and values, similarly as the famous anthropologist Redfield (1948:vii), who defined culture as "shared understandings made manifest in act and artifact". Practices are Redfield's acts or the way things are done in the culture, while values represent Redfield's artifacts or human judgements about the way things should be done in the culture (House et al. 2004). Research of culture as shared practices in the society has its roots in psychological and behavioural studies, which assume that cultures should be studied as are interpreted by society members (Segall et al. 1998), whereas focus on values grows more out of anthropological approach, which assumes the culture is also determined by the shared values of society members (Kluckhohn/Strodtbeck 1961). By focusing on both practices and values nine cultural dimensions translate into 18 constructs, nine for the actual cultural dimensions (as they are) and nine for the desired cultural dimensions (as they should be) in the society.

2.1.2 Leadership styles

Many definitions of leadership have been proposed in the literature, but despite differences among them there seems to be some kind of agreement among authors that leadership is a process, involves influence, occurs within a group context, and involves goal attainment (Northouse 2004). In line with this notion, Kreitner (1989:511) defines leadership as "a social influence process in which the leader seeks participation of subordinates in an effort to reach organisational objectives". Similarly, the GLOBE research defines leadership as "the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organisations of which they are members" (House et al. 2004:15).

A large number of leadership theories, usually classified into trait theories, style theories and contingency theories, exist in the literature (Cole 2004). Trait theories, which focus on the qualities or characteristics required for effective leaders, received relatively little empirical support due to low percentage of common traits identified by different researchers. Style theories focus on effective leader's behaviour at work rather than his/her characteristics. Leadership styles have mostly been expressed in terms of authoritarian vs. democratic and task-oriented vs. people-oriented leadership. While authoritarian vs. democratic leadership is for example a focal point of McGregor's (1960) theory X/Y, Likert's (1961) theory of four management systems and Tannenbaum and Schmidt's (1958) theory of leadership continuum, task-oriented vs. people-oriented leadership is the focal point of Reddin's (1970) 3-D theory, Blake and Mouton's (1984) theory of managerial grid as well as the early studies conducted in 1950s at Ohio State University, Michigan University and Harvard University (Cole 2004). Finally, contingency theories, among which Fiedler's (1967) theory of leadership effectiveness and Adair's (1973) functional theory are probably the most well-known, argue that the best leadership in certain situation primarily depends on the situational variables, which means that a leader must adapt its behaviour to a specific context.

In the last 20 years, leadership research has been dominated by neo-charismatic leadership concepts like transformational leadership. According to House (1977), Bass (1985), Conger/Kanungo (1987), Bryman (1992), House/Shamir (1993) and some other authors the importance of visionary, intellectually stimulating, follower inspiring leadership behaviour has been defined as a prototype of successful and outstanding leadership. Moreover, Lord and Maher (1993) point to the importance of the perception, categorization and information processing in shaping such prototypes.

The theory on which the GLOBE research is built, the so-called culturally endorsed implicit theory of leadership, follows more or less the above-mentioned streams of contemporary leadership approaches, but also includes ideas of contingency theories. In line with the majority of cross-cultural leadership studies (e.g. Bass 1990; Dorfman 1996, 2004; Chemers 1997; Peterson/Hunt 1997), this theory's central proposition is that "the attributes and entities that differentiate a specified culture are predictive of organisational practices and leader attributes and behaviours that are most frequently enacted and most effective in that culture"

(House et al. 2004:17). In other words, what constitutes good leadership in certain context depends (among other things) on the cultural variables in that context, including references to leadership prototypes of the respective culture.

Based on the studies of good leadership attributes and behaviours in different cultures the GLOBE research proposed 21 first-order factors, which were later consolidated into six (see Table 1) second-order factors or leadership dimensions⁴ (House et al. 2004): (1) charismatic/value-based leadership (a leader inspires, motivates and expects high performance from others on the basis of firmly held core values); (2) team-oriented leadership (a leader emphasises effective team-building and implementation of a common goal among team members); (3) participative leadership (a leader involves others in making and implementing decisions); (4) humane-oriented leadership (a leader is supportive, considerate, compassionate and generous); (5) autonomous leadership (i.e. independent and individualistic leadership); and (6) self-protective leadership (a leader focuses on ensuring individual safety and security). It is important to note that the first four dimensions or their components had already been discussed in the literature prior to the GLOBE research, while the GLOBE research was the first to define the last two dimensions.

Table 1: The consolidation of first-order leadership factors into second-order leadership dimensions

| Leadership dimensions (2 nd order) | (1) Charismatic/value-based | (2) Team-oriented | (3) Participative | (4) Humane-oriented | (5) Autonomous | (6) Self-protective |
|---|-----------------------------|--------------------------------|-----------------------|---------------------|----------------|----------------------|
| Leadership factors (1 st order) | Visionary | Collaborative team orientation | Autocratic (R) | Modest | Autonomous | Self-centred |
| | Inspirational | Team integrator | Non-participative (R) | Humane orientation | | Status consciousness |
| | Self-sacrifice | Diplomatic | | | | Conflict inducer |
| | Integrity | Malevolent (R) | | | | Face saver |
| | Decisive | Administratively competent | | | | Procedural |
| | Performance-oriented | | | | | |

Source: House et al. 2004: 137. (Note: R = reverse scored factor)

4 Similarly to cultural dimensions, the leadership dimensions were also empirically developed, which means that constructs measured by scales were specified after the scales were developed (Nunnally/Bernstein 1994).

2.2 Methodological background

As already explained, the **project's objectives** were to study and compare leadership expectations and cultural assumptions of students in CEE countries. We compare some of our findings with the findings of the GLOBE study, thus exploring differences between the next generation leaders and existing managers and leaders. By focusing on the student population, we also want to explore the influences of study program and study progress as well as influence of earlier socialisation processes on leadership expectations and/or cultural values of future managers.

The **research instrument** mostly builds on the GLOBE Beta version questionnaire for national culture and leadership scales (House et al. 2004). Of course, some modifications to this questionnaire were necessary to adapt it to a student population. In addition, the authors developed certain scales, especially those relating to the influence of family and peers, on their own. The complete questionnaire adapted for the research on student population can be found in Appendix 1 of this study report. For all scales the respondents were asked to express their agreement with a given statement using a seven-point Likert-type scale (from 1 = strongly disagree, to 7 = strongly agree). Variables were either measured in a positive direction or were appropriately recoded later.

Research population is defined as business and engineering students, studying in five Central and Eastern European countries: Czech Republic, Germany, Romania, Slovakia and Slovenia. Business and engineering students were chosen because an assumption was made that the future generation of middle managers will mostly come from these two fields of study. Our goal was to secure a **sample** of at least 300 students from each country. Since we want to test the differences between business and engineering students as well as the differences between undergraduate (bachelor students and students in lower semesters of diploma programmes) and graduate/postgraduate (master students and students in higher semesters of diploma programmes) students, the stratified sampling was used. Four strata were defined in advance: (1) undergraduate business students, (2) postgraduate business students, (3) undergraduate engineering students, and (4) postgraduate engineering students. In each of the four strata the goal was to include a minimum of 75 students (25% of students) from each country. With regard to the type of schools at which students were

included in the study, we can say that the group of business students is more homogenous because these students all come from business schools. On the other hand, the group of engineering students is much more heterogeneous since it includes students from a variety of different faculties, including faculties of mechanical engineering, faculties of electrical engineering, faculties of computer and information science and so on.

Data were collected between January 2008 and April 2009. Data collection period varied between different countries as a result of different semester schedules and the fact that some countries have joined the project a bit later than others. The printed questionnaires, along with the technical instructions on how to fulfil them, were distributed to students before lectures. The students that agreed to participate in the study then took the questionnaires home and returned them at the beginning of next lectures (usually one week later). This enabled students to answer the questionnaires when they had time, i.e. without any time pressure. Students were also not required to reveal their identity which increases the possibility that their answers were honest. Out of 2740 distributed questionnaires in all five participating countries, 1732 satisfactorily completed (i.e. those with no missing values or less than 2% of missing values) questionnaires had been returned to the researchers. 1732 is therefore the final **sample size**, which means the **response rate** was 63.0%. Data from the questionnaire were entered and processed by using SPSS 17 statistical software.

In the following paragraphs we present the **structure of the final sample** of students. The structure according to **countries** in which the students study is depicted in Figure 1. As it can be seen the greatest number of students included in the sample were studying in Romania (429 students or 24.8%), followed by Germany (340 students or 19.6%), Slovakia (339 students or 19.6%), Czech Republic (324 students or 18.7%) and Slovenia (300 students or 17.3%).

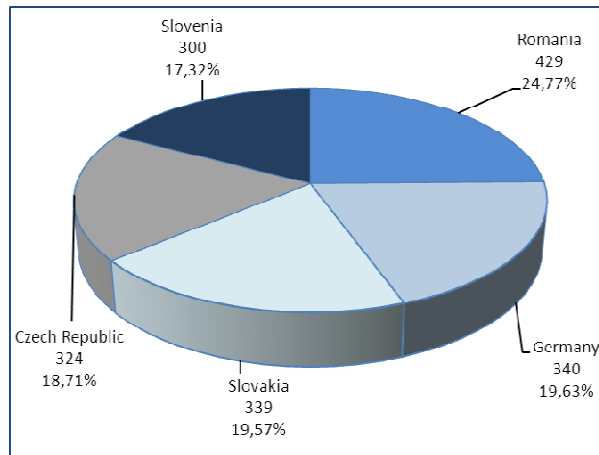


Figure 1: The structure of the final sample according to countries

The structure of the final sample according to students' **gender** (see table 2) shows that male (51.0%) and female (49.0%) students are almost completely equally represented in the sample. There are however some differences in the structure among the countries. In Czech Republic, Germany and Slovakia the difference between the number of male and female students in the sample is relatively small. On the other hand, the Slovenian sample shows the percentage of male students is greater than the percentage of female students (60.3% vs. 39.7%), which is primarily due to the fact that a vast majority of engineering students are men. In Romania the picture is just the opposite, i.e. greater part of students in the Romanian sample are women (55.7% vs. 44.3%). The average age of all students in the sample is 22.2 years. The youngest students were 18 years old, while the oldest student was 54 years old.

Table 2: The structure of the final sample according to students' gender

| Country | Male | | Female | | Total | |
|----------------|------------|-------------|------------|-------------|-------------|--------------|
| | N | % | N | % | N | % |
| Czech Republic | 169 | 52.2 | 155 | 47.8 | 324 | 100.0 |
| Germany | 168 | 49.2 | 172 | 50.6 | 340 | 100.0 |
| Romania | 190 | 44.3 | 239 | 55.7 | 429 | 100.0 |
| Slovakia | 176 | 51.9 | 163 | 48.1 | 339 | 100.0 |
| Slovenia | 181 | 60.3 | 119 | 39.7 | 300 | 100.0 |
| Total | 884 | 51.0 | 848 | 49.0 | 1732 | 100.0 |

With regard to the **field of study** (see table 3), the results show that exactly the same number of students were studying business and engineering (824 students or 47.5% in each of the two groups), while a small number of students (87 students or 5.0%) were studying other fields (e.g. art). The most equal proportions of business and engineering students can be found in the

Czech sample (50.6% vs. 49.4%), while the greatest disproportion is in the Romanian sample (only 39.2% of business students vs. 60.8% of engineering students).

Table 3: The structure of the final sample according to students' field of study

| Country | Business | | Engineering | | Other fields | | Total | |
|----------------|------------|-------------|-------------|-------------|--------------|------------|-------------|--------------|
| | N | % | N | % | N | % | N | % |
| Czech Republic | 164 | 50.6 | 160 | 49.4 | 0 | 0.0 | 324 | 100.0 |
| Germany | 162 | 47.0 | 133 | 38.6 | 50 | 14.5 | 340 | 100.0 |
| Romania | 168 | 39.2 | 261 | 60.8 | 0 | 0.0 | 429 | 100.0 |
| Slovakia | 182 | 53.7 | 136 | 40.1 | 21 | 6.2 | 339 | 100.0 |
| Slovenia | 150 | 50.0 | 134 | 44.7 | 16 | 5.3 | 300 | 100.0 |
| Total | 824 | 47.5 | 824 | 44.5 | 87 | 5.0 | 1732 | 100.0 |

Finally, as regards the **level of study** (see table 4) there are 59.2% of undergraduate and 40.8% of postgraduate students in the sample. We should mention that some students did not enter this information, which resulted in eight missing values. The greatest disproportion of both groups of students can be found in the German (83.2% of undergraduate vs. 16.8% of graduate students) and Romanian sample (64.8% of undergraduate vs. 35.2% of graduate students), while a perfectly balanced distribution of undergraduate and postgraduate students (i.e. exactly 50.0% in each group) is reported in the Slovenian sample.

Table 4: The structure of the final sample according to students' level of study

| Country | Undergraduate | | Postgraduate | | Total | |
|----------------|---------------|-------------|--------------|-------------|--------------|--------------|
| | N | % | N | % | N | % |
| Czech Republic | 157 | 49.7 | 159 | 50.3 | 316 | 100.0 |
| Germany | 283 | 83.2 | 57 | 16.8 | 340 | 100.0 |
| Romania | 278 | 64.8 | 151 | 35.2 | 429 | 100.0 |
| Slovakia | 152 | 44.8 | 187 | 55.2 | 339 | 100.0 |
| Slovenia | 150 | 50.0 | 150 | 50.0 | 300 | 100.0 |
| Total | 1020 | 59.2 | 704 | 40.8 | 1742* | 100.0 |

Note: * Missing values = 8.

3. Country reports

3.1 Societal culture and leadership prototypes in the Czech Republic from university students' perspective (Zdeňka Konečná & Petra Skálová)

This paper is mainly devoted to the societal culture content and the leadership prototypes identified by means of an empirical research which was carried out at the Brno University of Technology, Faculty of Business and Management in cooperation with University of West Bohemia, Faculty of Economics and Faculty of Electrical Engineering in Pilsen. The main objectives of this part of the research were to map societal culture content and leadership traits in the Czech environment and their expected influence on behaviour of subordinate employees. The sample of this research consisted of 324 university students from business and engineering field because we assume that they will especially form the group of future leaders and they will determine trends of development in business environment and influence their subordinates' behaviour as well as their surroundings.

3.1.1 Introduction

A mutually intertwined process of internationalization and globalization has been proceeding very quickly and it has become a characteristic feature of the present. Rising international operations of companies (and not just big global players) are common as well as international working teams. The increase of transnational business actions induces a need of special type of managers, because no company can reach its goals without good management. Managers play a key role in all company processes and all the more if the stakeholders decide doing business on new markets. The managers are forced to take the key initiatives in directing company's development. They are often referred to as change agents or accelerators of such processes (Lang, Müller, 2000, p. 201). In the situation when companies get into touch with members of various national cultures - this includes above all their business partners and employees, their management should not be limited only to performing of economic and technical operations and not to pay attention to the influence of cultural environment companies operate in. Appropriate leadership becomes a key factor, and it is important to

know not only about leadership expectations of the existing management group but also about future manager.

3.1.2 Theoretical and methodological remarks and sample

In our research, we share the **basic theoretical assumptions** of the GLOBE project which defines leadership as "...the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members" (House et al., 2004, p. 15). In line with GLOBE we have based our understanding of leadership on the implicit leadership theory (ILT). Referring to this theory individuals hold a set of beliefs about the kinds of attributes, personality characteristics, skills, and behaviour that contribute to or impede outstanding leadership and in such way is expected from leaders (Koopman, Den Hartog, Konrad et al., 1999). Because national culture is supposed to have an important impact on the formation of ILT, implicit leadership theory has been used in explaining different leadership attributions and perceptions across various national cultures. Different culture groups perceive and accept conceptions of leadership in the different ways. The GLOBE project extended ILT to the cultural level of analysis that the structure and content of these belief systems will be shared among individuals in common cultures. Analogically to the ILT was formed CLT or "culturally endorsed leadership theory dimensions". We see these dimensions as similar to "leadership styles." The GLOBE researchers developed a set of CLT leadership profiles for each national culture and cluster of cultures. The different leadership profiles across various national cultures are distinguished into clusters where East European Cluster is of special interest according to its similarities in shared values and patterns of behaviour with the Czech Republic.

Managers operate in current multicultural environment, even if she or he stay in their own country and do not travel across the national boarder. Excellent leaders motivate their employees to achieve more than minimal organizational requirements (Cullen, Parboteeah, 2005) by usage of synergy effect of multinational team structure. Becoming an excellent leader in a company operating in own national culture is a great but difficult challenge for domestic managers. And becoming an excellent leader in an international company is even more complicated but even more challenging for them. To become an excellent leader it is necessary to possess desirable individual traits and to adopt corresponding knowledge of leadership systems, leadership styles and practices. Such a "global leader" must have the

skills and abilities to interact with and manage people from diverse cultural background (Cullen, Parboteeah, 2005, p. 572). Cross-cultural scientists (e.g. Harris, Moran, 2000, Dorfman, 2003, House et al., 2004, Cullen, Parboteeah, 2005) have tried to find out the list of traits of a successful international leader, e.g. she or he should be in general cosmopolitan, intelligent, self-confident, culturally sensitive, initiative, more assertive, persistent, responsible, skilled at intercultural communication, a user of cultural synergy and be committed to continuous improvement in self-awareness and self-development and not least should be able to influence others. In addition, some cross-cultural management studies (e.g. Hofstede, 1991, Trompenaars, 1993, Schroll-Machl, 1996, Adler, 1997, Thomas et al., 1999, House et al., 2004 and others) show that successful global acting leaders choose such an effective leadership style based on an understanding of how national culture and a country's social institution affect business activities. As e.g. GLOBE study points out leaders from different national backgrounds behave and deal with problems, their subordinates and achieve goals using widely different leadership styles (House et al., 2004). To be an outstanding global leader dealing with partners from various national backgrounds it's necessary to know the patterns of the particular national culture she or he is working with and above all their expectations concerning his or her behaviour.

In the last years the Czech Republic has become one of the most attractive countries for foreign investors, particularly after joining the European Union. The international companies have been attracted above all by convenient location or tax allowances. When deciding going international, it is crucial for managers to be familiar with not only external environment and business conditions, but also internal environment. In this connection we see strong necessity to obtain knowledge of Czech culture specifics and especially in the business environment the knowledge of expectations of colleagues, partners or subordinates with the Czech national background is useful in terms of successful collaboration.

Therefore we focused our research on the characteristic features of societal culture and leadership prototypes (leadership attributes and leadership style patterns) in the Czech Republic from future managers' perspective, and we map the culturally specific attributes, viewed as contributing or as inhibiting outstanding leadership in the Czech Republic.

We also used the modified Beta-Questionnaire from GLOBE (Global Leadership and Organizational Behaviour Effectiveness) project for data collecting. The items were written to

reflect a variety of traits, skills, abilities, and personality characteristics potentially relevant to leadership emergence and effectiveness. The items were formulated by short statements and the task of the respondents was to mark on submitted seven-grade scale of Likert type (ranging from 1 - “strongly disagree” to 7 - “strongly agree”) their acknowledgement with it. This questionnaire has been translated (and re-translated) into the Czech language from English for its use in the Czech environment. The translation has been subsequently compared with the German version as well.

The **sample** consisted of 324 respondents - Czech university students, 224 (that means 69.1%) of whom studying at the Brno University of Technology, Faculty of Business and Management and 100 (that means 30.9%) of the respondents were students at the University of West Bohemia in Pilsen, Faculty of Economics and Faculty of Electrical Engineering. Referring to the description statistics 163 (that means 50.3%) students represented business studies and 161 (that means 49.3%) of them studied engineering study programs; 157 (that means 49.7%) were entered on the first degree (BA) and 159 (that means 49.1%) second degree (MA) at the time of data collection (8 respondents did not mention the degree). According to another description statistics 231 students (that means 72% of all respondents) were interested in beginning management career after finishing their studies and 174 (that means 54% of all respondents) would like to found their own business. Noteworthy is that 108 students (33.4%) from technical field and 123 (37.9%) studying business plan to create management career and 94 engineering students (29%) and 80 (24.7%) business students plan to start their own business.

The data have been collected from January till May 2008.

3.1.3 Research results

3.1.3.1 Czech societal culture specifics

In the GLOBE Project, societal culture was operationally defined by measuring the statement among members of a particular social group with respect to manifestation of culture on the level of practices – measured by indicators assessing “what is/are” common norms of behaviour, and on the level of values – measured by indicators assessing “what should be”. Our research findings identified Czech societal culture content perceived by the Czech university students as future managers.

The mean values identified for Czech societal culture are presented in the table 5.

Table 5: Czech societal culture dimensions

| Societal Cultural Dimensions | Cultural Practices | Cultural Values |
|-------------------------------------|---------------------------|------------------------|
| Uncertainty avoidance | 4.04 | 4.56 |
| Future orientation | 3.89 | 4.86 |
| Power Distance | 5.29 | 2.76 |
| Institutional collectivism | 4.41 | 4.46 |
| In-group collectivism | 4.97 | 5.42 |
| Humane orientation | 3.46 | 5.09 |
| Performance orientation | 4.22 | 5.65 |
| Gender egalitarianism | 3.97 | 4.50 |
| Assertiveness | 4.02 | 3.63 |

The Czech culture was described as a culture with high power distance, high in-group and institutional collectivism, with medium performance, assertive orientation, and uncertainty avoidance as well, further as low gender, future and humane oriented culture. Our respondents would prefer that the Czechs would act much more performance, human and future oriented, further more in-group collectivistic, uncertainty avoidant, and gender friendly. On the contrary, the Czechs should share power much more equally and behave less assertive.

According our research findings the Czech societal culture is viewed as high stratified. Our respondents tend to agree that “followers are expected to obey their leaders without questions”. The old fashioned hierarchical system indicated by stratified position levels and using titles seems to have survived to some degree in the Czech Republic until nowadays. Comparing “As is” with “Should be” level, we can observe the largest discrepancy on this dimension. The young generation would wish that power in the society would be distributed much more equally than it is today. Referring to next indicators Czechs seem to be a collective oriented society. There were identified rather higher scores in both collectivistic dimensions, namely “in-group” and “institutional” collectivism. People emphasize relatedness with their reference groups. Furthermore, they tend to build more cohesive communities and expect stronger identification linked with strong loyalty with the group. Encouragement and rewarding for performance improvement and excellence is perceived to be somewhat lower than it would be expected by future managers. This discrepancy could be rooted in former appraisal system of a centralist planned economy that was mainly based on plan fulfilment,

and not in individual achievements. In contradiction with this tendency to strengthen aspects supporting performance oriented rewarding system could be viewed the trend of less assertive behaviour in the society. According to the obtained data the Czechs do not like unpredictable events and quite rely on norms and procedures that alleviate their uncertainty. Expectations on the uncertainty avoidance dimension show increasing tendency. It means that people prefer security and protection represented in unambiguous rules and principles in their common live. Concerning gender egalitarianism, there are viewed some inequalities. Our respondents wish that gender differences will be more minimized, and both genders treated more equally. The lowest score was identified on humane orientation scale. Not surprisingly, the Czechs like other human beings expect more pro-social oriented behaviour manifested in more friendly, sensitive, altruistic, empathic and tolerant approach.

3.1.3.2 Leadership behavioral attributes

The remaining part of the chapter deals with leadership patterns in the Czech environment. An **outstanding leader** is seen by the Czech students above all as an effective bargainer that means that he or she should be able to negotiate effectively, able to make transactions with others on favourable terms, than she/he is intelligent and always informed. She or he can inspire emotions, beliefs, values, and behaviours of others, which inspire them to be motivated to work hardly and even more effectively. As well as she/he could be able to provide diplomatic and morale booster. She or he has to be decisive; it means to be able to make decisions firmly and quickly. Further she/he can plan, organize, coordinate, and control work of large number of individuals effectively. On the tenth place were ranked communicative skills and then came the ability to identify solutions which satisfy individuals with diverse and conflicting interests so called “win/win problem-solver”. She or he should deserve trust, can be believed and relied upon to keep his/her word, be interested in temporal events and acts logical, but dynamic which means highly involved, energetic and enthused.

On the other hand, the following aspects are perceived as **ineffective behaviour** of an outstanding leader. In the first place was hostility - that means that leaders should not behave unfriendly toward others or dishonest, namely act fraudulently and insincerely. The tyrannical or vindictive behaviour is seen as inhibiting aspect as well. Here are also marked as inconvenient way how to deal with colleagues arrogant and non-cooperative or asocial

manners as well as leader’s tendency to avoid people or groups. To be cynical and irritable or provocateur, these are next unsuitable characters of outstanding leaders. As ineffective is also perceived egocentrism and tenderness (easily hurt or offended). The outstanding leaders shouldn’t avoid negatives (e.g. avoiding to say “no” to another when requested to do something, even when it cannot be done). On the contrary, they should avoid ruthlessness (having no pity or compassion) and cunning (to be sly, deceitful, full of guile), self-interested, dictatorial (to force her/his values and opinions on others) and autocratic (to make decisions in dictatorial way).

3.1.3.3 Leadership factors in the Czech Republic

A key finding of this part of the GLOBE Student Project was a set of “culturally endorsed leadership factors” in the Czech Republic. These factors are summarising the single attributes of the characteristics, skills, and abilities that are perceived by Czech business and technical students as contributing to, or as inhibiting outstanding business leadership in our country. To probe this issue, the team began with a large number of possible leader "attributes." As a result of our findings from the 324 respondents regarding all attributes, we were able to identify “primary leadership dimensions” or “first order factors” that are viewed as, to some extent, contributing to a leader's effectiveness or lack of effectiveness.

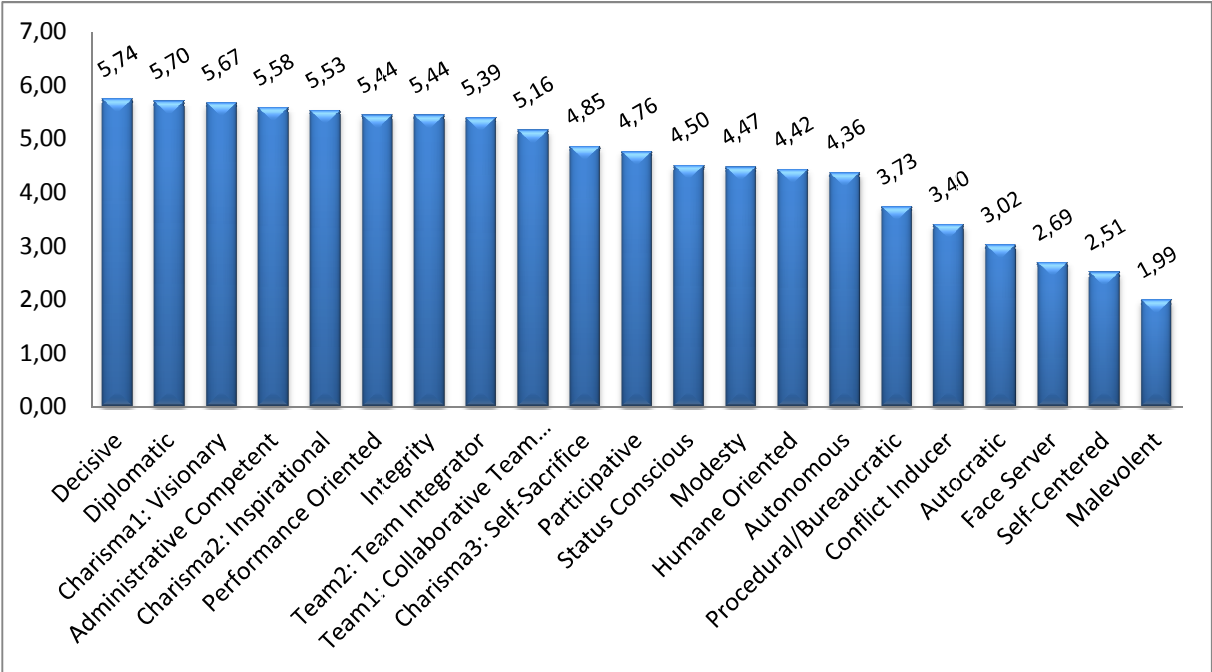


Figure 2: Leadership Attributes – Czech Republic

Based on the research results published by House et al. (House, 2002, 2004) on middle managers and our research results on students, we have identified some differences in the ranking of leadership attributes perceived from Czech perspective.

The highest scores reached the attributes – decisive, diplomatic, visionary, team integrator.

Table 6: Prototypically rankings of leadership attributes in the Czech Republic – Comparison of middle managers and students

| | Rank for Middle Manager 2002* | Rank for Students 2008 |
|----------------------|-------------------------------|------------------------|
| Decisive | 12. | 1. |
| Diplomatic | 10. | 2. |
| Visionary | 6. | 3. |
| Administrative | 3. | 4. |
| Inspirational | 4. | 5. |
| Performance-oriented | 2. | 6./7. |
| Integrity | 1. | 6./7. |
| Team Integrator | 9. | 8. |
| Collaborative | 11. | 9. |
| Self-Sacrificial | 8. | 10. |
| Participative | 7. | 11. |
| Status Conscious | 19. | 12. |
| Modesty | 13. | 12. |
| Humane | 15. | 14. |
| Autonomous | 14. | 15. |
| Procedural | 16. | 16. |
| Conflict Inducer | 17. | 17. |
| Autocratic | 5. | 18. |
| Face Saver | 18. | 19. |
| Self-centred | 20. | 20. |
| Malevolent | 21. | 21. |

*Source: House 2002

Compared with the 2002 study we can sum up that students viewed as future leaders have rated highest the decisiveness, diplomacy and visionaries together with team integrity.

As inhibiting an outstanding leadership were perceived the attributes as self-centred, face-saver and malevolent. Compared with the 2002 results of middle managers, decisiveness and diplomacy are displaying the biggest differences: these leadership factors have run high from 12th to 1st place and diplomacy from 10th to 2nd place.

3.1.3.4 The Six Leadership Dimensions in the Czech Republic

As already mentioned above, a key finding of the GLOBE Project was a set of “culturally endorsed leadership dimensions.” These dimensions (continua) have been developed out of the 21 first order factors of the characteristics, skills, and abilities that are perceived in our

case by Czech students as contributing to, or as inhibiting, outstanding business leadership. According to GLOBE project these six leadership dimensions, or continua, are not statements of what is outstanding leadership. Rather, they are about the ways in which people in the Czech Republic distinguish between leaders who are effective and ineffective.

Using the 21 “primary leadership dimensions” or “first order factors” from the table 1 immediately above we can describe six leadership styles that could be expected in the Czech Republic (according to our students). The six Czech leadership style dimensions are listed below in the figure 2.

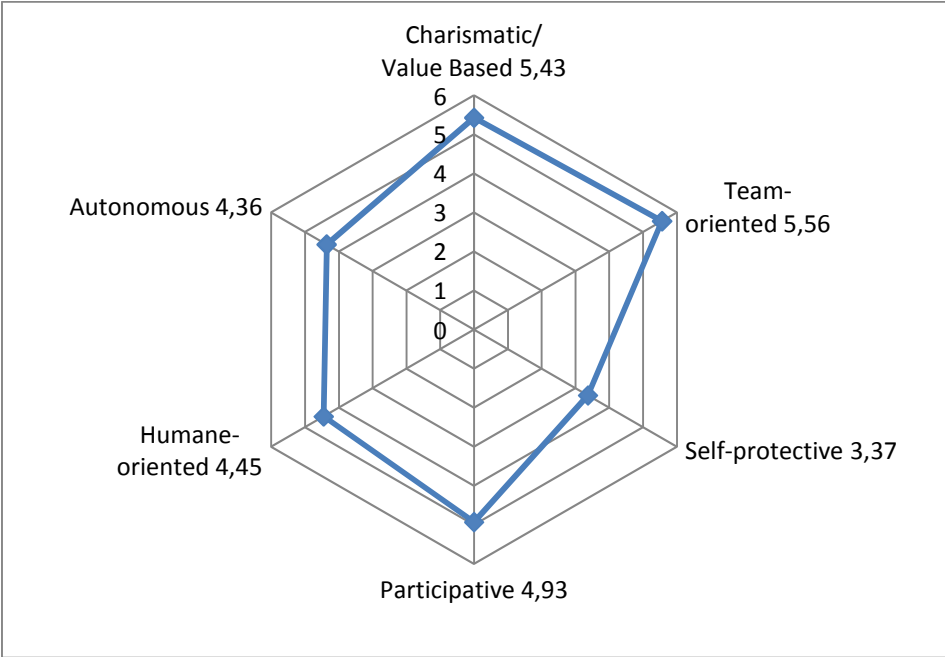


Figure 3: Czech leadership styles

According to the Czech students the most effective leadership styles in our business environment are team-oriented (mean value 5.56) and charismatic/value based behaviors (with the mean value 5.43). Participative (mean value 4.93) and human-oriented behaviors (mean value 4.45) are more positively viewed as autonomous behaviors (mean value 4.36), whereas self-protective styles (mean value 3.37) is rather neutral to slightly negative. Charismatic/Value Based leadership style reflects the ability to inspire, to motivate, and to expect high performance outcomes from others on the basis of firmly held core beliefs. Team-oriented leadership style emphasizes effective team building and implementation of a common purpose or goal among team members. Participative leadership reflects the degree to which managers involve others in making and implementing decisions. Human-Oriented style

reflects supportive and considerate leadership but also includes compassion and generosity. Autonomous style refers to independent and individualistic leadership. Self-Protective leadership focuses on ensuring the safety and security of the individual. It is self-centred and face saving in its approach.

Compared with middle managers from the Czech Republic, several East European countries (e. g. Albania, Georgia, Greece, Hungary, Kazakhstan, Poland, Russia and Slovenia) and German speaking countries (Germany, Austria, Switzerland) of GLOBE project in 2004, Czech Students give less emphasis on team-oriented and participative leadership behaviour. Moreover, being a self-protective leader is viewed as more inhibiting to outstanding leadership in Germanic management cluster than through Czech students and East European management cluster. Being Autonomous leader (i.e. independent and individualistic) is viewed as a little bit more contributing to outstanding leadership by Czech students, than by all groups of middle managers in both regions (see House 2002, House et al. 2004).

3.1.4 Conclusion

Companies more and more get into touch with members of various national cultures. Success of cooperation depends to a great extent on abilities of workers who operate in intercultural conditions. These workers should meet certain conditions of successful fulfilling their everyday tasks in companies.

The results obtained within the empirical research provide us with information concerning characteristics in the Czech environment from university student's perspective.

The Czech societal culture is perceived as a culture with high power distance, high in-group and institutional collectivism, as middle performance, assertive orientated, and uncertainty avoidant as well, further as low gender, future and humane oriented. In term of respondents' preferences the Czechs should act much more performance, human and future oriented, further even more in-group collectivistic, uncertainty avoidant, and gender friendly. On the contrary, the Czechs should share power much more equally and behave less assertive.

The portrait of a leader who is viewed as effective in the Czech Republic from the university students' perspective is following: the person should be an effective bargainer, intelligent, always informed, should inspire others, to be motivated to work hard, acting diplomatic, be morale booster, make decisions firmly and quickly, and possess communicative skills as well.

On the other hand the negative attributes inhibiting outstanding leadership are hostility and the leaders shouldn't be dishonest, arrogant, non-cooperative or asocial, cynical and irritable or provocateur. As ineffective is perceived egocentrism as well as tenderness.

According to the Czech students the most effective leadership styles in the Czech Republic are Team-Oriented and Charismatic/Value Based, Participative one is viewed more positively as Human-Oriented and Autonomous, whereas Self-Protective is rather neutral to slightly negative.

The identified characteristics concerning an outstanding leadership give us evidence about attributes and leadership styles in the Czech Republic. Manager can benefit from the acquired knowledge of national culture specifics by gaining a better understanding of leadership and by applying and using this knowledge in their day-to-day working life to develop more abilities of an outstanding leader.

3.2 GLOBE Student Research Project in Slovakia – Preliminary findings *(Anna Remišová & Anna Lašáková)*

Our chapter deals with description and analysis of the first overall research results of the GLOBE Student research project within the Slovak culture. Results dealing with Slovak cultural practices as well as cultural values are presented. Next, results for the leadership styles which are seen by young Slovak students as both effective and ineffective are discussed. Finally, several notes on the interconnectedness of results for Slovak societal culture and preferred leadership styles are presented.

3.2.1. Introduction

The contribution aims at delineating the character of the Slovak cultural practices and values on the basis of nine cultural dimensions as defined in the GLOBE project (see House et al. 2004). Further, our goal is to describe the preferences of our student sample in regard to leadership styles within the framework of six second order leadership dimensions (see House et al. 2004).

More specifically, our basic research questions are:

- (1) What is the character of Slovak culture on the level of nine cultural practices as perceived by Slovak students?
- (2) What are the cultural values preferences of the Slovak student sample?
- (3) What are the differences and similarities between cultural practices and cultural values within the Slovak culture according to Slovak students?
- (4) How different groups of students differ in their perceptions of cultural practices and preferences on the level of cultural values – in other words, are there any significant differences between various groups of students in regard to these issues?
- (5) What are the leadership style preferences of the Slovak student sample?
- (6) How different groups of students differ in their preferences of leadership styles?
- (7) What are the correlations between nine cultural dimensions (on the level of practices as well as values) and six leadership styles in regard to the Slovak student sample?

As outlined in the methodological section of the publication data were collected using the GLOBE II Beta questionnaire in which perceptions of cultural practices and preferences regarding cultural values are being assessed on the Likert type seven-point scale, where in general “1” stands for very low level of presence of characteristics in regard to a particular cultural dimension in the Slovak culture, and “7” represents very high level of occurrence of characteristics in regard to a certain cultural dimension in the Slovak culture. Leadership preferences were assessed on the same type of Likert scale, in regard to which “1” represents very low level of preference of a certain leadership style and “7” stands for very high level of preference of a certain leadership style.

For the calculation of the scales first the original GLOBE Syntax was followed. Then Cronbachs Alpha for each scale to prove if the scales were reliable was calculated. In some cases it was found that Cronbachs Alpha could be increased if certain items were excluded or different items were used. By doing so, new scales were created. Hence, in this chapter, we follow the new syntax which guarantees higher level of reliability for the scales used in the GLOBE Student project. This partly leads to difference of the following information with the data in the chapter on comparative trends which have been based on GLOBE syntax.

The GLOBE Student research in Slovakia was conducted on the pool of 339 respondents. Our respondents were 154 students (45,4%) from Slovak University of Technology (SUT) and 185 students (54,6%) from Comenius University in Bratislava (CU). Almost 97,1 % of respondents belong to the age category 18 – 25 years. Women were represented by 48,1 % of respondents. Our data showed that 87,9 % of respondents spoke only Slovak language at home during their childhood. 152 students were undergraduates (45%), 187 students were graduates (55%). Table 7 shows socio-demographic data of the Slovak sample in more detail.

Table 7: Distribution of Slovak sample according to age, gender in the two universities

| Age | 18 - 22 years | | 23 - 27 years | | more than 27 years |
|------------|------------------|-------|------------------|-------|-----------------------|
| Gender | female | male | female | male | male |
| University | | | | | |
| SUT (%) | 25,62 | 45,13 | 66,67 | 67,80 | 100,00 |
| CU (%) | 74,38 | 54,87 | 33,33 | 32,20 | |

Moreover, nearly 80% of the whole sample is interested in a management career after the studies, and more than 66% intend to found a business venture. While females are more interested in a management career (around 84% to 76%), males have more entrepreneurial aspirations (around 71% to 61%).

3.2.2. Preliminary examination of the Slovak societal culture research results

Set of the most intensely perceived practices distinguish partially from the set of the most preferred values within the Slovak culture. However, the in-group collectivism is a relatively stable cultural trait within the Slovak culture. It is distinctive for the current culture as well as highly valued on the level of preferences. Results are shown in the table 8.

According to respondents contemporary Slovak culture is on the level of cultural practices particularly: 1. power distant, 2. collectivistic and 3. relatively assertive.

The cultural characteristics which are typical for these three dimensions of intercultural differences are general preference of toughness toward others and responsiveness toward in-group people, assertiveness and confrontation with others and harmony and noncompetitiveness among in-group people, adherence to hierarchy, conservativeness, acceptance of rules set up by those, who are in power positions, preference of collective interests against individual interests, significant protectionism and strong sense of solidarity within groups, interpersonal interdependence bonds that affect the social status of individuals, laws and rights which differ across groups as well as across the whole society. Finally, power holders are supposed to be decisive, aggressive, confrontational, strong, parental figures for group members (see House et al. 2002; House et al. 2004).

Table 8: Mean values for nine cultural dimensions. Level of cultural practices (= “as is”) and level of cultural values (= “should be”).

| Cultural Dimension | Mean | N | Std. Deviation | Rank |
|--|-------------|----------|-----------------------|-------------|
| Uncertainty Avoidance - as is | 4,02 | 339 | 0,84 | 7. |
| Uncertainty Avoidance - should be | 5,41 | 339 | 1,20 | 6. |
| Institutional Collectivism - as is | 4,05 | 339 | 0,99 | 4. |
| Institutional Collectivism - should be | 4,75 | 339 | 1,04 | 7. |
| In-Group Collectivism - as is | 4,77 | 339 | 0,79 | 2. |
| In-Group Collectivism - should be | 6,12 | 339 | 1,05 | 1. |
| Future Orientation - as is | 3,88 | 339 | 0,81 | 8. |
| Future Orientation - should be | 5,43 | 339 | 1,25 | 5. |
| Power Distance - as is | 5,27 | 339 | 0,79 | 1. |
| Power Distance - should be | 2,36 | 339 | 0,91 | 9. |
| Humane Orientation - as is | 3,72 | 339 | 0,92 | 9. |
| Humane Orientation - should be | 5,43 | 339 | 0,86 | 4. |
| Performance Orientation - as is | 4,03 | 339 | 1,02 | 6. |
| Performance Orientation - should be | 5,67 | 339 | 0,84 | 2. |
| Gender Egalitarianism - as is | 4,04 | 339 | 0,88 | 5. |
| Gender Egalitarianism - should be | 5,62 | 339 | 1,47 | 3. |
| Assertiveness - as is | 4,38 | 339 | 0,89 | 3. |
| Assertiveness - should be | 3,37 | 339 | 1,08 | 8. |

As for the cultural values, the Slovak culture should be particularly: 1. in-group collectivistic, 2. performance oriented and 3. gender egalitarian. The Slovak culture shouldn't be power distant and should be less assertive than it is nowadays.

A brief interpretation of these results refers to cultural characteristics like: high importance of friendly, supportive and kind relationships among in-group members, nepotism, paternalistic attitude of the leader toward in-group members, the tendency to maintain harmonic relationships within the group and offering social support to in-group members. People should work hard to become proficient in what they do to the best of their abilities and skills. Rewards should be linked to fulfillment of group goals rather than individual goals. Initiative should be taken by groups not individuals. Central idea should be that through working in and for a group the individuals work for themselves, too (see House et al. 2002; House et al. 2004).

Since the questionnaire used in the research was constructed to assess both cultural practices and cultural values within the framework of nine cultural dimensions. Our goal was to identify any significant differences between these two levels of analysis. Paired samples t-test was used to measure. Our result, shown in the table 9, clearly indicates that in all nine cultural dimensions there is a statistically significant difference between practices and values ($p < 0,001$). Slovak students assume that the Slovak society should be more uncertainty avoidant, more institutional collectivistic, future oriented, gender egalitarian, and very much more in-group collectivistic, humane oriented, and performance oriented. On the other hand, the Slovak society should be less assertive and very much less power distant.

Table 9: Paired samples t-tests for the differences between practices and values within nine cultural dimensions in the Slovak sample.

| <i>Cultural Dimension</i> | <i>Mean</i> | <i>Std. Deviation</i> | <i>Std. Error Mean</i> | <i>t-test</i> | <i>Sig. (2-tailed)</i> |
|----------------------------|-------------|-----------------------|------------------------|---------------|------------------------|
| Uncertainty Avoidance | -1,39 | 1,5164 | 0,0824 | -16,870 | 0,00 |
| Institutional Collectivism | -0,70 | 1,4937 | 0,0811 | -8,606 | 0,00 |
| In-Group Collectivism | -1,34 | 1,1067 | 0,0601 | -22,366 | 0,00 |
| Future Orientation | -1,55 | 1,5318 | 0,0832 | -18,657 | 0,00 |
| Power Distance | 2,90 | 1,2906 | 0,0701 | 41,431 | 0,00 |
| Humane Orientation | -1,71 | 1,1972 | 0,0650 | -26,288 | 0,00 |
| Performance Orientation | -1,64 | 1,3807 | 0,0750 | -21,806 | 0,00 |
| Gender Egalitarianism | -1,57 | 1,4892 | 0,0809 | -19,439 | 0,00 |
| Assertiveness | 1,01 | 1,4133 | 0,0768 | 13,169 | 0,00 |

3.2.3. Differences between various groups of students in regard to perceptions of cultural practices and cultural preferences

Our fourth research question was how different groups of students differ in their opinion on cultural practices and cultural values, in other words, how they differ in their perceptions and preferences. Tables 10, 11, 12 and 13 show statistically significant differences. We used ANOVA and independent samples t-tests for measuring ($p < 0,05$). We compared students according to their gender (table 10), level of study (table 11), the university they attend (table 12) and their interests in founding a business venture and developing own management career after graduation (table 13).

Results summarized in the table 6 show interesting differences between female and male respondents within cultural dimensions. Results indicate that women assess the Slovak society as less uncertainty avoidant and less institutional collectivistic than men. At the same time they perceive the Slovak society as more onto the future oriented than men in our sample do.

Table 10: Differences between female and male respondents in the Slovak sample

| Cultural Dimension (Practices) | Gender | N | Mean | Std. Deviation | F | Sig. |
|---------------------------------------|---------------|----------|-------------|-----------------------|----------|-------------|
| Uncertainty Avoidance | female | 163 | 3,91 | 0,85 | 5,69 | 0,02 |
| | male | 176 | 4,12 | 0,83 | | |
| Future Orientation | female | 163 | 3,98 | 0,78 | 5,79 | 0,02 |
| | male | 176 | 3,78 | 0,81 | | |
| Institutional Collectivism | female | 163 | 3,93 | 0,96 | 4,21 | 0,04 |
| | male | 176 | 4,15 | 1,00 | | |
| Cultural Dimension (Values) | Gender | N | Mean | Std. Deviation | F | Sig. |
| Power Distance | female | 163 | 2,14 | 0,81 | 19,59 | 0,00 |
| | male | 176 | 2,57 | 0,95 | | |
| In-Group Collectivism | female | 163 | 6,35 | 0,91 | 15,67 | 0,00 |
| | male | 176 | 5,90 | 1,13 | | |
| Gender Egalitarianism | female | 163 | 5,99 | 1,28 | 22,01 | 0,00 |
| | male | 176 | 5,26 | 1,56 | | |

On the level of cultural practices, women tend to put greater emphasis on loosening the power distance than men. In the gender egalitarianism dimension there is also a significant difference between the value preferences of women and men in our sample. Women prefer more gender egalitarian values than men. The situation is quite the same in the in-group collectivism, too.

As for the differences between undergraduate students and graduate students regarding their values preferences, results of the t-test analysis indicate that in six out of nine cultural dimensions there are statistically significant differences. Undergraduate students prefer significantly less future orientation, institutional collectivism, humane orientation, performance orientation, gender egalitarianism and prefer more assertiveness than graduate students in the Slovak sample. If we consider, that cultural values are being assessed, it is a very interesting result. The course of studies which students undertake during their education seems to humanize students more as the time passes. In this connotation the term “humanize”

means tendency to prefer more egalitarian, responsible, kind and performance oriented society with less toughness and aggressive interpersonal communication.

Table 11: Differences between undergraduate and graduate respondents in the Slovak sample.

| Cultural Dimension (Practices) | Level of Study | N | Mean | Std. Deviation | t-test | Sig. (2-tailed) |
|---------------------------------------|-----------------------|----------|-------------|-----------------------|---------------|------------------------|
| Performance Orientation | Undergrad | 152 | 4,21 | 1,04 | 2,85 | 0,00 |
| | Grad | 187 | 3,89 | 0,99 | | |
| Cultural Dimension (Values) | Level of Study | N | Mean | Std. Deviation | t-test | Sig. (2-tailed) |
| Future Orientation | Undergrad | 152 | 5,24 | 1,28 | -2,56 | 0,01 |
| | Grad | 187 | 5,58 | 1,20 | | |
| Institutional Collectivism | Undergrad | 152 | 4,61 | 1,01 | -2,15 | 0,03 |
| | Grad | 187 | 4,86 | 1,06 | | |
| Humane Orientation | Undergrad | 152 | 5,30 | 0,92 | -2,44 | 0,02 |
| | Grad | 187 | 5,53 | 0,80 | | |
| Performance Orientation | Undergrad | 152 | 5,51 | 0,90 | -3,16 | 0,00 |
| | Grad | 187 | 5,80 | 0,77 | | |
| Gender Egalitarianism | Undergrad | 152 | 5,34 | 1,62 | -3,12 | 0,00 |
| | Grad | 187 | 5,84 | 1,30 | | |
| Assertiveness | Undergrad | 152 | 3,51 | 1,11 | 2,19 | 0,03 |
| | Grad | 187 | 3,25 | 1,04 | | |

After statistical analysis we found three significant differences in perception of cultural practices and six significant differences in preferences on the level of cultural values between students at Comenius University in Bratislava (CU) and students at Slovak University of Technology (SUT). According to the results shown in the table 8, it is clear, that students at CU prefer significantly more in-group collectivism, more humane orientation, more performance orientation, more gender egalitarianism, and more future orientation as well as less power distance than students at SUT. On the level of practices, students at SUT perceive Slovak society as more assertive and less gender egalitarian and humane oriented than students at CU do. These differences seem to follow the specific study and program specializations of both of universities. Students at CU are due to their management specialization taught to be less autocratic and more human-oriented when executing on managerial positions as well as to be more performance driven and open to group action and uncertainty. Furthermore, sample of students at CU is more gender balanced than the sample

at SUT. Technically oriented study program at SUT seems to have an impact on the values and preferences of students, so they tend to prefer to have more control over the events.

Table 12: Differences between respondents in the Slovak sample according to university attended.

| <i>Cultural Dimension (Practices)</i> | <i>Uni</i> | <i>N</i> | <i>Mean</i> | <i>Std. Deviation</i> | <i>t-test</i> | <i>Sig. (2-tailed)</i> |
|---------------------------------------|------------|----------|-------------|-----------------------|---------------|------------------------|
| Humane Orientation | SUT | 154 | 3,53 | 0,95 | -3,59 | 0,00 |
| | CU | 185 | 3,88 | 0,87 | | |
| Gender Egalitarianism | SUT | 154 | 3,79 | 0,94 | -4,84 | 0,00 |
| | CU | 185 | 4,25 | 0,76 | | |
| Assertiveness | SUT | 154 | 4,70 | 0,83 | 6,32 | 0,00 |
| | CU | 185 | 4,12 | 0,85 | | |
| <i>Cultural Dimension (Values)</i> | <i>Uni</i> | <i>N</i> | <i>Mean</i> | <i>Std. Deviation</i> | <i>t-test</i> | <i>Sig. (2-tailed)</i> |
| In-Group Collectivism | SUT | 154 | 5,87 | 1,22 | -3,95 | 0,00 |
| | CU | 185 | 6,32 | 0,84 | | |
| Power Distance | SUT | 154 | 2,64 | 1,03 | 5,12 | 0,00 |
| | CU | 185 | 2,14 | 0,73 | | |
| Humane Orientation | SUT | 154 | 5,26 | 0,96 | -3,34 | 0,00 |
| | CU | 185 | 5,57 | 0,74 | | |
| Performance Orientation | SUT | 154 | 5,35 | 0,94 | -6,66 | 0,00 |
| | CU | 185 | 5,94 | 0,63 | | |
| Gender Egalitarianism | SUT | 154 | 4,93 | 1,48 | -8,47 | 0,00 |
| | CU | 185 | 6,19 | 1,21 | | |
| Future Orientation | SUT | 154 | 5,22 | 1,35 | -2,73 | 0,01 |
| | CU | 185 | 5,60 | 1,12 | | |

Finally, we have found some interesting results in regard to differences between students who are interested in founding a business venture and in management career after graduation and students who are not (according to their stated answers). Students who answered “yes” on the question whether they are interested in founding a business venture in the future after their graduation, seem to prefer significantly more future orientation than students who answered “no” to the question. And students, who would like to build their own management career path, prefer more performance orientation and gender egalitarianism than students who are not interested in management career.

Table 13: Differences between respondents in the Slovak sample according to their interests in founding a business venture and in management career after graduation.

| <i>Interested in founding a business venture</i> | <i>Yes/No</i> | <i>N</i> | <i>Mean</i> | <i>Std. Deviation</i> | <i>F</i> | <i>Sig.</i> |
|--|---------------|----------|-------------|-----------------------|----------|-------------|
| Future Orientation - Values | Y | 225 | 5,55 | 1,27 | 6,43 | 0,01 |
| | N | 114 | 5,19 | 1,16 | | |
| <i>Interested in management career</i> | <i>Yes/No</i> | <i>N</i> | <i>Mean</i> | <i>Std. Deviation</i> | <i>F</i> | <i>Sig.</i> |
| Performance Orientation - Values | Y | 270,00 | 5,72 | 0,81 | 4,70 | 0,03 |
| | N | 69,00 | 5,47 | 0,94 | | |
| Gender Egalitarianism - Values | Y | 270,00 | 5,70 | 1,48 | 4,85 | 0,03 |
| | N | 69,00 | 5,27 | 1,42 | | |

3.2.4. Effective leadership styles in the Slovak culture – preliminary conclusions of the GLOBE Student research results

The GLOBE conceptual model, so-called Culturally Endorsed Leadership Theory, works on the assumption, that culture plays an important role in influencing perceptions of the members of a given culture about what leadership attributes and behaviors are desirable and effective (Dorfman, Hanges, Brodbeck. 2004, p. 671).

The Slovak results indicate therefore what personal and professional attributes an effective leader should have according to perceptions of young Slovaks. Respectively, the results specify whom our Slovak respondents will honor as an effective leader and whom they will likely to follow. Overall research results show (see table 14) that Slovak students of managerial and technical oriented universities perceive as the most effective leader the type of team-oriented leader (with mean value 5,65). Other leadership types which are rated by Slovak respondents as effective are the charismatic leader (with mean value 5,57) and the participative type of leader (mean value 5,16). The humane-oriented leader (4,72) is viewed as less effective. Finally, the autonomous leader (3,82) and self-protective type of leader (3,04) are assessed as ineffective.

Table 14: Six leadership styles in Slovak culture

| Leadership Dimension | N | Mean | Std. Deviation | Variance |
|-----------------------------|----------|-------------|-----------------------|-----------------|
| TEAM-ORIENTED | 339 | 5,65 | 0,70 | 0,50 |
| CHARISMATIC | 339 | 5,57 | 0,73 | 0,53 |
| PARTICIPATIVE | 339 | 5,16 | 0,83 | 0,69 |
| HUMANE-ORIENTED | 339 | 4,72 | 0,80 | 0,64 |
| AUTONOMOUS | 339 | 3,82 | 1,61 | 2,58 |
| SELF-PROTECTIVE | 339 | 3,04 | 0,57 | 0,32 |

* with mean values of effectiveness, on the scale 1 = assessed as the least effective leadership
7 = assessed as the most effective leadership

In the leadership dimensions framework the answers of Slovak students showed that the most effective and worthy to follow is a leader whose characteristics are kindness toward others, the ability to unify people, diplomacy. The effective leader is visionary, inspirational, and administratively competent, with personal integrity. According to young Slovaks it is important for a leader to be performance oriented and decisive. It is clear that majority of our respondents will work as employees and managers in Slovak as well as international organizations. They will probably less respect and not voluntarily follow a leader who is self-centered, face saver, bureaucratic and conflict inducer. Such leadership behavior is labeled as ineffective and incompetent. We assume that due to the collectivistic nature of the Slovak culture the autonomous type of leader is assessed as rather ineffective by our Slovak respondents. Values of individualism, uniqueness, and independency are not typical for a successful leader according to our respondents.

Our next research question called attention to how different groups of students differ in their preferences of leadership styles. Table 15 summarizes the main differences. We calculated them using independent samples t-tests ($p < 0,05$, $p < 0,001$).

Table 15: Differences between various groups of students regarding their leadership preferences

| <i>Leadership Dimension</i> | <i>Uni</i> | <i>N</i> | <i>Mean</i> | <i>Std. Dev.</i> | <i>t-test</i> | <i>Sig. (2-tailed)</i> |
|-----------------------------|--------------------|----------|-------------|------------------|---------------|------------------------|
| TEAM-ORIENTED | SUT | 154 | 5,33 | 0,84 | -7,81 | 0,00 |
| | CU | 185 | 5,91 | 0,42 | | |
| CHARISMATIC | SUT | 154 | 5,21 | 0,83 | -8,79 | 0,00 |
| | CU | 185 | 5,87 | 0,45 | | |
| PARTICIPATIVE | SUT | 154 | 4,93 | 0,81 | -4,79 | 0,00 |
| | CU | 185 | 5,35 | 0,80 | | |
| SELF-PROTECTIVE | SUT | 154 | 3,16 | 0,62 | 3,58 | 0,00 |
| | CU | 185 | 2,94 | 0,50 | | |
| <i>Leadership Dimension</i> | <i>Study level</i> | <i>N</i> | <i>Mean</i> | <i>Std. Dev.</i> | <i>t-test</i> | <i>Sig. (2-tailed)</i> |
| TEAM-ORIENTED | Undergrad | 152 | 5,51 | 0,84 | -3,23 | 0,00 |
| | Grad | 187 | 5,76 | 0,54 | | |
| CHARISMATIC | Undergrad | 152 | 5,41 | 0,84 | -3,64 | 0,00 |
| | Grad | 187 | 5,70 | 0,60 | | |

| Leadership Dimension | Gender | N | Mean | Std. Dev. | t-test | Sig. (2-tailed) |
|-----------------------------|---------------|----------|-------------|------------------|---------------|------------------------|
| TEAM-ORIENTED | female | 163 | 5,78 | 0,67 | 3,45 | 0,00 |
| | male | 176 | 5,52 | 0,71 | | |
| CHARISMATIC | female | 163 | 5,67 | 0,68 | 2,43 | 0,02 |
| | male | 176 | 5,48 | 0,76 | | |
| PARTICIPATIVE | female | 163 | 5,37 | 0,80 | 4,60 | 0,00 |
| | male | 176 | 4,97 | 0,82 | | |
| SELF-PROTECTIVE | female | 163 | 2,91 | 0,53 | -4,09 | 0,00 |
| | male | 176 | 3,16 | 0,58 | | |

According to results shown in the table 15 there are statistically significant differences among students due to the study program which they attend. Students at Comenius University in Bratislava (CU, managerial study programs) tend to prefer significantly more charismatic, team-oriented and participative leadership style than students at Slovak University of Technology (SUT). On the other hand, students at SUT prefer significantly more the type of self-protective leader. Analysis of links between leadership preferences and study programs should be subject to further statistical examination.

We have found statistically significant differences between undergraduate and graduate students in two of six leadership styles, namely the charismatic and team-oriented leadership styles. Undergraduate students prefer less team-oriented and charismatic leadership styles than graduate students. Reasons of such a preference should be further investigated. In others leadership styles no significant differences were found.

As listed in the table 15, we have found significant differences regarding gender differences between students and their leadership preferences. The most notable difference due to gender seems to be the preference of participative type of leader. Women tend to prefer this particular type much more than men in our sample. Further, women prefer more charismatic as well as team-oriented leader than men. The orientation of the female part of our sample toward less self-protective leadership is clearly delineated.

3.2.5. Interconnectedness of the leadership and societal culture research results within the GLOBE Student research in Slovakia

We follow the GLOBE project theoretical proposition that societal culture affects what leaders do. Attributes and behaviors of leaders are reflection of organizational culture as well as societal culture, which, in addition, influences organizational culture (House et al. 2002, p. 8).

Answers of Slovak students regarding how an effective and successful leader behaves and is like reflect the desirable state which is in contrast with how Slovak students perceive the reality of practices in current Slovak culture. In fact, leadership dimensions and cultural values are in the GLOBE project interconnected, because they both represent preferred, or better to say, desired states – one for the leadership and other for the culture (Javidan, House, Dorfman, 2004, p. 45).

Our last research question was aimed at obtaining information on what are the correlations between nine cultural dimensions (on the level of practices as well as values) and six leadership styles in regard to the Slovak student sample. Table 16 shows results of correlation analysis between cultural dimensions (both practices and values) and second order leadership dimensions.

Research results show that on the level of cultural practices (“what is Slovak society like”) only eleven out of fifty-four correlation coefficients are statistically significant ($p < 0,05$). On the other hand, on the cultural values level (“what should Slovak society be like”) we found thirty-seven correlation coefficients which are statistically significant. These findings are fully in coherence with the former finding in the GLOBE research project, that the cultural values and preferred leadership styles both represent desired end-states and are linked together. Only the autonomous leadership dimension was not linked with cultural dimensions at all. However, the Pearsons coefficient is relatively low, so first we should take into account only the strongest correlation links between the leadership and cultural dimensions (see numbers in bold, Pearsons coefficient exceeds 0,4).

Our data show, that the charismatic leadership style is negatively correlated with power distance and positively correlated with gender egalitarianism and performance orientation. Participative leadership style is negatively correlated with power distance. The team-oriented leadership style is negatively correlated with power distance and positively correlated with gender egalitarianism and performance orientation. These result are in logical coherence, since as we expect, team-oriented and charismatic leadership behavior and

attributes are based on the strong push on team members' performance as well as on the value of not to differentiate across genders, with leader to be egalitarian toward all team members. That is in concordance with the underlying idea of low power distance and the equality of all team members.

Table 16: Correlations between cultural dimensions and second order leadership dimensions

| Leadership Dimensions | PRAC-TICES | Uncer-tainty Avoidance | Future Ori-entation | Power Distan-ce | Collec-tivism1: Insti-tutional | Huma-ne Orienta-tion | Perfor-mance Orienta-tion | Collec-tivism2: In-group | Gender Egalita-rianism | Asserti-veness |
|------------------------------|---------------------|-------------------------------|----------------------------|------------------------|---------------------------------------|-----------------------------|----------------------------------|---------------------------------|-------------------------------|-----------------------|
| CHARISMATIC | Pearson Correlation | -0,038 | -0,053 | 0,098 | -0,045 | 0,134 | -0,012 | 0,076 | 0,114 | -0,196 |
| | Sig. (2-tailed) | 0,490 | 0,327 | 0,071 | 0,414 | 0,013 | 0,825 | 0,161 | 0,036 | 0,000 |
| SELF-PROTECTIVE | Pearson Correlation | 0,157 | -0,032 | -0,029 | 0,053 | -0,027 | 0,041 | 0,064 | -0,104 | 0,070 |
| | Sig. (2-tailed) | 0,004 | 0,552 | 0,593 | 0,329 | 0,621 | 0,452 | 0,237 | 0,055 | 0,201 |
| AUTONOMOUS | Pearson Correlation | 0,084 | -0,012 | 0,097 | 0,024 | -0,022 | 0,031 | 0,069 | 0,055 | 0,043 |
| | Sig. (2-tailed) | 0,121 | 0,826 | 0,075 | 0,657 | 0,684 | 0,573 | 0,204 | 0,313 | 0,426 |
| PARTICIPATIVE | Pearson Correlation | -0,101 | 0,008 | 0,013 | -0,041 | 0,007 | -0,030 | -0,145 | 0,201 | -0,148 |
| | Sig. (2-tailed) | 0,064 | 0,885 | 0,817 | 0,447 | 0,899 | 0,585 | 0,007 | 0,000 | 0,006 |
| HUMANE-ORIENTED | Pearson Correlation | -0,040 | -0,002 | -0,004 | -0,041 | 0,150 | -0,051 | -0,017 | 0,073 | -0,137 |
| | Sig. (2-tailed) | 0,462 | 0,977 | 0,944 | 0,457 | 0,006 | 0,351 | 0,756 | 0,180 | 0,012 |
| TEAM-ORIENTED | Pearson Correlation | -0,054 | -0,051 | 0,106 | -0,033 | 0,085 | 0,007 | 0,079 | 0,155 | -0,183 |
| | Sig. (2-tailed) | 0,321 | 0,353 | 0,050 | 0,548 | 0,118 | 0,897 | 0,149 | 0,004 | 0,001 |

Bold: Pearsons coefficient exceeds 0,4.

| <i>Leadership Dimensions</i> | <i>Values</i> | Uncertainty Avoidance | Future Orientation | Power Distance | Collectivism1: Institutional | Humane Orientation | Performance Orientation | Collectivism2: In-group | Gender Egalitarianism | Assertiveness |
|------------------------------|---------------------|------------------------------|---------------------------|-----------------------|-------------------------------------|---------------------------|--------------------------------|--------------------------------|------------------------------|----------------------|
| CHARISMATIC | Pearson Correlation | 0,133 | 0,214 | -0,461 | 0,156 | 0,290 | 0,516 | 0,380 | 0,453 | -0,125 |
| | Sig. (2-tailed) | 0,014 | 0,000 | 0,000 | 0,004 | 0,000 | 0,000 | 0,000 | 0,000 | 0,022 |
| SELF-PROTECTIVE | Pearson Correlation | -0,014 | -0,060 | 0,324 | -0,027 | -0,184 | -0,260 | -0,243 | -0,250 | 0,047 |
| | Sig. (2-tailed) | 0,798 | 0,267 | 0,000 | 0,624 | 0,001 | 0,000 | 0,000 | 0,000 | 0,390 |
| AUTONOMOUS | Pearson Correlation | 0,003 | -0,036 | 0,091 | -0,022 | 0,016 | 0,087 | 0,028 | -0,090 | 0,094 |
| | Sig. (2-tailed) | 0,952 | 0,512 | 0,094 | 0,683 | 0,770 | 0,112 | 0,604 | 0,097 | 0,083 |
| PARTICIPATIVE | Pearson Correlation | 0,085 | 0,115 | -0,447 | 0,160 | 0,171 | 0,127 | 0,191 | 0,318 | -0,164 |
| | Sig. (2-tailed) | 0,118 | 0,034 | 0,000 | 0,003 | 0,002 | 0,020 | 0,000 | 0,000 | 0,002 |
| HUMANE-ORIENTED | Pearson Correlation | 0,081 | 0,027 | -0,374 | 0,075 | 0,337 | 0,190 | 0,181 | 0,147 | -0,201 |
| | Sig. (2-tailed) | 0,138 | 0,614 | 0,000 | 0,171 | 0,000 | 0,000 | 0,001 | 0,007 | 0,000 |
| TEAM-ORIENTED | Pearson Correlation | 0,192 | 0,182 | -0,512 | 0,185 | 0,312 | 0,491 | 0,386 | 0,451 | -0,161 |
| | Sig. (2-tailed) | 0,000 | 0,001 | 0,000 | 0,001 | 0,000 | 0,000 | 0,000 | 0,000 | 0,003 |

Bold: Pearsons coefficient exceeds 0,4.

Further it should be noted, that on the level of significance ($p < 0,001$) the charismatic leadership style is positively correlated with future orientation, humane orientation and in-group collectivism. The self-protective leadership style is positively correlated with power distance and negatively correlated with performance orientation, in-group collectivism and gender egalitarianism. Participative leadership style is positively correlated with in-group collectivism and gender egalitarianism. Humane-oriented leadership dimension is positively correlated with humane orientation and performance orientation and negatively correlated

with power distance and assertiveness. And finally, the team-oriented leadership style is positively correlated with uncertainty avoidance, humane orientation and in-group collectivism.

3.2.6. Conclusion

In the contemporary global world there is a serious request for systematic research and study of intercultural differences. The knowledge of culturally determined behavior patterns is now becoming a prerequisite for successful management of contemporary “culturally plural” organizations. Researching interconnectedness of societal culture and patterns of effective leadership, the GLOBE Student Project is one of the most significant international research projects nowadays. The utilization possibilities of this research are immense: from conceptualization of effective intercultural communication in international economic relations through political analyses, mainly in the field of leadership, to conceptualization of a cross-cultural effective marketing communication. The research results can be applied also in the HR management of culturally diverse work force.

In the first part of this paper we presented main results from the GLOBE Student research in Slovakia within the framework of the Slovak culture. First, overall results regarding Slovak cultural practices as well as Slovak cultural values were briefly analyzed. The in-group collectivism as well as the power distance and assertiveness are the most significant features of the current Slovak cultural practices from students’ point of view. As for the values, young Slovaks prefer the in-group collectivism, performance orientation and gender egalitarianism. Again, high level of in-group collectivism is evident on the cultural values level, too.

Next, the paper focused on the presentation of overall results for leadership dimensions within the Slovak culture. The most effective leadership style, according to our respondents, is the team-oriented leadership. Further results highlight the significance of linkage between the team-oriented leadership style and value preferences concerning the high in-group collectivism, gender egalitarianism and performance orientation and considerably low power distance within the Slovak culture.

In the last part of the paper we gave detailed results of the correlation analysis between leadership dimensions and societal culture dimensions. These results show that characteristics of the practices in current Slovak culture, except the in-group collectivism, create an objectionable environment for an effective leadership (which is perceived by our respondents as a triangle of team-orientation, charisma and participation). On the other hand, cultural

values of Slovak culture are in coherence with the perception of our respondents of how an effective leader behaves and is like. In Slovak culture leaders should be kind and tactful toward others, support egalitarianism, power equality and non-confrontation in personal relationships. They should think for future and be strongly performance oriented through empowering the team-work and team-spirit. They should empower decentralization, informal relations and lose control in organizational environment. Finally, according to students, effective leaders should invite their subordinates taking initiatives; sustain participation of team members in decision-making as well as pragmatic and open relationships in teams.

To sum it up, the basic intention of the paper was to describe current state of Slovak culture on the basis of nine cultural dimensions and to illustrate the preferences of our respondents about what should Slovak culture look like. The dominant characteristics of Slovak culture were drawn as well as the principal discrepancies between the current and preferred states of Slovak culture were briefly examined. Next, leadership preferences were examined and the concept of an effective and worthy to follow leader was formed according to the research results. The statistically significant differences among various groups of students were discussed, too. We are aware that results presented here are only partial to full understanding the nature of the studied phenomena. An international comparison of Slovak research data should reveal further important facts linked to the topic of intercultural similarities and differences.

Due to the lack of Slovak data from the former GLOBE Research Project (aimed at obtaining data from middle management from organizations operating in the sector of food processing, IT&Telecom, and financials), we cannot compare results of the GLOBE Student research with data from the former research. In contrast to other countries involved in the GLOBE Student project, Slovak culture was just seldom a subject to intercultural research over the past years. However, we believe that results summarized in this paper will deliver new knowledge regarding the character of Slovak culture, offering the opportunity for comparative studies with other countries involved. To examine and analyze intercultural differences is the first step for developing effective intercultural dialog between cultures compared and for building comprehensive techniques for the praxis in order to overcome negative aspects of communication across cultures.

3.3 Cultural dimensions of society and future managers' leadership styles in Slovenia (Tomaž Čater & Danijel Pučko)

The chapter focuses on a presentation of the findings of a GLOBE STUDENT research carried out among 300 business and engineering students at the University of Ljubljana, Slovenia. The results support the GLOBE research's finding on the existence of a nine-dimensional conceptualisation of societal culture and, even more importantly, provide support for the idea of the culturally endorsed implicit theory of leadership as promoted by the GLOBE research. The study offers important insights to existing managers, educators and policy-makers in Slovenia about how students (as future decision-makers) see the society and how they expect it to look like.

3.3.1 Introduction

This chapter's purpose is to contribute to the body of knowledge on the link among the cultural dimensions of the society in which future managers are raised and leadership styles of these managers. The theoretical part that follows this introduction will focus only on the description of those theoretical concepts that have not yet been addressed in the second chapter of this book. These will mainly concern a bit different approach to analysing leadership styles, while the theoretical background regarding the cultural dimensions are completely aligned with the second chapter and, therefore, will not be discussed again. After this short theoretical explanation, the chapter mainly involves a presentation of the empirical findings of a study among business and engineering students (an assumption was made that the future generation of middle managers will mostly come from these two fields of study) at the University of Ljubljana, Slovenia. More specifically, the chapter focuses on four research questions:

- (1) Can similar scales be used for a student population as in the original GLOBE research?
- (2) What are the differences in students' perception of society "as it is" vs. society "as it should be"?
- (3) How different groups of students differ in their opinion regarding cultural dimensions in the society and leadership styles?

- (4) What are the links (correlations) among different cultural dimensions and leadership styles?

3.3.2 Theoretical note on studying leadership styles in Slovenia

Although our study attempts to replicate the GLOBE research (House et al. 2004) in a different (i.e. student) context, it does not focus on the six leadership dimensions as found in the GLOBE research (see section 3.4.1 for the technical reasons behind this decision). Instead, it focuses on the two well-known classifications of leadership behaviour, i.e. authoritarian vs. democratic leadership and task-oriented vs. people-oriented leadership. Therefore, the following four leadership styles are used in the empirical part of this chapter (descriptions below are recapitulated from Kreitner (1989) and Kinicki and Williams (2006)):

- (1) authoritarian leadership: the leader assigns people to clearly defined tasks and retains all authority and responsibility;
- (2) democratic leadership: work is divided and assigned on the basis of participatory decision making; the leader delegates a great deal of authority while retaining ultimate responsibility;
- (3) task-oriented leadership: the leader pays more attention to work procedures and task accomplishments;
- (4) people-oriented leadership: the leader pays greater attention to employee satisfaction and group cohesiveness.

3.3.3 Slovenia-specific information regarding the research methodology

Research population was defined as business and engineering students studying at the University of Ljubljana⁵, Slovenia. Data were collected in 2008 by distributing printed questionnaires to 360 students, out of which 306 had been returned to the authors. Two questionnaires were later excluded from the analysis due to their incompleteness, while

⁵ More specifically, business students were students of the Faculty of Economics (100.0%), while engineering students were students of the Faculty of Mechanical Engineering (38.6%), the Faculty of Electrical Engineering (30.7%), the Faculty of Computer and Information Science (20.0%) and the Faculty of Biotechnics (10.7%).

additional four questionnaires were randomly excluded to assure a desired number of units in the predefined strata (75 or 25% of undergraduate business students, 75 or 25% of postgraduate business students, 75 or 25% of undergraduate engineering students and 75 or 25% of postgraduate engineering students). The final sample therefore consisted of 300 questionnaires, meaning the 83.3% response rate.

3.3.4 Research results in Slovenia

The research findings can be classified into four groups, namely: (1) scales refinement; (2) differences in the perception of society as it is vs. society as it should be; (3) differences in cultural dimensions and leadership styles among different groups of students; and (4) correlations among cultural dimensions and leadership styles. We discuss these four groups of findings in the following sections.

3.3.4.1 Scales refinement

We first used factor analysis to see which items in the questionnaire load to different constructs, as found in the GLOBE research. The results show that similar to the GLOBE research, nine cultural constructs representing society as it is (i.e. actual cultural dimensions or culture-related practices) were identified. Out of 39 items used in the questionnaire 30 of them loaded well to the discovered nine constructs, while nine of them had to be discarded. The obtained nine factors explain 37.4% of the total variance associated with the analysed variables. They are shown in table 9 in the following order:

- actual humane orientation (F1; explains 5.9% of the variance);
- actual future orientation (F2; explains 5.6% of the variance);
- actual in-group collectivism (F3; explains 4.1% of the variance);
- actual assertiveness (F4; explains 4.1% of the variance);
- actual power distance (F5; explains 3.8% of the variance);
- actual institutional collectivism (F6; explains 3.7% of the variance);
- actual gender egalitarianism (F7; explains 3.6% of the variance);
- actual uncertainty avoidance (F8; explains 3.6% of the variance);
- actual performance orientation (F9; explains 3.0% of the variance).

With regard to desired situation in the society, factor analysis also extracted the same nine factors as found in the GLOBE research. These cultural dimensions are also the same as those mentioned in previous paragraph, with an exception that they are related to society as it should be (i.e. desired cultural dimensions or culture-related values). Out of 39 items used in the questionnaire 34 of them loaded well to the discovered nine constructs, while only five of them had to be discarded. The obtained nine factors explain 43.8% of the total variance associated with the analysed variables. They are shown in table 18 (due to different factor loadings in completely different order compared to those in table 17):

- desired institutional collectivism (F1; explains 6.4% of the variance);
- desired performance orientation (F2; explains 5.8% of the variance);
- desired gender egalitarianism (F3; explains 5.5% of the variance);
- desired in-group collectivism (F4; explains 5.1% of the variance);
- desired humane orientation (F5; explains 5.0% of the variance);
- desired power distance (F6; explains 4.5% of the variance);
- desired assertiveness (F7; explains 4.2% of the variance);
- desired future orientation (F8; explains 4.0% of the variance);
- desired uncertainty avoidance (F9; explains 3.3% of the variance).

The scales for leadership styles could not be verified in the same way as cultural dimensions (i.e. by including them all in the factor analysis) because there were 112 items used in the questionnaire which is far too many to give satisfactory results in a study with only 300 units (normally the ratio between the number of units and the number of variables should be at least five). That is why we only included selected leadership attributes in the factor analysis to see how they load to task-oriented vs. people-oriented leadership and authoritarian vs. democratic leadership. The results yielded three factors, which in sum explain 46.6% of the total variance associated with the analysed variables (see table 19):

- authoritarian leadership (F1; explains 18.8% of the variance; items representing democratic leadership also loaded negatively to this factor);
- task-oriented leadership (F2; explains 15.6% of the variance);
- people-oriented leadership (F3; explains 12.2% of the variance).

For all constructs in tables 17, 18 and 19 reliability of the scales was also analysed by calculating Cronbach alphas. For all analysed scales Cronbach alphas exceeded the minimal

value of 0.6 (see the last row in tables 17, 18 and 19), which means the scales used to measure the presented cultural dimensions and leadership styles are sufficiently reliable.

Table 17: Rotated factor matrix(a) for culture-related practices (as the culture is) in the society

| Variable code (Statement) ^(b) | Factor | | | | | | | | |
|---|--------|-------|-------|-------|-------|-------|-------|-------|-------|
| | F1 | F2 | F3 | F4 | F5 | F6 | F7 | F8 | F9 |
| V125 (... people are generally very friendly) | 0.678 | | | | | | | | |
| V133 (... people are generally very generous) | 0.646 | | | | | | | | |
| V109 (... people are generally very concerned about others) | 0.589 | | | | | | | | |
| V132 (... people are generally very tolerant of mistakes) | 0.564 | | | | | | | | |
| V130 (... more people live for the present than for the future) (R) | | 0.703 | | | | | | | |
| V108 (... social events are planned well in advance) | | 0.682 | | | | | | | |
| V131 (... people place more emphasis on solving current problems) (R) | | 0.661 | | | | | | | |
| V104 (... the accepted norm is to plan for the future) | | 0.610 | | | | | | | |
| V103 (... the way to be successful is to plan ahead) | | 0.454 | | | | | | | |
| V107 (... leaders encourage group loyalty even if individual goals suffer) | | | 0.714 | | | | | | |
| V112 (... the economic system is designed to maximise individual interests) (R) | | | 0.634 | | | | | | |
| V135 (... group cohesion is valued more than individualism) | | | 0.556 | | | | | | |
| V114 (... people are generally very tough) | | | | 0.757 | | | | | |
| V110 (... people are generally very dominant) | | | | 0.629 | | | | | |
| V106 (... people are generally very assertive) | | | | 0.584 | | | | | |
| V127 (... rank and position in the hierarchy have special privileges) | | | | | 0.671 | | | | |
| V126 (... people with power try to increase their social distance from less powerful individuals) | | | | | 0.572 | | | | |
| V134 (... power is concentrated at the top) | | | | | 0.450 | | | | |
| V113 (... followers are expected to obey their leaders without question) | | | | | 0.406 | | | | |
| V128 (... aging parents generally live at home with their children) | | | | | | 0.634 | | | |
| V111 (... children take pride in the individual accomplishments of their parents) | | | | | | 0.627 | | | |
| V123 (... parents take pride in the individual accomplishments of their children) | | | | | | 0.582 | | | |
| V122 (... there is more emphasis on athletic programs for boys than for girls) (R) | | | | | | | 0.783 | | |
| V136 (... it is worse for a boy than for a girl to fail in school) (R) | | | | | | | 0.615 | | |
| V117 (... boys are encouraged more than girls to attain higher education) (R) | | | | | | | 0.506 | | |
| V116 (... most people lead highly structured lives with few unexpected events) | | | | | | | | 0.644 | |
| V119 (... social requirements are specified in detail so that people know what they are expected to do) | | | | | | | | 0.643 | |
| V124 (... there are rules or laws that cover almost all situations) | | | | | | | | 0.449 | |
| V115 (... teen-aged students are encouraged to strive for continuously improved performance) | | | | | | | | | 0.669 |
| V120 (... being innovative to improve performance is substantially rewarded) | | | | | | | | | 0.628 |
| Reliability of scales (Cronbach alphas) | 0.725 | 0.751 | 0.684 | 0.691 | 0.649 | 0.654 | 0.656 | 0.650 | 0.637 |

Notes: (a) Extraction method: PAF. Rotation method: Varimax with Kaiser normalisation. (b) The complete statements read: "In this society..."

Table 18: Rotated factor matrix(a) for culture-related values (as the culture should be) in the society

| Variable code (Statement) ^(b) | Factor | | | | | | | | |
|--|--------|-------|-------|-------|-------|-------|-------|-------|-------|
| | F1 | F2 | F3 | F4 | F5 | F6 | F7 | F8 | F9 |
| V323 (... parents should take pride in the individual accomplishments of their children) | 0.847 | | | | | | | | |
| V311 (... children should take pride in the individual accomplishments of their parents) | 0.741 | | | | | | | | |
| V329 (... it should not be important to members whether the society is viewed positively by other societies) (R) | 0.688 | | | | | | | | |
| V334 (... members should take no pride in being a member of the society) (R) | 0.516 | | | | | | | | |
| V318 (... major rewards should be based on performance effectiveness only) | | 0.718 | | | | | | | |
| V315 (... teen-aged students should be encouraged to strive for continuously improved performance) | | 0.663 | | | | | | | |
| V320 (... being innovative to improve performance should be substantially rewarded) | | 0.615 | | | | | | | |
| V332 (... people should set challenging goals for themselves) | | 0.522 | | | | | | | |
| V314 (... people should be encouraged to be very tough) | | 0.359 | | | | | | | |
| V317 (... boys should be encouraged more than girls to attain a higher education) (R) | | | 0.690 | | | | | | |
| V338 (... it should be worse for a boy than for a girl to fail in school) (R) | | | 0.671 | | | | | | |
| V322 (... there should be more emphasis on athletic programs for boys than for girls) (R) | | | 0.661 | | | | | | |
| V339 (... opportunities for top positions should be more available to men than to women) (R) | | | 0.493 | | | | | | |
| V326 (... management would be more effective if there were more women in top positions than there are now) | | | 0.463 | | | | | | |
| V307 (... leaders should encourage group loyalty even if individual goals suffer) | | | | 0.714 | | | | | |
| V312 (... the economic system should be designed to maximise individual interests) (R) | | | | 0.672 | | | | | |
| V337 (... group cohesion should be valued more than individualism) | | | | 0.663 | | | | | |
| V336 (... people should prefer to play only individual sports) (R) | | | | 0.512 | | | | | |
| V309 (... people should be encouraged to be very concerned about others) | | | | | 0.771 | | | | |
| V321 (... people should be encouraged to be very sensitive toward others) | | | | | 0.705 | | | | |
| V327 (... people should be encouraged to be very friendly) | | | | | 0.654 | | | | |
| V328 (... people with power should try to increase their social distance from less powerful individuals) | | | | | | 0.694 | | | |
| V335 (... power should be concentrated at the top) | | | | | | 0.644 | | | |
| V305 (... individual's influence should be based primarily on his/her ability and contribution to the society) (R) | | | | | | 0.632 | | | |
| V302 (... people should be encouraged to be very aggressive) | | | | | | | 0.675 | | |
| V310 (... people should be encouraged to be very dominant) | | | | | | | 0.656 | | |
| V306 (... people should be encouraged to be very assertive) | | | | | | | 0.643 | | |
| V303 (... the way to be successful should be to plan ahead) | | | | | | | | 0.797 | |
| V304 (... the accepted norm should be to plan for the future) | | | | | | | | 0.710 | |
| V330 (... more people should live for the present than for the future) (R) | | | | | | | | 0.407 | |
| V308 (... social events should be planned well in advance) | | | | | | | | 0.335 | |
| V324 (... there should be rules or laws that cover almost all situations) | | | | | | | | | 0.654 |
| V316 (... most people should lead highly structured lives with few unexpected events) | | | | | | | | | 0.608 |
| V319 (... societal requirements should be specified in detail so that people know what they are expected to do) | | | | | | | | | 0.504 |
| Reliability of scales (Cronbach alphas) | 0.835 | 0.726 | 0.746 | 0.756 | 0.824 | 0.803 | 0.719 | 0.616 | 0.623 |

Notes: (a) Extraction method: PAF. Rotation method: Varimax with Kaiser normalisation. (b) The complete statements read: "In this society..."

Table 19: Rotated factor matrix(a) for successful leadership attributes

| Variable code (Statement) ^(b) | Factor | | |
|---|--------------|--------------|--------------|
| | F1 | F2 | F3 |
| V448 (... a ruler [gives orders and does not tolerate disagreement or questioning]) | 0.824 | | |
| V454 (... dictatorial [forces her/his values and opinions on others]) | 0.808 | | |
| V236 (... autocratic [makes decisions in dictatorial way]) | 0.746 | | |
| V433 (... dominating [is inclined to dominate others]) | 0.737 | | |
| V204 (... bossy [tells subordinates what to do in a commanding way]) | 0.603 | | |
| V218 (... an in-group conflict avoider [avoids disputes with members of the group]) (R) | 0.320 | | |
| V440 (... performance-oriented [sets high standards of performance]) | | 0.855 | |
| V441 (... ambitious [sets high goals and works hard]) | | 0.835 | |
| V211 (... improvement-oriented [seeks continuous performance improvement]) | | 0.796 | |
| V424 (... excellence-oriented [strives for excellence in performance of self and subordinates]) | | 0.781 | |
| V420 (... a motive arouser [mobilises and activates followers]) | | | 0.661 |
| V232 (... a morale booster [increases morale of subordinates by encouraging them etc.]) | | | 0.640 |
| V438 (... a team builder [induces group members to work together]) | | | 0.484 |
| V203 (... a mediator [intervenes to solve conflicts between individuals]) | | | 0.473 |
| V225 (... an integrator [integrates people or things into cohesive, working whole]) | | | 0.456 |
| <i>Reliability of scales (Cronbach alphas)</i> | <i>0.850</i> | <i>0.907</i> | <i>0.755</i> |

Notes: (a) Extraction method: PAF. Rotation method: Varimax with Kaiser normalisation. (b) The complete statements read: "In this society being an outstanding leader means being ..."

3.3.5 Differences in the perception of society as it is vs. society as it should be

After confirming the existence of the same nine cultural dimensions as found in the GLOBE research our goal was to analyse the differences among students' perception of the actual state of society (society as it is) vs. their opinion how the society should look like (society as it should be). Paired-samples t-tests were used and the results show that in all nine cultural dimensions except in the gender egalitarianism the differences are statistically significant ($p < 0.001$) (see table 20). The results are quite expected and show that Slovenian students believe that the society (compared to what it is) should be more uncertainty avoidant, more collectivistic (in both institutional collectivism and in-group collectivism), more future-oriented, more performance-oriented, more humane-oriented, less power distant and less assertive. Regarding the gender egalitarianism the respondents obviously believe that actual gender egalitarianism in Slovenia is already on a satisfactory level (indeed the mean score of

4.844 may be considered as a confirmation of this), which is probably the reason why they do not believe that an optimal level of gender egalitarianism should be significantly higher.

Table 20: Paired-samples t-tests for the differences between actual and desired cultural dimensions in the society

| Cultural dimension | Mean | t-test (sign.) ^(a) | Mean | Cultural dimension |
|-----------------------------------|-------|-------------------------------|-------|------------------------------------|
| Actual uncertainty avoidance | 4.231 | -12.204 (0.000) | 5.213 | Desired uncertainty avoidance |
| Actual power distance | 5.173 | 21.999 (0.000) | 2.897 | Desired power distance |
| Actual in-group collectivism | 3.538 | -10.663 (0.000) | 4.457 | Desired in-group collectivism |
| Actual institutional collectivism | 5.163 | -5.997 (0.000) | 5.688 | Desired institutional collectivism |
| Actual gender egalitarianism | 4.844 | -0.171 (0.864) | 4.859 | Desired gender egalitarianism |
| Actual assertiveness | 4.238 | 6.237 (0.000) | 3.656 | Desired assertiveness |
| Actual future orientation | 3.794 | -10.819 (0.000) | 4.740 | Desired future orientation |
| Actual performance orientation | 4.182 | -18.594 (0.000) | 5.784 | Desired performance orientation |
| Actual humane orientation | 3.856 | -16.799 (0.000) | 5.076 | Desired humane orientation |

Note: (a) 2-tailed significance.

3.3.6 Differences in cultural dimensions and leadership styles among groups of students

Our next goal was to analyse how different groups of students differ in their opinion regarding the analysed cultural and leadership dimensions. Independent-samples t-tests were used to compare the following groups of students: undergraduate vs. postgraduate students, business vs. engineering students, male vs. female students, students that are interested in having a management career vs. those that are not, and students that are interested in starting their own business venture vs. those that are not. Although not many differences were found to be statistically significant ($p < 0.05$) some of them for which the differences were confirmed are very interesting (see table 21).

With regard to difference between undergraduate and postgraduate students the only significant difference is that postgraduate students believe that people in general should be more future-oriented. The reason behind this is probably that postgraduate students themselves are more mature and future-oriented, which probably leads to their belief that the whole society should pay greater attention to the future.

Another interesting comparison is between different profiles of students, where compared to engineering students business students see the society as more uncertainty avoidant,

institutionally collectivistic and future-oriented. On the other hand, engineering students see the society as more gender egalitarian and emphasise more the task-oriented leadership style. The reason why engineering students see the society as more equal to both men and women may be very simple, namely most of engineering students are male students who probably do not perceive potential inequalities between men and women in the same way as female students. The reason why engineering students believe more in task-oriented leadership may be in their more “technical-oriented” and less “social-oriented” education. In other words, teachers at the Faculty of mechanical engineering and similar schools probably emphasise more how to solve certain (technical) problems, while business education also emphasises that besides accomplishing certain task maintaining good inter-personal relationships in a team/company is also important.

As for the differences between both genders, the results show that male students assess the society as more power-distant and gender egalitarian than female students, while female students believe the society is more future-oriented and performance-oriented than male students. While we already explained why it seems logical that male students see the society as gender egalitarian, other differences are much more difficult to explain. Although this is only a speculation, the reason why female students perceive the society as more future-oriented and performance-oriented may be that women (due to the fact that they on average reach the maturity level sooner than men) notice that the more and more hectic life-style in the society demands from people to plan well ahead and continuously improve performance sooner than men do.

The comparison between students that are interested in management career and those that are not shows that the former express greater belief that the society is less gender egalitarian and that it should be more collectivistic, which may lead to a conclusion that students who plan a management career might be more sensitive to inequalities and overemphasised individualism in the society. In line with this logic it also makes sense why these students to a greater extent emphasise the people-oriented leadership style.

Finally, differences between students that are interested in starting their own businesses and those that are not were also analysed. The results show that future entrepreneurs compared to those that do not plan an entrepreneurial career see the society as more collectivistic and to a

greater extent emphasise the task-oriented leadership style. The latter finding (compared to the finding that future managers emphasise more people-oriented leadership style) points to an important difference between future managers and future entrepreneurs. Namely, future entrepreneurs probably understand that starting their own business is associated with significant risk of failure if the planned tasks are not completed properly, while future managers pay more attention to maintaining good inter-personal relationships among people.

Table 21: Independent-samples t-tests for the differences in cultural dimensions and leadership styles between groups of students

| Cultural dimension / leadership style | Mean | Std. dev. | Mean _{G1} | Mean _{G2} | t-test (sign.) ^(a) |
|--|-------|-----------|--------------------|--------------------|-------------------------------|
| <i>Undergraduate (G1) vs. postgraduate (G2) students</i> | | | | | |
| Desired future orientation | 4.740 | 1.011 | 4.593 | 4.887 | -2.536 (0.012) |
| <i>Business (G1) vs. engineering (G2) students</i> | | | | | |
| Actual uncertainty avoidance | 4.231 | 0.985 | 4.382 | 4.079 | 2.696 (0.007) |
| Actual institutional collectivism | 5.163 | 1.156 | 5.296 | 5.031 | 1.991 (0.047) |
| Actual gender egalitarianism | 4.844 | 1.221 | 4.604 | 5.084 | -3.465 (0.001) |
| Actual future orientation | 3.794 | 1.128 | 3.945 | 3.643 | 2.342 (0.020) |
| Desired institutional collectivism | 5.688 | 1.207 | 5.857 | 5.518 | 2.449 (0.015) |
| Task-oriented leadership | 5.669 | 1.226 | 5.530 | 5.808 | -1.976 (0.049) |
| <i>Male (G1) vs. female (G2) students</i> | | | | | |
| Actual power distance | 5.173 | 0.930 | 5.265 | 5.034 | 2.122 (0.035) |
| Actual gender egalitarianism | 4.844 | 1.221 | 5.033 | 4.557 | 3.356 (0.001) |
| Actual future orientation | 3.794 | 1.128 | 3.679 | 3.970 | -2.203 (0.028) |
| Actual performance orientation | 4.182 | 1.244 | 4.030 | 4.412 | -2.624 (0.009) |
| <i>Students interested in management career (G1) vs. students not interested in management career (G2)</i> | | | | | |
| Actual gender egalitarianism | 4.844 | 1.221 | 4.683 | 5.000 | 2.266 (0.024) |
| Desired in-group collectivism | 4.457 | 0.989 | 4.607 | 4.312 | -2.609 (0.010) |
| People-oriented leadership | 5.594 | 0.834 | 5.723 | 5.471 | -2.650 (0.008) |
| <i>Students interested in entrepreneurship career (G1) vs. students not interested in entrepreneurship career (G2)</i> | | | | | |
| Actual institutional collectivism | 5.163 | 1.156 | 5.291 | 5.021 | -2.030 (0.043) |
| Task-oriented leadership | 5.669 | 1.226 | 5.809 | 5.514 | -2.067 (0.040) |

Note: (a) 2-tailed significance; only statistically significant ($p < 0.05$) differences are shown in the table

3.3.7 Correlations among cultural dimensions and leadership styles

The final step in our empirical analysis was the analysis correlations among cultural dimensions and leadership styles. The results (see table 22) show that only three (out of 27) correlation coefficients between actual cultural dimensions and leadership styles are statistically significant ($p < 0.05$), which leads us to a conclusion that the way how students perceive the society today is not linked with their probable future leadership styles. On the other hand, the analysis of correlations between students' opinion how the society should look like and their opinion what constitutes good leadership yielded many more statistically

significant ($p < 0.05$) relationships (in fact only three out of 27 correlation coefficients are insignificant). These findings enable us to conclude that students' probable future leadership practices are not linked with their perception of the society as it is but primarily with their cultural values or their belief how the society should look like.

Due to the large number (24 out of 27) of significant correlations between desired cultural dimensions and leadership styles the following discussion concentrates only on the strongest correlations (i.e. those where Pearson correlation coefficients exceed 0.4). Several important conclusions can be reached in this regard. First, task-oriented leadership style is positively linked to performance orientation. This makes sense as students who strive for continuously improved performance are indeed expected to also demand high performance from their subordinates and practice much more task-oriented leadership. Second, people-oriented leadership style is positively linked to collectivism (both institutional and in-group), gender egalitarianism and humane orientation, and negatively with power distance. Students whose leadership style will be very much oriented to maintaining good relationships in a team or a company therefore emphasise more "soft" cultural variables, such as kindness, humanity, equality and an acceptable distribution of power. Finally, authoritarian leadership style is positively linked to power distance and assertiveness, and negatively with collectivism (both institutional and in-group), gender egalitarianism and humane orientation. A careful observation reveals that authoritarian leadership is linked to practically the same desired cultural dimensions as people-oriented leadership except that these relationships have an opposite direction. This finding led us to also analyse the correlations among the leadership styles (not shown in table 22) and indeed we found out that authoritarian leadership style is significantly negatively linked to people-oriented leadership style ($R = -0.607$; $p < 0.001$). Based on the identified correlations between students' desired cultural dimensions and their future leadership styles we can conclude that the findings make sense and were logically expected.

Table 22: Correlation(a) between cultural dimensions and leadership styles

| Cultural dimension | Leadership style | | |
|------------------------------------|------------------------------|-------------------------------|-------------------------------|
| | Task-oriented | People-oriented | Authoritarian |
| Actual uncertainty avoidance | 0.071 (0.220) | 0.127 (0.028) | -0.096 (0.098) |
| Actual power distance | 0.079 (0.170) | 0.040 (0.487) | -0.068 (0.240) |
| Actual in-group collectivism | 0.107 (0.065) | 0.002 (0.971) | 0.080 (0.169) |
| Actual institutional collectivism | 0.090 (0.122) | 0.039 (0.505) | -0.057 (0.323) |
| Actual gender egalitarianism | 0.050 (0.384) | 0.043 (0.459) | -0.148 (0.010) |
| Actual assertiveness | 0.106 (0.066) | 0.085 (0.140) | -0.058 (0.320) |
| Actual future orientation | 0.080 (0.168) | 0.005 (0.936) | 0.050 (0.389) |
| Actual performance orientation | 0.063 (0.276) | 0.030 (0.603) | -0.025 (0.664) |
| Actual humane orientation | 0.075 (0.192) | 0.116 (0.045) | -0.104 (0.071) |
| Desired uncertainty avoidance | 0.148 (0.010) | 0.200 (0.000) | -0.156 (0.007) |
| Desired power distance | -0.216 (0.000) | -0.423 (0.000) ^(b) | 0.490 (0.000) ^(b) |
| Desired in-group collectivism | 0.178 (0.002) | 0.439 (0.000) ^(b) | -0.447 (0.000) ^(b) |
| Desired institutional collectivism | 0.257 (0.000) | 0.571 (0.000) ^(b) | -0.505 (0.000) ^(b) |
| Desired gender egalitarianism | 0.189 (0.001) | 0.429 (0.000) ^(b) | -0.487 (0.000) ^(b) |
| Desired assertiveness | -0.080 (0.166) | -0.282 (0.000) | 0.485 (0.000) ^(b) |
| Desired future orientation | 0.122 (0.034) | 0.053 (0.365) | 0.011 (0.846) |
| Desired performance orientation | 0.567 (0.000) ^(b) | 0.244 (0.000) | -0.230 (0.000) |
| Desired humane orientation | 0.170 (0.003) | 0.426 (0.000) ^(b) | -0.409 (0.000) ^(b) |

Note: (a) Pearson correlation coefficients with 2-tailed significance levels are shown in the table. (b) Pearson correlation coefficient exceeds 0.4

3.3.8 Conclusions, implications and suggestions for future research

The purpose of our GLOBE STUDENT study in Slovenia was to contribute to the body of knowledge on the link among the cultural dimensions of the society in which future managers are raised and leadership styles of these managers. With regard to the first research question, the findings enable us to conclude that for all cultural dimensions practically the same scales can be used in a student context (our research) as were used in the managerial context (the GLOBE research). The factor analysis confirms that the student population recognises the same nine dimensions related to cultural practices and the same nine dimensions related to cultural values as were obtained in the GLOBE study, namely uncertainty avoidance, power distance, institutional collectivism, in-group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation. As for the leadership scale, our study only focused on testing one part of the GLOBE research questionnaire (due to the fact that 300 units in the sample are not enough to test 112 questionnaire items), which means that we could not confirm the existence of the same leadership dimensions as in the GLOBE research. We could however distinguish among three

factors, namely authoritarian leadership (items representing democratic leadership also loaded negatively to this factor), task-oriented leadership, and people-oriented leadership.

Regarding the second research question, the results show that significant differences exist in students' perception of society as it is vs. society as it should be. In fact, students do not report differences only between actual and desired gender egalitarianism, which is probably due to the fact that actual gender egalitarianism in Slovenia is already seen as relatively acceptable. As for the other eight dimensions, students believe that the society should be less power distant and assertive, but more uncertainty avoidant, collectivistic (both institutionally and within groups), future-oriented, performance-oriented and humane-oriented. We can conclude that students report that socially less acceptable cultural characteristics of the society (such as power distance and assertiveness) should be lower, while socially more acceptable cultural characteristics (such as collectivism, humane orientation etc.) should be higher. While this may be a consequence of what students really believe, such results may also be subject to what Banerjee (2002:182) calls "social desirability bias", where respondents tend to present a brighter image of variables which measure socially more acceptable phenomena.

As for the third research question, a conclusion can be made that significant differences among groups of students exist in their evaluation of less than a half of cultural dimensions and leadership styles. The greatest number of significant differences (six dimensions) exist between business and engineering students, followed by four significant differences between male and female students, three significant differences between students that are interested in management career and those that are not, two significant differences between students that are interested in being entrepreneurs and those that are not, and only one significant difference between undergraduate and postgraduate students. Interestingly, the majority of differences are found for the actual cultural dimensions (as they are) and not for the desired dimensions (as they should be), which leads us to a conclusion that respondents' characteristics such as gender and educational background affect their perception of how the society actually looks like much more than their opinion how the society should look like.

Finally, the fourth research question relates to the links among different cultural dimensions and leadership styles. The results show that students' probable future leadership practices are not so much linked to their perception of the society as it is but primarily with their belief how

the society should look like. If we concentrate only on those significant correlation coefficients that exceed 0.40 in absolute terms, we can see that task-oriented leadership is positively linked to performance orientation, people-oriented leadership is positively linked to collectivism (both institutional and in-group), gender egalitarianism and humane orientation, and negatively with power distance, while authoritarian leadership is positively linked to power distance and assertiveness, and negatively with collectivism (both institutional and in-group), gender egalitarianism and humane orientation. People-oriented and authoritarian leadership styles are therefore linked to practically the same desired cultural dimensions but in opposite directions, which makes sense considering that these two leadership styles are significantly negatively correlated.

Based on the research results we believe that the most important theoretical implications of this study are two-fold. On one hand, the study confirms the existence of a more sophisticated nine-dimensional conceptualisation of cultural dimensions compared to Hofstede's (1980, 2001) five-dimensional conceptualisation, which means that the results fully support the findings of the GLOBE research. On the other hand, the finding that each leadership style that we studied is significantly linked to at least one societal cultural dimension means that our findings also support the idea of the culturally endorsed implicit theory of leadership as promoted by the GLOBE research (House et al. 2004). Among the practical implications, the study provides important information how future decision-makers see the society and how do they expect it to look like, which can be very valuable not only to the existing managerial structures but also to educators and policy-makers. The last two groups can use the study's findings when developing training programs for future managers and leaders, especially those who will manage and lead others in unfamiliar cultures (i.e. cultures they have not been raised in).

Considering the extreme length of the GLOBE questionnaire (which included 39 items for societal cultural practices, 39 items for societal cultural values and 112 items for leadership behaviour), an obvious limitation of our study is the limited number of units (300 students) that did not allow us to test some ideas promoted by the GLOBE research. The suggestion for future studies is therefore either to carry out a study with much larger sample or, even better, to combine the data gathered in Slovenia with the data gathered in other countries that have joined the GLOBE STUDENT project. Expanding the geographic context of the study to

additional countries and regions will not only increase the total number of units and consequently allow the researchers to perform additional tests, but will also enable intercultural comparison of results. Besides this intercultural comparison future studies should also employ more comprehensive methodology (such as structural equation modelling) to test the links among societal cultural dimensions and future managers' leadership styles.

3.4 Prospective managers and leaders view on Romanian societal culture and leadership styles (Gheorghe Alexandru Catană & Doina Catană)

This chapter is a research report on Romanian future managers and leader's view on societal culture and leadership dimensions. The sample consists in 429 students in business/economics and engineering, belonging to three Romanian universities. The findings support GLOBE international research project theory and methodology concerning the relationships between societal culture dimensions and leadership dimensions. They show that in student's perception there are significant differences between societal culture practices and values (expectations) on all nine cultural dimensions specific to GLOBE pattern. At the same time, team oriented and charismatic leadership are the most preferred leadership dimensions for prospective decision makers. There are statistically significant correlations between student's cultural expectations and preferred leadership dimensions.

3.4.1 Introduction

More than one million students are enrolled in Romanian universities and other tens of thousands attend foreign universities' programs. Their number tripled in the last decade. The students are a very important group of population, because from it will raise the majority of the next business managers and leaders. And for many reasons, they will be different from today's decision makers at business level. This is why it is vital to pay attention to the process of shaping and developing student's cultural values and believes, as well as their effective leadership traits. Two strategies would be effective in this respect: 1. designing an educational system willing and able to teach the pupils and students *how to learn* the societal cultural values, and *how to discover* and use their own leadership abilities and traits; 2. exposing the students to real life examples/cases at societal and organizational levels, through mass media and internship programs.

Another issue to be mentioned here is the need for studies about the students' perception on societal culture and their expectations about preferred cultural values and leadership styles. Beyond the findings of the international research project focused on studying and comparing the European value system (see, details about Romania's involvement in Voicu/Voicu, 2002), there are only a few inquiries helping us to get a general image about the Romanian students'

cultural profile. Due to space constraints we mention only the findings of one of them. It shows that in full crisis times (2009), 70.6% of Romanian students are more confident in their future than they were in 2007 (58.4%). The students in engineering are more optimistic (80.3%) than students in business/economics (72%) and male are more optimistic (76.5%) than women (65.3%). The majority of students (65.4%) value stability in the organization they will work for (long time employment contracts) and only 33.4% value the risk of employment mobility (short time employment contracts). This means that the employment security became the most important criterion in choosing a working place. 75% of students consider that the decisive condition to succeed in career is professional performance and only 33.5% mention “adequate relationships”, too. 50% of them are assertive, expressing their unhappiness with the knowledge they get and the knowledge assessment systems used by their universities. They consider the lack of practical orientation as the weakest point of Romanian academic education comparing with the Western ones. Almost half of respondents did not benefit from an internship, so they lack the practical orientation. The students value **in group collectivism**, but under the very low effectiveness of the mentorship system in their universities, the best advisers are their families and friends (50%). In their perception, the state support for their education (**institutional collectivism**) is too low (54.4)

Aiming at enlarging the information sources about the students’ cultural profile and leadership expectations, our report focuses on answering four research questions:

- (1) Which are the dimensions of Romanian societal culture perceived and expected by Romanian students?
- (2) What are (if any) the differences between the perceived cultural **practices** and expectations (**values**)?
- (3) Which are (if any) the correlations between the students’ cultural expectations and selected demographic and socialization factors for the targeted population?
- (4) Which are the leadership dimensions (styles) valued by the students based upon their cultural expectations?
- (5) Which are (if any) the correlations between the prospective managers and leaders’ cultural expectations and valued leadership styles?
- (6) Which are (if any) the correlations between the valued leadership dimensions and the socialization agents for the targeted population.

The answers to these questions will help us in imagining **quo Vadis** the next generation of Romanian leaders is oriented, from a cultural perspective. We hope they will contribute to a better understanding of the students' desired value system and these values correlation with students' preferred leadership styles.

3.4.2 Theoretical remarks

3.4.2.1 Societal culture dimensions

It is well known that there is no one generally accepted definition of societal culture. Probably this is why cultures differ one from another. Our study shares the definition used by GLOBE international research project and completely aligns with the theoretical background regarding the cultural dimensions described in the second chapter of this book. Therefore, they will not be discussed again. We would like only to emphasise that the distinction made by GLOBE pattern between **practices** and **values** is a relative one. Philosophically speaking, a good practice is a learned value. Any good practice was at some point a value, an expectation, a model. In all languages, the word **value** expresses something worthy to follow, a goal, a stimulus, a model, being related to something important. The shared values become good **future practices**. Otherwise they cannot be considered values. This might explain why some authors consider that values express the effectiveness of most efficient individuals, such as leaders, while practices express the average effectiveness of a society (House et al. 2004; Javidan et al. 2006a; 2006b). Values distinguishing a culture from the others are predictors for cultural practices, as well as for leadership features and behaviours in that culture (House et al. 2002). Based upon GLOBE model, studies from different societal cultures proved that all over the world there are significant differences between practices and values (House et al. 2004; Chhokar et al. 2007), including Romania (Catana, Catana, 2010 in print). The mentioned findings were based upon data collected from present middle managers.

As mentioned above, our research pursues to discover the cultural identity of prospective Romanian managers and leaders. The findings about the students' perception on cultural practices and their expectations about societal culture are helpful in imagining the societal culture in its dynamics. Axiological speaking, the values the students aspire to, will probably be their future practices (as managers and leaders), their future behavioural patterns. Theoretical, from cultural perspective, a society oriented towards future leaders' values is a

dynamic one. We expect to discover significant differences between practices and values due to the simple fact that the values are more important than practices in the students' world.

3.4.2.2 *Leadership dimensions*

The term **leadership** does not have a univalent understanding. In performing our research we share the meaning given to it by GLOBE research community: the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organizations of which they are members (House et al.2004:15).

Explicitly or not, leadership theories approach the correlations between cultural dimensions (at societal and organizational levels) and effective leadership dimensions. A leadership style is a reflection of a certain societal culture (Kopelman et al, 1995), meaning that cultural values influence the leadership practices (Lombardo, 1983; Trice and Beyer, 1984; Schneider, 1987; Schein, 1992; Schneider et al. 1995) and both are found in the group perception about successful leadership (Culturally endorsed Leadership Theory). Leader acceptance by the followers depends on the interactions between culturally endorsed attributes and leader behaviours. In group members' perception, a leader is the most effective if he applies culturally endorsed dimensions. This means that successful leadership dimensions are **normative** in group members' perception, reflecting how should be a successful leader and not how he actually is.

As shown in the second chapter, using 112 personality and behavioural descriptors, GLOBE international research project developed 21 first order, and then 6 second order universally accepted leadership dimensions: **charismatic, team oriented, participative, humane, self protective (narcissistic)** and **autonomous**. The definitions and theoretical basis of these dimensions are found in GLOBE books (House et al.2004; Chhokar et al. 2007) and in the second chapter of the present volume.

The six dimensions are universal but always and anywhere culturally dependent. This means they have different *sizes* in different societal cultures. In fact, the differences concern the way in which they are applied by leaders. In the end, we deal with some theoretical constructs, useful ideals in modelling behaviours. They help us to understand the leadership success sources.

3.4.3 Methodological remarks

Data about societal culture dimensions and leadership dimensions has been collected using GLOBE II Beta questionnaire.

Culture dimensions have been measured using the scales in section 1 (**as it is**) and, respectively, section 3 (**as should be**). Scales in section 1 ask the students to value “the way our society is” (practices), while scales in section 3 ask the students opinion about “the way our society should be”. In order to test the statistical significance of the differences between societal practices (“as it is” variables) and societal values (“as it should be” variables) the paired-samples t-test was employed, using the 0.05 significance threshold.

Leadership dimensions were measured using the scales in sections 2 and 4 (leadership attributes and behaviours). These scales ask the students to value if the attributes and behaviours stated in the items inhibit or contribute to **outstanding leadership**. The scales measure the students’ community (*as social being*) perception on culture practices and its expectations concerning cultural values and leadership dimensions.

As shown in the second chapter, GLOBE STUDENT research group added new scales in section 5 of GLOBE Beta questionnaire (importance of decisional criteria) allowing to measuring the influence of important reference groups (family, teachers, friends, managers, TV/radio stars, models from society and science) on students’ value system. All the answers are assessed with seven points Likert scales (1 = strongly agree; 7 = strongly disagree, for cultural dimensions and, respectively, 1 = this behavior or characteristic greatly inhibits a person from being an outstanding leader; 7 = this behavior or characteristic contributes greatly to a person being an outstanding leader). Some items were reverse coded, following GLOBE Culture and Leadership Scales Guidelines and Syntax for the GLOBE Leadership and Culture (2006).

Data were collected between November 2008 and April 2009.

The **sample** consists in 429 students attending business/economics and engineering in three Romanian universities. The basic assumption in choosing the sample was that most of future managers and leaders will be economists and engineers. The sample is structured based upon the following criteria: gender, age groups, field of study, level of study, interest in management career, and interest in founding a business venture (see table 23).

Table 23: Sample demographics

| Demographic variables | Gender | | Age groups | | |
|---|------------------------------|-----------------------------|-----------------------------|-----------------------------|-------------------------|
| | Female | Male | 18-22 | 23-27 | ≥ 28 |
| <i>Field of study:</i> Business/Econ.: 168 (39.16%) Engineering: 261 (60.84%) | 128 (76.20%) 111 (42.50%) | 40 (23.80%) 150 (57.50%) | 81 (48.20%) 187 (71.60%) | 72 (42.80%) 74 (28.40%) | 15 (9.00%) - |
| <i>Level of study</i> Bachelor: 278 (64.80%) Master: 151 (35.20 %) | 140 (50.40%) 99 (65.60%) | 138 (49.60%) 52 (34.40%) | 246 (88.50%) 22 (14.60%) | 19 (6.80%) 127 (84.10%) | 13 (4.70%) 2 (1.30%) |
| <i>Interested in management career</i> Yes: 288 (67.13%) No: 141 (32.87%) | 174 (60.40%) 65 (46.00%) | 114 (39.60%) 76 (54.00%) | 174 (60.40%) 94 (66.60%) | 102 (35.40%) 44 (31.20%) | 12 (4.20%) 3 (2.20%) |
| <i>Interested in founding a business venture</i> Yes: 317 (73.90%) No: 112 (26.10%) | 178 (56.10%) 61 (54.50%) | 139 (43.90%) 51 (45.50%) | 199 (62.80%) 69 (61.60%) | 107 (33.70%) 39 (34.80%) | 11 (3.50%) 4 (3.60%) |
| TOTAL: 429 | 239 (55.70%) | 190 (44.30%) | 268 (62.50%) | 148 (34.50%) | 13 (3.00%) |

3.4.3 Preliminary findings

3.4.3.1 Societal culture

Table 24 displays the mean values, ranks, significant differences and ratios between cultural practices and values in students’ opinion.

Table 24: Differences between perceived cultural practices and cultural expectations

| Cultural dimension (“as it is”) | Rank | Mean | t-test (sig2-tailed) | Mean | Cultural dimension (“as should be”) | Rank | Practice/ values |
|---------------------------------|------|------|----------------------|------|-------------------------------------|------|------------------|
| Uncertainty avoidance | 8 | 3.49 | -29.636 (0.000) | 5.10 | Uncertainty avoidance | 5 | 0.68 |
| Future orientation | 9 | 3.44 | -26.878 (0.000) | 5.24 | Future orientation | 4 | 0.65 |
| Power distance | 1 | 5.80 | 51.576 (0.000) | 2.64 | Power distance | 9 | 2.19 |
| Collectivism 1 | 5 | 3.78 | -19.155 (0.000) | 4.94 | Collectivism 1 | 6 | 0.76 |
| Humane orientation | 4 | 3.84 | -29.279 (0.000) | 5.41 | Humane orientation | 3 | 0.70 |
| Performance orientation | 6 | 3.66 | -37.525 (0.000) | 5.89 | Performance orientation | 1 | 0.62 |
| Collectivism 2 | 2 | 5.13 | -11.474 (0.000) | 5.71 | Collectivism 2 | 2 | 0.89 |
| Gender egalitarianism | 3 | 3.99 | -11.271 (0.000) | 4.41 | Gender egalitarianism | 7 | 0.90 |
| Assertiveness | 7 | 3.51 | -8.717 (0.000) | 4.00 | Assertiveness | 8 | 0.87 |

(N = 429)

*paired samples, t-test

3.4.3.2 *Perception of cultural practices: The way Romanian society it is*

It seems the students make up a cultural community perceiving a high power distance (5.80) and a relatively high in group collectivism (5.13). They also feel Romanians have less future oriented (3.44) and enough uncertain (3.49) practices. The other practices (humane orientation, institutional collectivism, performance orientation and assertiveness) got lower scores than the scale midpoint (4), while gender egalitarianism is situated in the scale midpoint.

3.4.3.3 *Cultural values (expectations): The way Romanian society should be*

The prospective decision makers believe the cultural dimensions should change their hierarchy comparing with current perceived practices. They expect (in decreasing order): performance (5.89), institutional collectivism (5.71), humanism (5.41), future orientation (5.24) and control of uncertainty (5.10). In their cultural logic, these expectations could be attained if the power distance is significantly reduced (2.64).

3.4.3.4 *Differences between practices and values*

According to the answers, all the dimensions of societal culture record significant differences between practices and expectations (values). As table 24 shows, t-test values are high and sig-2tailed got 0.000 for all nine cultural dimensions. The highest difference is recorded for power distance ($t = 51.576$; $\text{sig} = 0.000$). Very high difference is also recorded for performance orientation ($t = -37.525$; $\text{sig} = 0.000$), uncertainty avoidance ($t = -29.636$; $\text{sig} = 0.000$), humane orientation ($t = -29.279$; $\text{sig} = 0.000$) and, respectively, future orientation ($t = -26.878$; $\text{sig} = 0.000$). Even though the differences between the other pairs of cultural dimensions are statistically significant, they have a lower **differentiation potential** in students' opinion. The differentiation potential is reflected by the size of ratio between practices and values in table 24.

3.4.3.5 *Sample demographics and differences in cultural dimensions*

Table 25 shows that seven out of nine cultural dimensions are sensitive to the sample demographic variables. The two exceptions (**power distance and future orientation**) follow the findings logic. In order to test the statistical significance of the differences between different groups of the sample the independent samples test was employed, using the 0.05 significance threshold (equal variance assumed or not for Levene's test).

Statistically significant differences between societal practices and values were found in the following cases (based on *t* value):

Study level (bachelor or master) influences the students perception on **practices** concerning gender egalitarianism ($t = 3.499$; $\text{sig} = 0.001$) and performance orientation ($t = 2.659$; $\text{sig} = 0.008$). At the same time, the study level influences the students **expectations** concerning uncertainty avoidance ($t = 2.727$; $\text{sig} = 0.007$), performance orientation ($t = -2.360$; $\text{sig} = 0.019$) and humane orientation ($t = 1.983$; $\text{sig} = 0.048$).

Field of study (business/economics or engineering) influences the students perception on **practices** concerning institutional collectivism ($t = 2.342$; $\text{sig} = 0.020$), and their **expectations** about performance orientation ($t = -2.841$; $\text{sig} = 0.005$) and gender egalitarianism ($t = -2.270$; $\text{sig} = 0.024$).

Gender (female vs. male) leads to differences in perception of gender egalitarianism in **practice** ($t = -2.102$; $\text{sig} = 0.036$) and in group collectivism ($t = -2.653$; $\text{sig} = 0.008$) and assertiveness ($t = -2.188$; $\text{sig} = 0.029$) at **expectations** level.

Students **interest in following a management career** (Yes vs. No) influences respondents perception on **practicing** institutional collectivism ($t = 2.170$; $\text{sig} = 0.036$) and gender egalitarianism ($t = -2.198$; $\text{sig} = 0.029$).

Finally, the **interest for setting up own business venture** (Yes vs. No) is a factor differentiating the **expectations** concerning institutional collectivism ($t = 3.124$; $\text{sig} = 0.002$).

Table 25: Sample demographics and significant differences in cultural dimensions

| Cultural dimension | Sample mean | Standard deviation | Mean (G1) | Mean (G2) | t-test (sig – 2 tailed) |
|--|-------------|--------------------|-----------|-----------|-------------------------|
| <i>GENDER (G1=female; n=239; G2 = male; n=190)</i> | | | | | |
| <i>Practices</i> | | | | | |
| a. Gender egalitarianism | 3.99 | 0.674 | 3.92 | 4.06 | -2.102* (0.036) |
| <i>Values</i> | | | | | |
| a. Collectivism 1 | 4.94 | 0.751 | 4.85 | 5.04 | -2.653* (0.008) |
| b. Assertiveness | 5.10 | 0.768 | 3.93 | 4.09 | -2.188* (0.029) |
| <i>FIELD OF STUDY (G1=Business/Economics; n=168 ; G2=Engineering; n=261)</i> | | | | | |
| <i>Practices</i> | | | | | |
| a. Collectivism 2 | 5.13 | 0.779 | 5.24 | 5.05 | 2.342* (0.020) |
| <i>Values</i> | | | | | |
| a. Performance orientation | 5.89 | 0.706 | 5.77 | 5.97 | -2.841* (0.005) |
| b. Gender egalitarianism | 4.41 | 0.567 | 4.34 | 4.446 | -2.270* (0.024) |
| <i>LEVEL OF STUDY (G1= Bachelor; n= 278; G2= Master; n=151)</i> | | | | | |
| <i>Practices</i> | | | | | |
| a. Performance orientation | 3.66 | 1.00 | 3.75 | 3.48 | 2.659* (0.008) |
| b. Gender egalitarianism | 3.99 | 0.674 | 4.07 | 3.82 | 3.499* (0.001) |
| <i>Values</i> | | | | | |
| a. Uncertainty avoidance | 5.10 | 0.768 | 5.18 | 4.96 | 2.727* (0.007) |
| b. Humane orientation | 5.41 | 0.769 | 5.46 | 5.31 | 1.983* (0.048) |
| c. Performance orientation | 5.89 | 0.706 | 5.83 | 6.00 | -2.360* (0.019) |
| <i>INTEREST IN MANAGEMENT CAREER (G1 = Yes; n=288; G2=No; n=141)</i> | | | | | |
| <i>Practices</i> | | | | | |
| a. Collectivism 2 | 5.13 | 0.779 | 5.18 | 5.01 | 2.107* (0.036) |
| b. Gender egalitarianism | 3.99 | 0.674 | 3.84 | 4.08 | -2.198* (0.029) |
| <i>Values : none</i> | | | | | |
| <i>INTEREST IN FOUNDING A BUSINESS VENTURE (G1=Yes; n=317; G2=No; n=112)</i> | | | | | |
| <i>Practices: none</i> | | | | | |
| <i>Values</i> | | | | | |
| a. Collectivism 2 | 5.71 | 0.902 | 5.79 | 5.48 | 3.124 (0.002) |

3.4.3.6 Cultural expectations and importance of socialization agents

Data in table 26 shows that values concerning seven out of nine cultural dimensions are *sensitive* to the agents of socialization the students consider important in shaping their value system (family, teachers, friends, superiors, TV/radio stars, models from society or science). The **exceptions** are in group collectivism and assertiveness.

A surprising finding is that the friends (as socialization agent) have no statistically significant correlations with students' cultural expectations (against a sig. = 0.01 or 0.05 probability threshold). All the other socialization agents show modest/weak correlations with some of expected cultural dimensions (against a sig = 0.01 or 0.05). Among them, **teachers and**

family positively correlate with expectations concerning institutional collectivism and performance orientation (against a sig. = 0.01 or 0.05 probability threshold). Expectations concerning in group collectivism (collectivism 1) and assertiveness do not seem to be influenced by any socialization agent. Models from science positively correlate with expectations concerning future orientation (Pearson coefficient = 0.108; sig = 0.025) and negatively with power distance (Pearson coefficient = -0.105; sig = 0.030), while TV/radio/music stars show a negative correlation with gender egalitarianism (Pearson coefficient = -0.099; sig = 0.041).

Table 26: Correlations between cultural values and importance of socialization agents

| Cultural value (expectation) | Pearson correlation and significance (2-tailed) for: | | | | | | |
|------------------------------|--|--------------------|-------------------|-------------------|----------------------|-----------------------|-----------------------|
| | Parents/ family | Teachers | Friends | Superiors | Stars from radio/ TV | Examples from society | Examples from science |
| Uncertainty avoidance | 0.020 (0.675) | -0.070 (0.146) | -0.015 (0.761) | -0.015 (0.759) | 0.040 (0.408) | 0.123* (0.011) | -0.002 (0.965) |
| Future orientation | -0.061 (0.204) | 0.100* (0.038) | -0.061 (0.208) | 0.001 (0.981) | -0.027 (0.573) | 0.130** (0.007) | 0.108* (0.025) |
| Power distance | 0.011 (0.826) | -0.067 (0.167) | 0.094 (0.051) | -0.044 (0.366) | 0.054 (0.260) | -0.080 (0.097) | -0.105* (0.030) |
| Collectivism 1 | 0.022 (0.643) | 0.035 (0.465) | 0.050 (0.306) | 0.016 (0.737) | -0.026 (0.594) | 0.094 (0.052) | 0.060 (0.216) |
| Humane orientation | 0.062 (0.197) | -0.027 (0.574) | -0.041 (0.400) | 0.109* (0.024) | 0.092 (0.056) | 0.100* (0.038) | -0.008 (0.868) |
| Performance orientation | 0.129** (0.007) | 0.102* (0.034) | -0.056 (0.243) | -0.005 (0.918) | -0.085 (0.079) | 0.019 (0.690) | 0.089 (0.067) |
| Collectivism 2 | 0.150** (0.002) | 0.125** (0.009) | -0.016 (0.744) | 0.045 (0.350) | -0.029 (0.547) | 0.090 (0.061) | -0.014 (0.777) |
| Gender egalitarianism | 0.022 (0.644) | 0.027 (0.574) | 0.017 (0.730) | -0.077 (0.110) | -0.099* (0.041) | 0.039 (0.420) | 0.068 (0.159) |
| Assertiveness | 0.023 (0.638) | -0.008 (0.867) | 0.003 (0.949) | -0.063 (0.192) | 0.065 (0.180) | -0.044 (0.360) | -0.019 (0.689) |

** Correlation is significant at the 0.001 level (2-tailed)

*Correlation is significant at the 0.005 level (2-tailed)

3.4.4 Leadership dimensions (styles) valued by the students based upon their cultural expectations

Table 27 displays the rank (mean values and standard deviations) of students' preferences in assessing the second order leadership dimensions (from GLOBE model).

Table 27: Second order leadership dimensions

| Leadership dimension | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------------|-----|---------|---------|--------|----------------|
| Team-Oriented | 429 | 2.07 | 6.83 | 5.8940 | 0.64304 |
| Charismatic/ Value Based | 429 | 1.16 | 6.91 | 5.7605 | 0.67109 |
| Humane orientation | 429 | 1.75 | 6.88 | 4.7270 | 0.83871 |
| Participative | 429 | 2.25 | 6.75 | 4.7264 | 0.82644 |
| Self-Protective | 429 | 2.39 | 5.86 | 3.7159 | 0.53216 |

Team oriented leadership (5.89) and **charismatic leadership** (5.76) are the most preferred leadership dimensions. The low standard deviations for these dimensions (0.643 and, respectively, 0.671) show the relative high homogeneity of the answers. The third preferred styles are humane oriented (4.727) and participative leadership (4.726) with mean values situated on the middle band of the scale and higher standard deviations. Finally, the students do not prefer, but tolerate protective (3.71) and autonomous leadership (3.66). The standard deviation for protective leadership shows homogeneity of the answers (0.532).

table 28 shows the students preferences for more detailed leadership attributes and behaviours (questionnaire items and first order leadership dimensions). This data is congruent with that displayed in table 29, all of examples belonging to the first two preferred leadership styles.

Table 28: Selected leadership items

| Item | Mean value | Belongs to | |
|--------------------------|------------|----------------------------------|-----------------------------------|
| | | First order leadership dimension | Second order leadership dimension |
| Effective bargainer | 6.38 | Diplomatic | Team oriented |
| Diplomatic | 6.34 | Diplomatic | Team oriented |
| Intelligent | 6.33 | Malevolent (reversed) | Team oriented |
| Communicative | 6.28 | Team integrator | Team oriented |
| Administratively skilled | 6.25 | Admin. competent | Team oriented |
| Coordinator | 6.19 | Team integrator | Team oriented |
| Inspirational | 6.19 | Visionary | Charismatic |
| Motive arouser | 6.18 | Inspirational | Charismatic |
| Trustworthy | 6.17 | Integrity | Charismatic |
| Decisive | 6.17 | Decisive | Charismatic |
| Informed | 6.15 | Team integrator | Team oriented |
| Team builder | 6.13 | Team integrator | Team oriented |
| Dependable | 6.13 | Malevolent (reversed) | Team oriented |

3.4.4.1 Correlations between cultural values (expectations) and leadership dimensions

A synthesis of the correlations between cultural values and preferred leadership dimensions is displayed in table 29.

Table 29: Correlations between societal culture dimensions and second order leadership dimensions

| Cultural dimension | Leadership dimension | | | | | |
|-------------------------|-------------------------|---------------------|---------------------|---------------------|---------------------|--------------------|
| | Charismatic Value based | Team oriented | Self protective | Participative | Humane oriented | Autonomous |
| Uncertainty avoidance | 0.020 (0.682) | 0.048 (0.317) | 0.142** (0.003) | -0.036 (0.452) | 0.097* (0.045) | -0.031 (0.518) |
| Future orientation | 0.195 ** (0.000) | 0.205** (0.000) | 0.006 (0.899) | 0.073 (0.134) | 0.043 (0.374) | -0.063 (0.194) |
| Power distance | -0.259** (0.000) | -0.318** (0.000) | 0.231** (0.000) | -0.323** (0.000) | -0.108* (0.026) | 0.137** (0.004) |
| Collectivism 1 | 0.144** (0.003) | 0.174** (0.000) | -0.101* (0.036) | 0.184** (0.000) | 0.117* (0.015) | -0.077 (0.113) |
| Humane orientation | 0.155** (0.001) | 0.189** (0.000) | -0.033 (0.494) | 0.113* (0.019) | 0.251** (0.000) | -0.100* (0.038) |
| Performance orientation | 0.240** (0.000) | 0.247** (0.000) | -0.181** (0.000) | 0.209** (0.000) | -0.037 (0.439) | -0.089 (0.065) |
| Collectivism 2 | 0.218** (0.000) | 0.289** (0.000) | -0.085 (0.078) | 0.205** (0.000) | 0.085 (0.078) | -0.062 (0.198) |
| Gender egalitarianism | 0.140** (0.004) | 0.159** (0.001) | -0.102* (0.036) | 0.070 (0.149) | -0.029 (0.554) | -0.081 (0.092) |
| Assertiveness | -0.089 (0.064) | -0.140** (0.004) | 0.063 (0.192) | -0.186** (0.000) | -0.198** (0.000) | 0.126** (0.009) |

** Correlation is significant at 0.001 level (two tailed)

* Correlation is significant at 0.005 levels (two tailed)

As data shows, **team oriented leadership** is positively correlated with six out of nine cultural expectations (sig = 0.000 for all of these correlations): institutional collectivism (collectivism 2), performance orientation, future orientation, humane orientation, in group collectivism (collectivism 1) and gender egalitarianism. In turn, this leadership styles has a negative correlation with power distance (Pearson coefficient = -0.318; sig = 0.000) and assertiveness (Pearson coefficient = -0.140; sig. = 0.004).

Charismatic leadership displays positive (but modest) correlation with performance orientation (Pearson coefficient = 0.240; sig. = 0.000), institutional collectivism (Pearson coefficient = 0.218; sig. = 0.000), future orientation (Pearson coefficient = 0.195; sig. = 0.000), humane orientation (Pearson coefficient = 0.155; sig. = 0.000), in group collectivism (Pearson coefficient = 0.144; sig. = 0.003) and gender egalitarianism (Pearson coefficient =

0.140; sig. = 0.004). It is negatively correlated with power distance (Pearson coefficient = -0.259; sig. = 0.000) and has no significant correlation with uncertainty avoidance.

Humane oriented leadership has positive correlation with the cultural value of humane orientation (Pearson coefficient = 0.251; sig. = 0.000), in group collectivism (Pearson coefficient = 0.117; sig. = 0.015) and uncertainty avoidance (Pearson coefficient = 0.097; sig. = 0.045). This style negatively correlates with assertiveness (Pearson coefficient = -0.198; sig. = 0.000) and power distance (Pearson coefficient = -0.108; sig. = 0.026).

Participative leadership has positive and significant correlation with performance orientation (Pearson coefficient = 0.209; sig. = 0.000), institutional collectivism (Pearson coefficient = 0.205; sig. = 0.000), in group collectivism (Pearson coefficient = 0.184; sig. = 0.000) and humane orientation (Pearson coefficient = 0.113; sig. = 0.019). It has a negative correlation with power distance (Pearson coefficient = -0.323; sig. = 0.000) and assertiveness (Pearson coefficient = -0.186; sig. = 0.000). This style has no significant correlation with uncertainty avoidance, future orientation and gender egalitarianism.

Self protective (narcissistic) leadership is positively correlated with power distance (Pearson coefficient = 0.231; sig. = 0.000) and uncertainty avoidance (Pearson coefficient = 0.142; sig. = 0.003). In turn, it has negative correlation with performance orientation (Pearson coefficient = -0.181; sig. = 0.000), in group collectivism (Pearson coefficient = -0.101; sig. = 0.036) and gender egalitarianism (Pearson coefficient = -0.102; sig. = 0.036).

Finally, **autonomous leadership** displays positive correlation with power distance (Pearson coefficient = 0.137; sig. = 0.000) and assertiveness (Pearson coefficient = 0.126; sig. = 0.009), and negative ones with humane orientation (Pearson coefficient = -0.100; sig. = 0.038).

Data in table 22 portray the correlations between leadership dimensions valued by student's community and the socialization agents influencing their value system.

The dominant note is the lack of significant correlations. Where the correlations are present, they are weak. Such, *self-protective* style has positive correlation with models (examples) from society, politics, economy and sports (Pearson coefficient = 0.095; sig. = 0.049) and negative correlation with the education got in family (Pearson coefficient = -0.102; sig. = 0.035). Participative leadership has negative correlation with models from society, politics, economy and sports (Pearson coefficient = -0.104; sig. = 0.031) and with examples from science and research (Pearson coefficient = -0.104; sig. = 0.031). **Autonomous** leadership is positively correlated with models from science and research (Pearson coefficient = 0.097; sig. = 0.044). An explanation of the low values of Pearson coefficients could be that the research

measures a limited number of socialization agents on one hand and on the other hand, it reflects the subjective way in which the students recognize these agents influence (some of the influences not being perceived, others are not admitted at their real dimension).

3.4.5 Conclusions, relevancy and future research

The present report shows that the next generation of Romanian managers and leaders (students in business/economics and engineering) looks like a cultural body with homogeneous perceptions on societal cultural practices and with well outlined cultural expectations and leadership options. Students' cultural dynamics is highlighted by (statistically) significant differences between current cultural practices and their expectations (values). Their cultural expectations are correlated with preferred leadership dimensions.

Table 30: Correlations between second order leadership dimensions and agents of socialization importance

| | | Parents/ family | Teachers | Friends | Superiors | Stars from radio/ TV | Examples from society | Examples from science |
|-----------------------------|-----------------|--------------------|----------|---------|-----------|----------------------------|-----------------------------|-----------------------------|
| Charismatic/ Value Based | Pearson Correl. | -0.004 | 0.054 | -0.008 | 0.082 | -0.053 | 0.072 | 0.036 |
| | Sig. (2-tailed) | 0.938 | 0.268 | 0.866 | 0.090 | 0.272 | 0.136 | 0.454 |
| Team- Oriented | Pearson Correl. | 0.012 | 0.037 | -0.027 | 0.049 | -0.062 | 0.030 | 0.001 |
| | Sig. (2-tailed) | 0.806 | 0.446 | 0.578 | 0.307 | 0.200 | 0.538 | 0.987 |
| Self- Protective | Pearson Correl. | -0.102* | -0.043 | -0.007 | -0.023 | 0.082 | 0.095* | 0.080 |
| | Sig. (2-tailed) | 0.035 | 0.370 | 0.885 | 0.642 | 0.090 | 0.049 | 0.099 |
| Participative | Pearson Correl. | 0.032 | 0.082 | -0.083 | 0.035 | -0.065 | -0.104* | -0.104* |
| | Sig. (2-tailed) | 0.507 | 0.088 | 0.087 | 0.469 | 0.181 | 0.031 | 0.031 |
| Humane oriented | Pearson Correl. | -0.047 | -0.002 | -0.006 | 0.011 | 0.010 | 0.020 | 0.031 |
| | Sig. (2-tailed) | 0.335 | 0.970 | 0.907 | 0.826 | 0.836 | 0.676 | 0.526 |
| Autonomous | Pearson Correl. | -0.013 | -0.045 | -0.024 | -0.040 | 0.076 | 0.093 | 0.097* |
| | Sig. (2-tailed) | 0.784 | 0.354 | 0.622 | 0.412 | 0.114 | 0.054 | 0.044 |

** Correlation is significant at 0.001 level (two tailed)

* Correlation is significant at 0.005 levels (two tailed)

3.4.5.1 Conclusions

1. The main two characteristics of the Romanian students' cultural portray are perception of a significant **power surplus** in the hands of elites and, respectively, of a significant **deficit in society performance orientation**. Some cultural dimensions are influenced by gender,

age group, field of study, level of study and the interest for management career and own business foundation. Some socialization agents have also impact on their cultural profile.

2. The students' first two leadership preferences are **team oriented** leadership and **charismatic** (value based) leadership.
3. All analyzed leadership styles have statistically significant, positive or negative correlations with some cultural dimensions. At the same time, they show weak positive or negative (statistically significant) correlations with certain socialization agents, influencing the students' options for certain cultural values and leadership dimensions.

3.4.5.2 *Relevancy*

Our findings have theoretical and practical relevancy. From *theoretical* point of view, they confirm the GLOBE theoretical model based on CLT and ILT. The fact that all leadership dimensions have positive or negative (statistically significant) correlation with some cultural expectations (values) fully supports the GLOBE assertions that on one hand, societal culture (practices and values) impacts leadership and, on the other hand, leadership influences societal culture.

From *practice* perspective, our results have relevancy for employers, universities, government and students. The employers could get an image of the cultural profile of future managers and leaders, based on which they can design development programs for present managers and leaders, according to the trends expressed by students' population. Universities and government could benefit from these findings in designing the strategies aiming at preparing the students for the labor market, especially that of next elites in economy, in creating and developing a leadership culture among young generations, or in setting up national mentorship networks in educating and developing the prospective managers and leaders. Students themselves could take into account our findings in clarifying and motivating their options for creating own business or for following management and leadership career.

3.4.5.3 *Future research*

Our research is ongoing, thus its findings and conclusions should be taken in this context. Certainly, they could be influenced by the sample size, structure and geographic location. At the same time, it is probably that certain perceptions and expectations had been influenced by

the fact that the data collection took place in full economic crisis. Additionally, the students form a specific population, still in the molding process. They are influenced by many other social factors, which were left out of our attention. The methodological limits should be also mentioned. Some of the above limits could be diminished in the future steps of our research. Two possible ways to follow in this respect are: a) to perform comparative studies based upon the data collected in GLOBE STUDENT research for other European countries and b) to realize comparative studies using the findings for Romanian student population and those for Romanian middle managers sample (GLOBE II Romania research). At the same time, adding qualitative methods to the present quantitative one (focus groups, mass media analysis) would increase the value of our research.

Acknowledgement:

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3.5 Does the ideal of participative leadership disappear within the young generation of future manager? - Country report Germany of the GLOBE student project (Rainhart Lang)

The following report follows the overall aim and structure of the publication, and presents the main results on culture and leadership ideals of German students. After a short part on methodology sample structure and sampling, the main overall results are presented including perceived cultural practices, cultural values and value preferences in critical situations hold by the students as well as leadership expectations and their ascendants. The comparison with results from German middle managers within GLOBE follows the thematic questions of an expected trend of changing leadership ideals of the future managers compared with their predecessors.

3.5.1 Methodology, sample and sampling

The study on culture and leadership ideals of German students is based on the methodology of GLOBE. We used a research instrument developed for GLOBE student (see chapter 2 on theoretical and methodological background), namely a modified beta version questionnaire that includes all leadership items from GLOBE as well as items on national cultural practices and national cultural values. From GLOBE III questionnaires an item on value preferences in critical decisions have been included as well as some items for possible influencing groups or factors on formation of the leadership ideals. The data gathering took place in 2008 and 2009. In a first attempt students from Bachelor programme in Business studies and Economics and Engineering from Chemnitz University of Technology were asked, as well as Students of the same subjects but from higher semesters of diploma programmes. At that time, no master students have been available at Chemnitz Tech. The sampling follows the attempt of macro matching in order to receive the expected structure of the sample of 300, half with undergraduates and postgraduates or students of higher semesters in Diploma, and half business, half engineering students. Since it turns out to be difficult to get postgraduates and engineering students, we decided to include also students from science or informatics or similar study subjects. Moreover a number of questionnaires were sent to other universities in 2009, namely University of Potsdam, and the University of Applied Sciences Dresden.

All in all, 1000 questionnaires were distributed and sent out, receiving 345 questionnaires back. Since at least 5 of them were filled with a lot of blanks, we decided to exclude them for further calculations. 340 questionnaires were finally used for the report.

The sample consist of students around 48% of students of Business and Economics, 39% students of different programmes in Engineering, Informatics, partly Science etc. and around 14% with other subjects (among them 8% studying Business Engineering, and 5% Political or Social Science and Arts). 49% were male and 51% female with an average age of 22, ranging from 19 to 43 years. According to the problems mentioned above, the majority is undergraduate (83%) whole only 17% are studying in higher postgraduate programmes or higher semesters of diploma programmes. A major group have been in the 3rd semester, average is 4th semester, ranging from 2nd to 11th semester.

Around 64% of the participants are thinking about a management career, and 52% were interested in or thinking about founding an own venture.

As for a presentation of the first results, I used GLOBE scales for culture and leadership like in the whole publication, despite of the fact, that the data delivers in some cases suboptimal results in scale testing and confirmation. The results section is based on standard procedures with SPSS 17.0 for averages, percentages, correlation and crosstabs, as well as t-test for mean differences, factor analysis and cluster analysis.

3.5.2 Main Results

3.5.2.1 Cultural Practices and Values

The **national culture practices in Germany** are described by the students as being characterized through

- a high power distance (mean: 5.09/standard deviation: 0.759)
- a considerably high tendency to avoid uncertainty through rules (4.89/0.812) to be future oriented (4.67/0.802) and behave in a more assertive, conflict oriented way (4.66/0.770)
- a performance oriented (4.42/0.973) and a collectivist culture (4.50/0.892) embedded in societal institutions to a medium extent

- a lower expression of in-group or family collectivism (3.72/0.721) and gender egalitarianism (3.93/0.702) and
- a lack in humane oriented cultural patterns and behaviour (3.05/0.709).

The results point on a critical view of the students with regard to the existing cultural practices, including a quite differentiated perception of some cultural dimension like performance orientation or societal collectivism.

While culture practices refers to the perceptions of the country's culture through the social group of (young) students, which may tend to be more critical than manager, older, or probably also less qualified, national culture values are seen as expressing their internalized order of preferences. German students give high priority to performance orientation (6.03/0.671), in-group, family or organisational collectivism (5.64/0.762) and at the same time, a humane orientation (5.36/0.675). Moreover, institutional or societal collectivist culture (4.70/0.688) behaviour, future orientation (4.66/0.939) and gender egalitarianism (4.66/0.518) are forming an important part of the cultural value set of the students. But also a certain orientation on rules and structures for uncertainty avoidance has found to be important for the group (4.64/0.771).

And finally, the students see power distance (2.67/0.785) and assertiveness (3.26/0.939) as "negative", not to be preferred, values. The standard deviation or variance points for future orientation but also for assertiveness on quite different positions of these vales within the value pattern of the students, so that at least for a part of the students, assertiveness is valued.

The following picture shows the similarities and discrepancies between perceived practices and values (Figure 4).

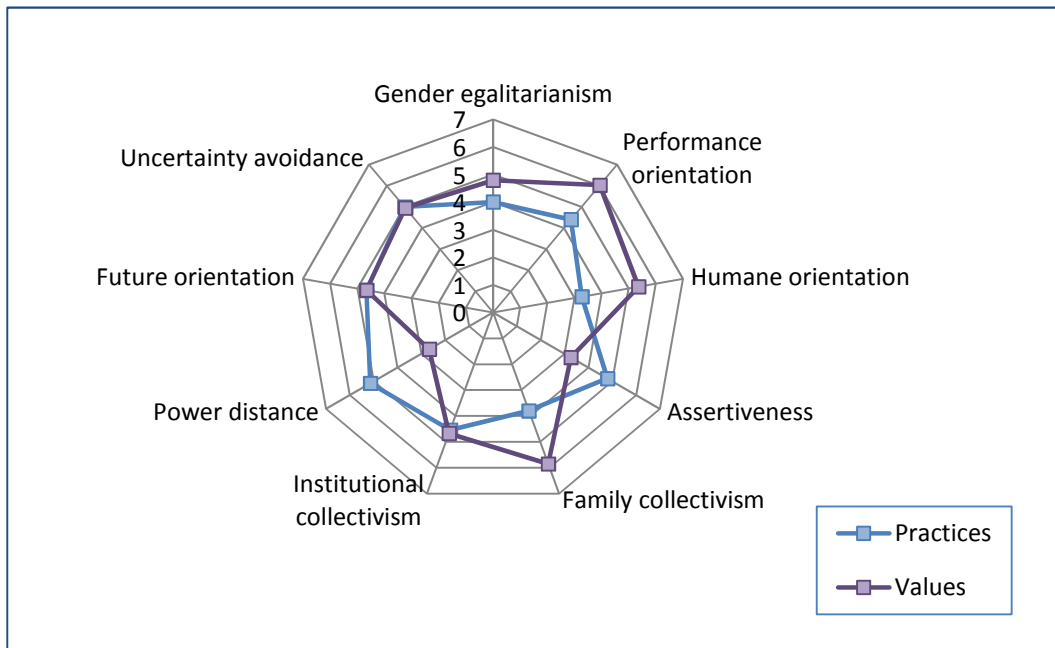


Figure 4: Cultural values and practices of German students compared

Figure 7 reveals the main differences between values and practices, which may be interpreted as an expected focus of cultural change among the younger generation.

Here, preference is given to a considerable decrease of power distance (-2.42) and assertiveness or conflict oriented behaviour (-1.4) respective an increase of equal chances and treatment with in the society, also, but not only with respect to gender (+0.73), an increasing importance of humanity and respective structures and behaviour (+2.31), a stronger family or organisation based collectivism (+1.92), and, at the same time, an expected increase in performance orientation (+1.61).

A comparison of different social groups with respect to **social values** points especially on significant differences according to gender. Male students are more power oriented (2.85 vs. 2.49), uncertainty avoidant (4.80 vs. 4.49), more future oriented (4.77 vs. 4.54), more assertive (3.39 vs. 3.15), and surprisingly, more on favour of gender egalitarianism (4.73 vs. 4.59). The other values are of more or less similar importance as well as the whole trend despite of the above mentioned differences. This belongs also for study programmes and ages. An interesting significant difference was only found for uncertainty avoidance, where engineering students expect a more rules to cope with the uncertainty of the future than business and economics students (4.82 vs. 4.51). A correlation with age can only be found

with respect to power distance. Older students wish a slightly higher power stratification of the society.

With respect to existing **cultural practices**, some more differences have been found. Male students tend to see the present society as having a stronger power differentiation (5.22 vs. 4.98), while female students recognise a stronger future orientation trend in the German society (4.84 vs. 4.51). Looking at the chosen study programmes, some perception differences can be stated for gender egalitarianism, especially between Business and Economics students, Engineering students as well as students of Business engineering (3.95 vs. 3.80 vs. 4.27). The most positive view is within the relatively small groups students of Art (4.36). The future orientation of the German society is also differently seen: Business engineering students (4.99) have a more positive view followed by Business and Economics students (4.75) the Engineering students (4.53). Finally, some slightly significant age correlations with the perceived cultural practices are found. Older students, tend to see the society as more humane, less uncertainty avoidant and less institutional collectivist.

Value preferences with respect to organisational aspects are expressed in the question on the importance of critical factors in decision making processes. Although students did not have much experience in decision making processes in organisations, they have a clear understanding about important factors to be taken into account in such situations.

It turned out that students would give preference to customer satisfaction (6.07), product quality (6.01) followed long term competitiveness (5.93) and profitability (5.91), sales turnover (5.79), relations to important stakeholders (5.67) and costs (5.63). Less importance but still value is attached to employee relation and well-being (5.50), employee professional growth and development (5.32) and effects on environmental (5.14), followed by contributions to community welfare (4.61), ethical considerations (4.33), special problems of female employees (4.30) or minorities (4.26), and welfare of the nation (4.11). Only very limited attention is on pleasing, respecting or not offending gods (2.20) or believes on supranational forces (1.42).

With respect to different social groups, no influence of age on the preferences was found. Male students are focusing more on cost control ($p < 0.01/**$), customer satisfaction ($p < 0.05/*$), sales volume (*) and product quality (*), while female students have attached more importance to supranational forces, female and minority employees (each *).

Moreover, business students have a stronger focus on profitability, and supranational forces, while engineering students underline a higher importance on environment, and product quality (each *).

A factor analysis⁶ points on some interesting combinations of the **value patterns**:

- a pattern with effect on the long-term competitive ability of the organization (0.796), effect on relationship with other organizations (0.75), effect on product quality (0.641), and effect on sales volume (0.640) displaying ***long term economic market factors***,
- a pattern, that stands for ***the importance of the national and local environment*** as well as ***employee growth***, contribution to the welfare of the local community (0,848), the economic welfare of the nation (0.833), and Employee professional growth and development (0.614); the patterns have also a link to ***employee relations issues*** such as employee well-being, safety, working conditions (0.525),
- a pattern displaying the importance of ***minority issues*** and votes like effect on female employees (0.898) and effect on minority employees (0.880),
- a pattern of ***non-profit ethical values***, like environmental issues (0.744), ethical considerations (0.684), which counters the effect on (short term) firm profitability (-0.607),
- another pattern with ***economic and social factors*** that combines customer satisfaction (0.799) and cost control (0.759), as well as employee relations issues (0,407), and finally,
- a pattern that refers to ***supranational forces*** (0.811) and pleasing, respecting, not offending a divine being- a ***god*** or an idol for example (0.646).

3.5.2.2 Leadership expectations

The results for leadership expectations of German students show a preference for behaviours close to administratively skilled, inspirational, and diplomatic leadership behaviour.

The top 12 single leadership attributes for German students compared with international students ranking are displayed in table 31.

⁶ KMO- and Bartlett-Test: Kaiser-Meyer-Olkin: 0.694. Sig.: 0.000, Principal component analysis, Varimax-rotation, 6 Factors with around 68% explained variance.

Table 31: Selected Attributes of Leadership expectations of German Students and GLOBE students overall results

| Leadership attribute | German Students (N=340) | GLOBE student (N=1730) | Score Difference | Rank difference |
|--------------------------|-------------------------|------------------------|------------------|-----------------|
| Administratively skilled | 6.48 | 6.22 | +0.26 | +2 |
| Motive arouser | 6.37 | 6.06 | +0.31 | +7 |
| Effective bargainer | 6.37 | 6.32 | +0.05 | -2 |
| Intelligent | 6.36 | 6.30 | +0.06 | -3 |
| Morale booster | 6.26 | 5.99 | +0.27 | +7 |
| Trustworthy | 6.25 | 6.12 | +0.13 | +1 |
| Diplomatic | 6.23 | 6.22 | +0.01 | -5 |
| Inspirational | 6.20 | 6.19 | +0.01 | -3 |
| Team builder | 6.13 | 6.01 | +0.12 | +2 |
| Win-Win problem solver | 6.11 | 6.05 | +0.06 | +/-0 |

Note: Significant differences in bold

It can be seen that, compared to the whole group of the international GLOBE student sample, the German students see the ideal leader more as an administrative expert and, at the same time, a moral motivator, while especially attributes of communicative and information behaviour play a less important role. Communicative behaviour is, for example, among the 12 top attributes of leadership in the overall group (6.09), while German students give much less attention to this behaviour (5.67). Moreover, despite of a slightly higher score, diplomatic behaviour and bargaining abilities are ranked somewhat lower within the hierarchy of positive leadership attributes than in the whole group of students.

With respect to a high expectation of participative leadership in the Germanic culture(s) as revealed by the GLOBE project, it seems of interest to look at the respective preferences of students. The results show only small differences between German students and overall GLOBE student results (table 32). While the data are quite similar regarding the rejection of autocratic behaviour and calling for participation in decision making, the overall group give a higher preference to a consultative behaviour as a leadership ideal while German students are valuating delegating behaviour of a leader some more.

Table 32: Selected Attributes of Leadership expectations of German Students and GLOBE students sample with respect to Participation

| Leadership attribute | German Students (N=340) | GLOBE student (N=1730) | Score Difference |
|----------------------------------|-------------------------|------------------------|------------------|
| Autocratic | 2.60 | 2.60 | +/-0 |
| Non - Participative | 2.22 | 2.33 | -0.11 |
| Non – Delegating | 2.32 | 2.87 | -0.55 |
| Non – autocratic (reverse score) | 5.40 | 5.40 | +/-0 |
| Consultative | 4.99 | 5.37 | -0.38 |
| Participative (reverse score) | 5.78 | 5.67 | +0.11 |
| Delegating (reverse score) | 5.68 | 5.13 | +0.55 |

Significant differences in bold

The first order leadership factors support these assumptions, but include a certain shift towards value based, but task oriented leadership ideals. Administratively competent behaviour (5.92), inspirational leadership (5.83), visionary and performance oriented behaviour (each 5.77) as well as integrity (5.75) and decisive behaviour (5.61) is in the very centre of German students’ leadership ideal.

As for second order factors, autonomous (4.50 vs. 4.13) and partly participative behaviour (5.29 vs. 4.97) is scoring a bit higher as in the whole sample, while the German students are assessing self-protective behaviour more negatively (3.29 vs. 3.50), as shown in figure 5.

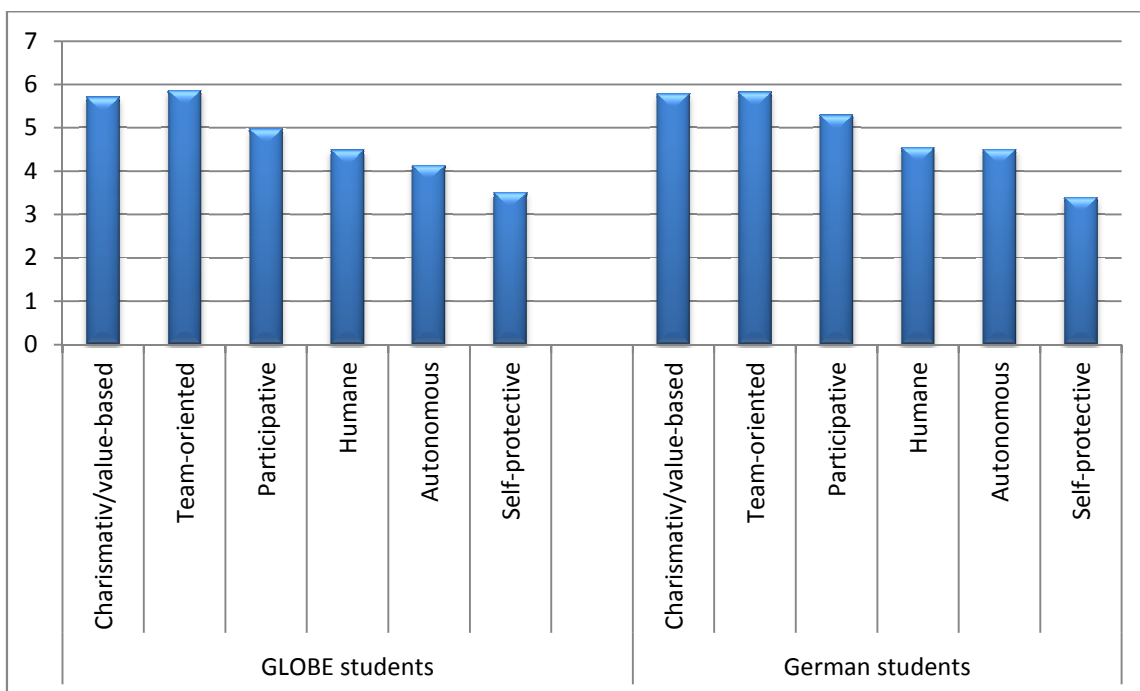


Figure 5: Leadership ideals of German students compared with the whole sample

nbauen Looking at the factors of influence, socio-demographic factors may explain differences of leadership expectations in a first run. Table 33 points on relevant variations as well as on inter-correlations between second order leadership factors.

Table 33: Influence of socio-demographic factors on leadership expectations

| | Age | Sex | Study Program | Value based | Team oriented | Self-Protective | Participative | Human | Autonomous |
|-----------------|-----------------|----------------|-----------------|----------------|-----------------|-----------------|----------------|----------------|------------|
| Age | 1 | | | | | | | | |
| Sex | 0.177** | 1 | | | | | | | |
| Study Programme | 0.079* | 0,309** | 1 | | | | | | |
| Value based | - 0.036 | 0.006 | - 0.085 | 1 | | | | | |
| Team oriented | - 0.109* | - 0.101 | - 0.112* | 0.741** | 1 | | | | |
| Self protective | 0.012 | 0.202** | 0.207* | - 0.067 | - 0.138* | 1 | | | |
| Participative | - 0.029 | - 0.083 | - 0.117* | 0.303** | 0.290** | 0.128* | 1 | | |
| Human | 0.073 | 0.068 | - 0.083 | 0.400** | 0.429** | - 0.007 | 0.238** | 1 | |
| Autonomous | - 0.123* | - 0.068 | - 0.099 | 0.217** | 0.205** | 0.156* | 0.073 | 0.198** | 1 |

** Significant with < 0.01 , * significant with < 0.05 , all bold

Blue highlighted areas shows the impact of socio-demographic factors on leadership, yellow parts the inter-correlation of leadership dimensions, green the inter-correlation with in the socio-demographic factors.

Older students have a smaller preference for team oriented leaders as well as for autonomous leaders, and males prefer less team oriented and more self-protective behaviour of leaders. The strongest influence comes from study programme: engineering students ideal differ from business students with respect to a higher acceptance of self-protective behaviour, and lower team oriented and participative expectations.

For the single items on participation, the results did not confirm age differences and no significant differences for expectations with respect to delegating or consultative behaviour at all. But male students were found to expect a good leader to be more autocratic and less participative than female students. Moreover, engineering students did also share a higher acceptance of a non-participative leadership.

The correlations found, can be partly explained by links within the social group variables: students of engineering are mainly male and older. More general, female students are younger. Especially group differences in team oriented leader preferences between study programmes can be explained by age and sex, while a higher focus of engineering students on self-protective behaviour may have to do, at least partly, with the higher part of males. But

especially the differences in participative, and not significant, of value based leadership as well as the age effect of autonomous styles can be exclusively traced back to different “professional” values, be it as values that have directed the choice of a field studies, or being developed with in. The latter point calls for more in-depth analysis.

The inter-correlation between second order factors shows close relations between value based and team-oriented leadership. Moreover, participative leadership and humane leadership attributes seems to be somewhat related to team oriented and value based leadership. Interestingly, all styles with exception of participative leadership dimensions seem to include a certain influence of autonomy and individualism, which may be also typical for German leadership expectations. Furthermore, self-protective leadership is slightly positive correlated with autonomous and participative (!) leadership, a negatively correlated with team-oriented leadership.

The family seems to have the strongest influence on the formation of leadership ideals of German students (6.12), followed by friends (5.11), teachers (4.68) and supervisors in placements etc. (4.13). Less influential prototypes of good leadership behaviour are scientists (3.59), stars from sports, economy or policy (3.0), and stars from media (1.97).

The family have the strongest influence on team oriented behaviour (**), followed by an influence on charismatic behaviour (*). Teachers influence is especially seen in this field (**), but teachers deliver also prototypes of humane (**) and participative (*) behaviour. Friends or peer groups seem to have an overall importance, especially for humane (**) and participative (**) but also for autonomous (*) and value based (*) behaviour. The perception of experienced superiors in placements or practical work assignments seem to support a higher focus on the ideal of autonomous (*) and value based (*) leadership behaviours.

3.5.2.3. Main correlations between Culture and Leadership

A first investigation into the influence of cultural values on the shaping of leadership expectations shows that only three out of six second order dimensions are resting in a stronger cultural background:

- Charismatic or value based leadership expectations are rooted in cultural dimensions like performance orientation (0.392/**), family or group collectivism (0.331/**), a

lower power distance (-0.230/**), institutional collectivism (0.184/**) and future orientation (0.177*).

- Team-oriented leadership expectation is based on performance orientation (0.308/**), family collectivism (0.299/**), lower power distance (-0.262/**), institutional collectivism (0.214/**), humane orientation (0.177/**) and future orientation (0.111/*).
- Humane leadership expectations are connected uncertainty avoidance (0.211/**), Future orientation (0.167/**), performance orientation (0.127/*) and family collectivism (0.108/*).

The other leadership dimensions are only significantly related to one or no cultural dimensions. Again, in-depth analysis may reveal a more differentiated picture.

As for first order factors, the following five seems to be strongly influenced by cultural values:

- Inspirational behaviour, significantly influenced by at least six cultural dimensions, with a strong impact of cultural dimensions like performance orientation and family collectivism;
- Integrity, which is also influenced by at least six similar cultural dimensions, more close together, and with a strong impact of low power distance and assertiveness, but also humanity;
- Administratively competent behaviour, again influenced by six similar cultural dimensions;
- Visionary behaviour, with a significant influence of 5 cultural dimensions, and a very strong influence of performance orientation and family collectivism, but also future orientation,
- Team integrating behaviour, with an impact of 4 cultural dimensions, performance orientation and family collectivism, and institutional collectivism as well as low power distance.

In general, the more negatively assessed leadership factors, like autocratic or malevolent behaviour seems to be mainly influenced by high power distance and assertiveness values.

Only a very few dimensions did not display an influence of cultural dimensions. The same comes true for single leadership items, but the cultural impact differs. The strongest cultural

influence on their preference or rejection have been found for dynamic, honest, team building, ambitious, future oriented, administrating, bargaining and excellence oriented behaviours.

The strongest impact of cultural factors on single leadership items come again from performance orientation, family collectivism, power distance, institutional collectivism and assertiveness.

A linear regression analysis for the first order factor autocratic behaviour leads to solutions with an RQ around 0.200. Beyond the impact of sex (male vs. female), eight factors have been found in the data set for explanation. Participative behaviour ideals seem to be fostered by cultural values like humane orientation and gender egalitarianism as well as teachers and examples from the society. High power distance and family collectivism as well as a higher impact of the parents or family and prototypes from science and research on leadership ideals tend to support autocratic behavioural ideals (see table 34).

Table 34: Linear regression of the preference for autocratic behaviour as a leadership ideal of German students

| Model | Non standardized Coefficient | | Standardized Coefficients | T | Sig. |
|---|------------------------------|----------------|---------------------------|--------|------|
| | Regression Coefficient B | Standard error | Beta | | |
| 1 (constant) | 4.44 | .891 | | 4.985 | .000 |
| 6-2.sex | .248 | .104 | .147 | 2.389 | .018 |
| Parents/family | .107 | .044 | .136 | 2.436 | .015 |
| Teachers | -.136 | .040 | -.191 | -3.422 | .001 |
| Examples from Society, Policy, Economy etc. | -.079 | .035 | -.154 | -2.249 | .025 |
| Examples from Science and Research | .119 | .033 | .242 | 3.574 | .000 |
| Power Distance | .165 | .069 | .151 | 2.401 | .017 |
| Humane orientation | -.249 | .083 | -.200 | -3.002 | .003 |
| Family collectivism | .121 | .068 | .107 | 1.780 | .076 |
| Gender egalitarianism | -.196 | .087 | -.122 | -2.246 | .025 |

R-Quadrat: 0.193, F=8,707, Sig. 0.000

The results show the relevance of institutions like family and school but also the influence of the wider society for the formation of respective ideals, although the mechanism of influence, e.g., if autocratic behaviour of leading politicians leads to more participative behavioural ideals, or if claims for participation and perceived positive examples of participation support the formation of the respective ideals, is still open and have to be re-considered in more qualitative research attempts.

3.5.3 Discussion and Outlook

The above results of the project for German students allow answering the question on differences in culture and leadership expectations of the new generation of future managers. The students of business and engineering may have different perceptions of the existing societal culture, having different cultural values, and expecting another kind of leadership behaviour of the top managers than the current group of middle managers, based on different ideals of leadership.

The first two figures (figure 6 and 7) are comparing therefore the results of German students with results from GLOBE, phase 2 (Weibler et al. 2000, Weibler et al. 2001, Szabo et al. 2002, House et al. 2004). The overall impression is a tendency to a similar perception of cultural practices between students and managers (Middle Managers West Germany: 403, Middle Managers East Germany: 53, Students: 340).

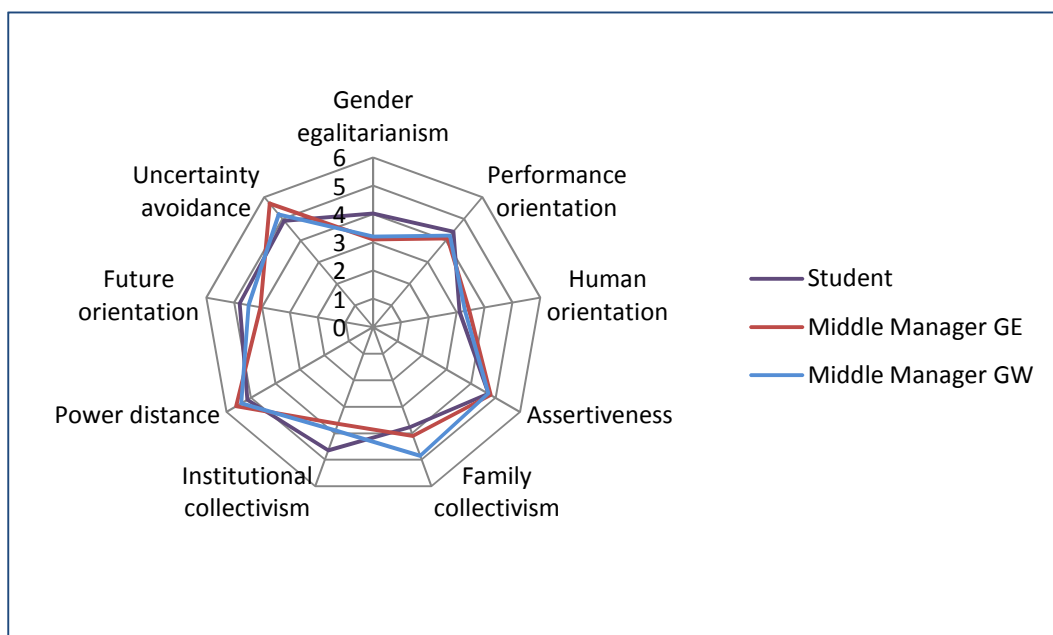


Figure 6: Perceptions of cultural practices of German students and middle managers compared

But a closer look points to a number of interesting, and significant differences. Students have a more positive view on gender egalitarianism, on institutional collectivism, and on future orientation in the German society. At the same time, the students are viewing the higher extent of institutional collectivism while family collectivism is seen more negatively developed. With respect to uncertainty avoidance and rule orientation, students did not describe such a strong extension of bureaucracy than middle managers.

The cultural values similarity seems to be again striking (see figure 7). Nearly all dimensions of cultural values are looking quite similar; with three exceptions. The strongest and significant difference can be seen with Uncertainty avoidance, where student are expecting a much higher level of regulation or insecurity avoiding practices than manager (4.64 vs. 3.94/3.32). Smaller but still relevant differences can be found for family collectivist values (5.64 vs. 5.18/5.22), where students score higher and future orientation, which is lower developed as for manager (4.66 vs. 5.23/4.85).

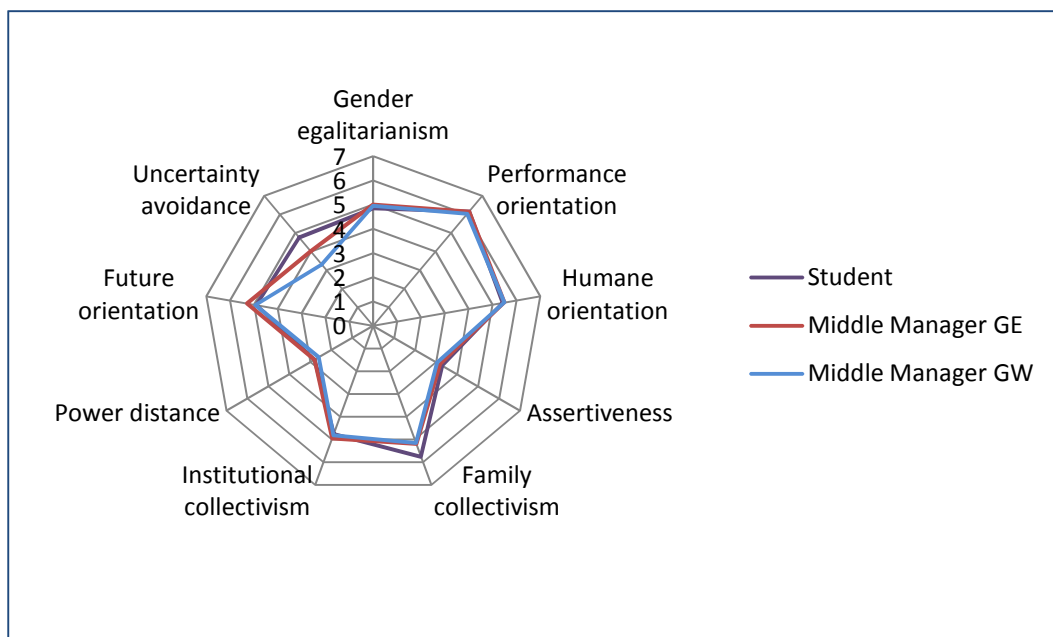


Figure 7: Cultural Values of German Students and Middle Managers compared

It may be that the higher uncertainty avoidance expectations can explain the next comparative results: the students for our sample are much less interested in participation and a respective style of their future managers! The difference between students and middle managers in East and West Germany with respect to an expected participative style is striking as shown in figure 8. In all other leadership dimensions, the students seem to share similar ideas of an ideal type leader as well as of negative prototypes. But some slight, but not significant differences should also be mentioned:

- Students expect a more team oriented and partly, compared with West German middle managers, a more humane behaviour of their superiors than middle managers
- Students accept and expect the leader to have some individual qualities, and an autonomous style of leadership, but at the same time

- Students did not believe in and expect that much charismatic or a value-based style of future superiors.

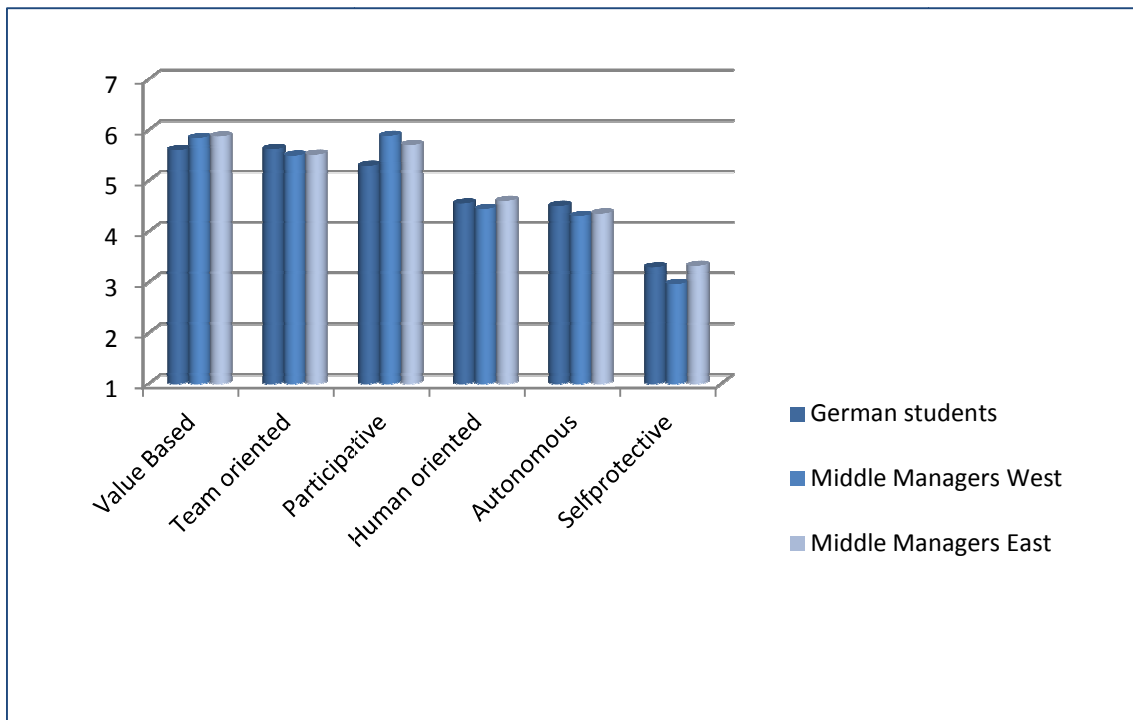


Figure 8: Expected leadership styles of German Students and Middle Managers compared

Finally, a look at the factors for critical management decisions point on value relevant issues of students. Data from our GLOBE III study on German CEO (e. g. Lang et al. 2008) allows comparing CEO/Top manager (52), Middle manager or leading experts (205) and students (340). The results are shown in figure 9.

The comparison points on some surprising results. The figures of the German students are quite close to those of the top managers or CEO and more far from the middle or lower managers. Especially a higher focus on the importance of strategic factors, probably as a result of respective university courses, can be underlined.

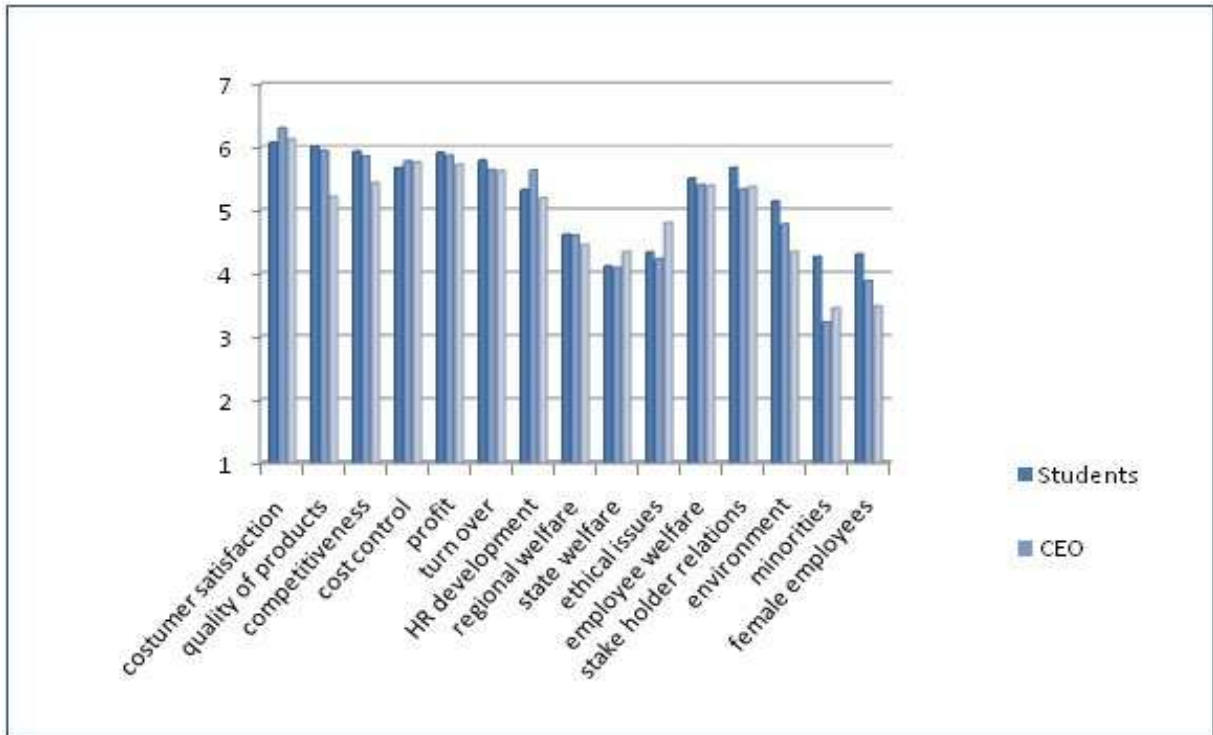


Figure 9: Values preferences of German students, Middle Manager and Top Manager compared

Somewhat contrary to these findings, German students request more emphasis on minorities, females, and environment as well as stake holder relations than the whole managerial staff. This may be seen as the expression of an ethical shift in the expressed values of future managers, but the central question will be if the students will stick to these values if occupied in management positions.

The presented results of the GLOBE student results for Germany have delivered some very interesting insides in cultural perceptions values and leadership expectations of future managers. It could have been shown that one the one hand culture bound developments can be observed and proved for the students, but at the same time, some differences are calling for further research and in depth studies, quantitative as well as qualitative. The present contribution have indicated a few of these possible directions like influence of socializing institutions and agencies, various factor combinations and its effect, possible differences between claimed, espoused and real value preferences, changes of leadership preferences over time and so forth.

4. Comparative perspectives (Rainhart Lang)

The chapter summarizes the findings from the 5 countries involved in the first phase of the GLOBE student project. It looks at overall findings as well as country differences for culture values and practices and leadership expectations. The data from GLOBE student will be compared with relevant data for middle managers from GLOBE project in phase II. Moreover, the chapter looks at social differences in the overall data set for leadership expectations, asks for role models as well as the cultural influence on leadership ideals of future managers.

4.1 Cultural practices („as is“) and cultural values („should be“)

The first cultural aspect under inspection is the perception of cultural practices among students. The results express the different dimensions of the national culture of the included societies of the Czech Republic, Germany, Romania, Slovakia and Slovenia as perceived by students. As shown in table 35, the data are pointing to a special profile for each country, although some similarities can be found. With respect to cultural profiles, high power distance is viewed as dominating the cultural profile with an average coefficient of 5,33. A second cultural dimension of relevance is a high family or group collectivism (4,77), whereby German students deliver a significantly different perception of their culture which is characterized as having a considerably lower group collectivism than the other CEE cultures.

Table 35: Cultural practices of students compared

| Indicator | Gender egalitarianism | Performance orientation | Humane orientation | Assertiveness | Family/group collectivism | Institutional collectivism | Power distance | Future orientation | Uncertainty avoidance |
|-------------|-----------------------|-------------------------|--------------------|---------------|---------------------------|----------------------------|----------------|--------------------|-----------------------|
| Germany | 3.93 | 4.42 | 3.05 | 4.66 | 3.72 | 4.50 | 5.09 | 4.67 | 4.89 |
| Czech R. | 3.97 | 4.22 | 3.46 | 4.02 | 4.97 | 4.41 | 5.29 | 3.89 | 4.04 |
| Slovak R. | 3.97 | 4.03 | 3.72 | 4.38 | 4.77 | 4.43 | 5.27 | 3.88 | 4.02 |
| Slovenia | 4.13 | 4.05 | 3.97 | 4.24 | 5.22 | 4.04 | 5.03 | 3.79 | 4.19 |
| Romania | 3.99 | 3.66 | 3.83 | 3.51 | 5.13 | 3.78 | 5.81 | 3.44 | 3.49 |
| Max. – Min. | 0.20 | 0.76 | 0.92 | 1.15 | 1.5 | 0.72 | 0.78 | 1.23 | 1.40 |
| Total | 3.99 | 4.05 | 3.61 | 4.13 | 4.77 | 4.21 | 5.33 | 3.91 | 4.09 |

High - Low

Moreover, humane orientation followed by future orientation and gender egalitarianism is characterized as less developed cultural dimension in the overall view, whereby especially German students perceive their culture as less humane.

With respect to country profiles, the German cultural practices are characterized as quite different from the other with stronger focus on uncertainty avoidance, assertiveness, performance and future orientation as well as institutional collectivism, and a lower focus on humane orientation and group collectivism, and, relatively power orientation. Romanian culture seems to form a counter profile with highest power distance, low performance and future orientation as well as assertiveness, and quite high scores in humane orientation and family collectivism. Slovenian students describe their cultural practices as somewhat higher in humane orientation, family collectivism and gender egalitarianism than the others, and Czech and Slovak students' characteristics of their "As is" culture is more in the middle of the cultural profiles of the countries, and more close together in a number of dimensions.

With respect to cultural values, the results are looking more similar. Maximum-Minimum Differences are ranging mainly around 0.4 to 0.5 with a maximum of 0.83 for assertiveness, instead of difference around 1.0 with a maximum of 1.5 for family collectivism for cultural practices. Again, gender egalitarianism seems to be a more universal cultural value instead of culturally bound. Moreover, the overall cultural value profiles show a surprising similarity with relatively high scores in performance orientation, family or group collectivism followed by humane orientation (all above 5.0), and low ranked assertiveness and power distance values.

Despite of these findings, some special cultural characteristics of the countries have been found. The German profile displays the highest scores in performance orientation and gender egalitarianism of all countries, as well as a comparatively high value for uncertainty avoidance, while the value for assertiveness and future orientation is the lowest among the countries of the sample. The value set of Romanian students is dominated by highest scores for collectivism and humane orientation, but also for uncertainty avoidance, and future orientation, and lowest scores for gender egalitarianism (see table 36). Especially the results for Romania are showing a combination of embedded cultural patterns, like humane orientation family collectivism, with values like high uncertainty avoidance or institutional collectivism and performance orientation that sharply contrast the present situation of perceived negative practices in the same field.

Table 36: Cultural values of students compared

| Indicator | Gender egalitarianism | Performance orientation | Humane orientation | Assertiveness | Family/group collectivism | Institutional collectivism | Power distance | Future orientation | Uncertainty avoidance |
|--------------------|-----------------------|-------------------------|--------------------|---------------|---------------------------|----------------------------|----------------|--------------------|-----------------------|
| Germany | 4.66 | 6.03 | 5.36 | 3.26 | 5.64 | 4.70 | 2.67 | 4.66 | 4.64 |
| Czech R. | 4.50 | 5.65 | 5.09 | 3.63 | 5.42 | 4.46 | 2.76 | 4.86 | 4.56 |
| Slovak R | 4.55 | 5.67 | 5.21 | 3.29 | 5.58 | 4.67 | 2.45 | 4.82 | 4.32 |
| Slovenia | 4.55 | 5.78 | 5.08 | 4.09 | 5.69 | 4.46 | 2.94 | 4.74 | 4.55 |
| Romania | 4.42 | 5.89 | 5.41 | 4.01 | 5.70 | 4.94 | 2.65 | 5.23 | 5.10 |
| Max. – Min. | 0.24 | 0.38 | 0.39 | 0.83 | 0.28 | 0.48 | 0.49 | 0.57 | 0.78 |
| Total | 4.53 | 5.81 | 5.24 | 3.66 | 5.61 | 4.67 | 2.68 | 4.88 | 4.66 |

High - Low

The following figure (figure 10) points therefore on differences between cultural values and practices. It can be seen that cultural dimensions like uncertainty avoidance or institutional collectivism, and gender egalitarianism, display only small differences between values and perceived practices with moderate higher values, while highly positive connoted value dimensions like performance orientation, and also humane orientation and future orientation show significant higher results for values than practices. In turn, power distance is mainly seen as a negative value and have got so far only very low value scores, but is a wide spread practice in the analysed cultures, as perceived by students. Assertiveness finally has got moderately lower values.

A comparison with GLOBE data of middle managers shows some interesting results. The means for cultural practices (“As is”) of the Germanic Country as well as East European Country cluster are quite close to the students results. For a lot of cultural dimensions, they are in-between the cultural profiles of both groups.

Interesting but not significant differences have been found for gender egalitarianism and institutional collectivism where students assess their cultures more positively than managers did, and for power distance, where students join a more critical view on the cultural practices in their countries than both groups of managers.

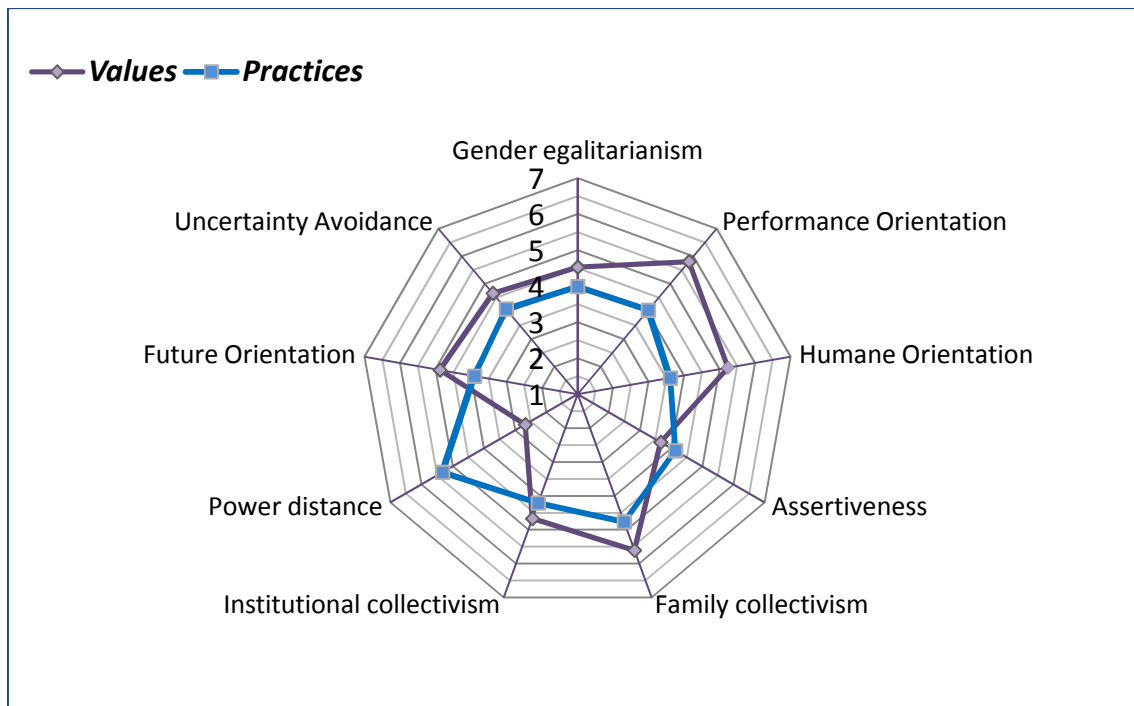


Figure 10: Cultural values and practices of students

With respect to values, figure 11 compares the sample of Central and East European students with the overall sample of worldwide middle managers from GLOBE project.

The similarity is again striking. The student group show the same cultural profile, mean differences are mainly in between 0.2. Only the future orientation marks a larger difference of 0.61. Surprisingly middle managers worldwide show a higher future orientation than Central and East European students. Not significant bit also a bit higher are performance orientation and at the same time humane orientation.

Similar as for cultural practices, the values of students seem to be also quite similar to the cultural profiles of Germanic and East European Country clusters. The values of students are more similar to East European country clusters than to the Germanic results of middle managers. Especially uncertainty avoidance values or expectations, and assertiveness values are significant higher among Germanic middle managers.

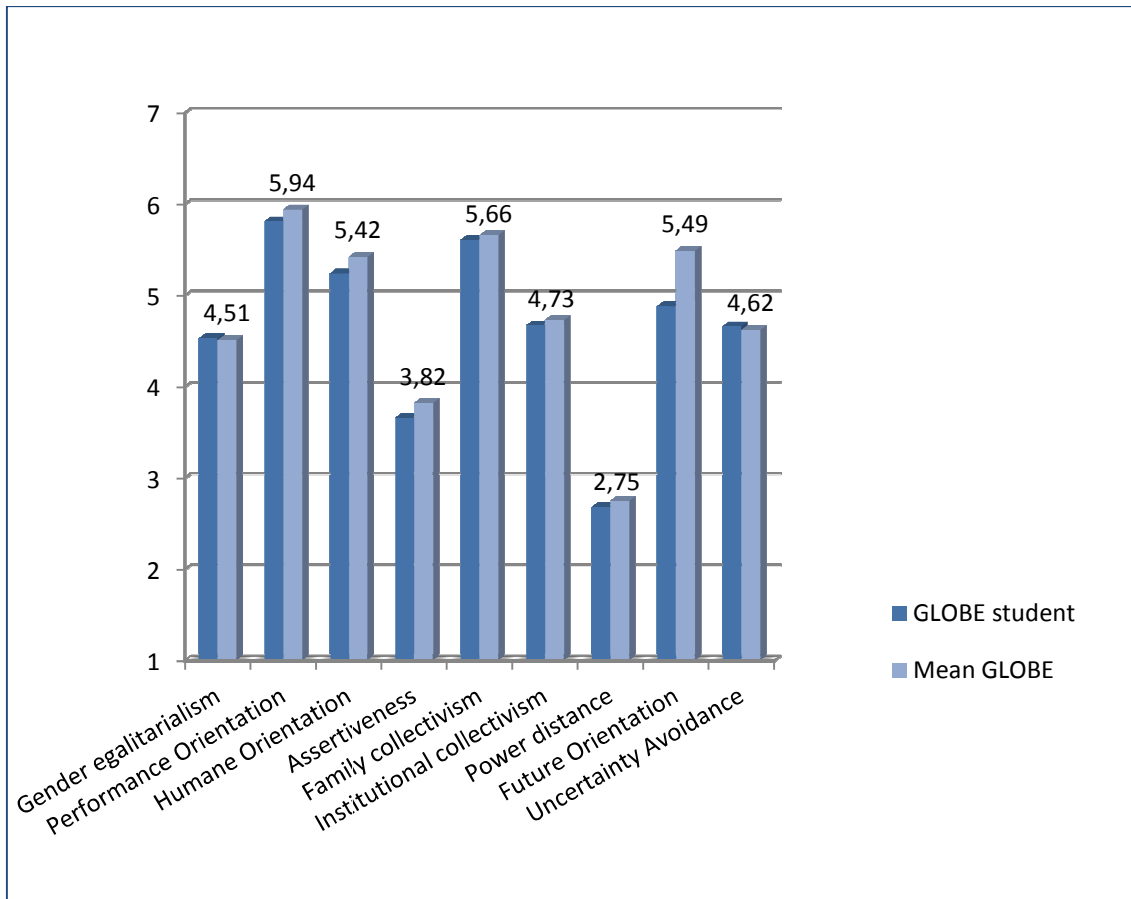


Figure 11: Cultural values of students and middle managers from GLOBE compared (data for GLOBE mean)

4.2 Leadership expectations

The leadership expectations of students have been also researched, following GLOBE methodology and syntax. We intend to compare the results with GLOBE, and calculated the factors according to GLOBE publications. It turned out that team-oriented leadership styles got the highest evaluation by the students followed by charismatic or value based and participative leadership. Human styles is somewhat higher valued than autonomous leadership, and self-protective styles are seen as more inhibiting excellence in leadership with an average lower than 4.0 (see figure 12).

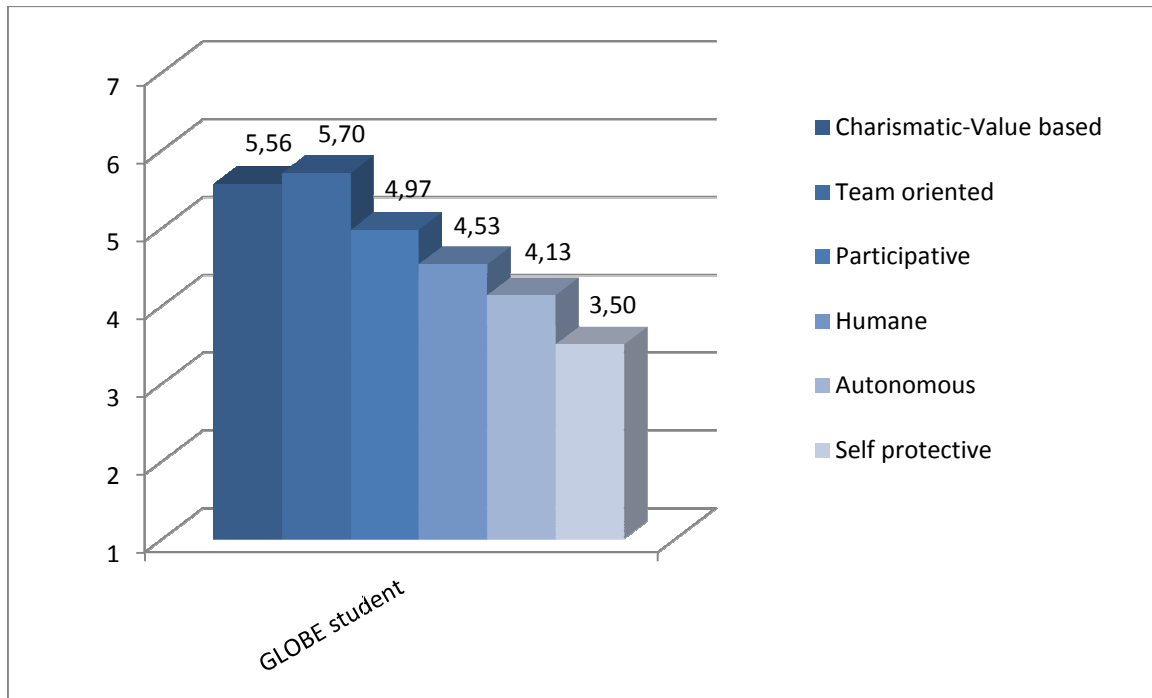


Figure 12: Preferences in expected leadership styles

Table 37 points on different profiles of expected leadership in the analysed countries. The German students have a stronger focus in their expectations on participative and, at the same time autonomous leadership styles, whereas the expected profile of good leadership for Romanian students combines charismatic, team-oriented and humane but at the same time relative high scores for self-protective styles.

Table 37: Leadership expectations of students compared

| Indicator | Value-based | Team-oriented | Participative | Human | Self-protective | Autonomous |
|------------------|-------------|---------------|---------------|-------------|-----------------|-------------|
| Germany | 5.60 | 5.62 | 5.29 | 4.55 | 3.29 | 4.50 |
| Czech R. | 5.43 | 5.56 | 4.93 | 4.45 | 3.37 | 4.36 |
| Slovak R. | 5.45 | 5.68 | 5.16 | 4.32 | 3.37 | 4.04 |
| Slovenia | 5.46 | 5.69 | 4.50 | 4.52 | 3.70 | 4.26 |
| Romania | 5.76 | 5.89 | 4.77 | 4.73 | 3.72 | 3.66 |
| Max.-Min. | 0.33 | 0.33 | 0.79 | 0.51 | 0.43 | 0.84 |
| Average | 5.56 | 5.70 | 4.97 | 4.50 | 3.50 | 4.13 |

High - Low

The Czech profile comes more close to the German, with high scores of participative, and at the same time, a high relatively level of autonomous leadership expectations combined with lower expectation in self-protective behaviour compared with other CEE countries. While the Slovak profile is quite close to the Czech profile of leadership expectations, the students from

Slovenia expect a less participative, but more humane and self-protective style from their future managers than their Czech and Slovak colleagues (figure 13).

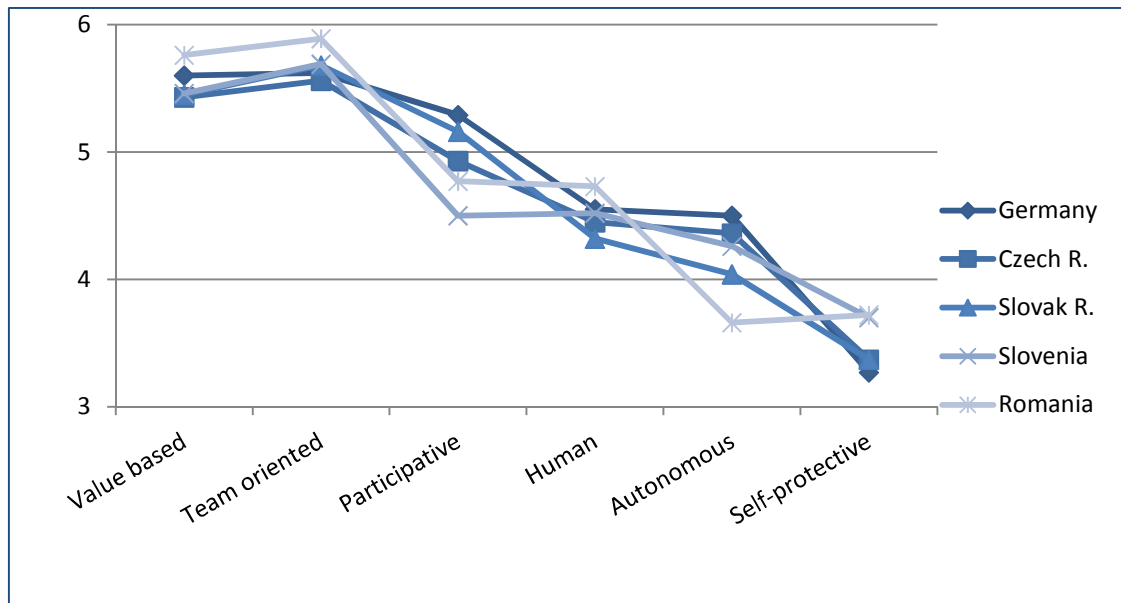


Figure 13: Country profiles of leadership expectations of students

In more detail, a number of leadership factors can be highlighted. Students value especially leaders who are good administratively competent (5.79), inspirational (5.73), team integrating (5.72), visionary (5.70), decisive (5.68), diplomatic (5.66) and integer (5.64). Modest, humane, status conscious, autonomous and procedural behaviour is seen as less good but not negative, while face saving behaviour as well as autocratic behaviour is forming a negative type of leadership behaviour (figure 14).

A list of single attributes of good leadership is dominated by personal traits, competencies, and abilities like effective bargaining (6.32), intelligence (6.30), diplomatic behaviour (6.22), administrative skills (6.22), inspiring behaviour (6.19), being informed (6.16), being trustworthy (6.12), being communicative (6.09), able to arouse motives (6.06), searching for win-win solutions (6.05).

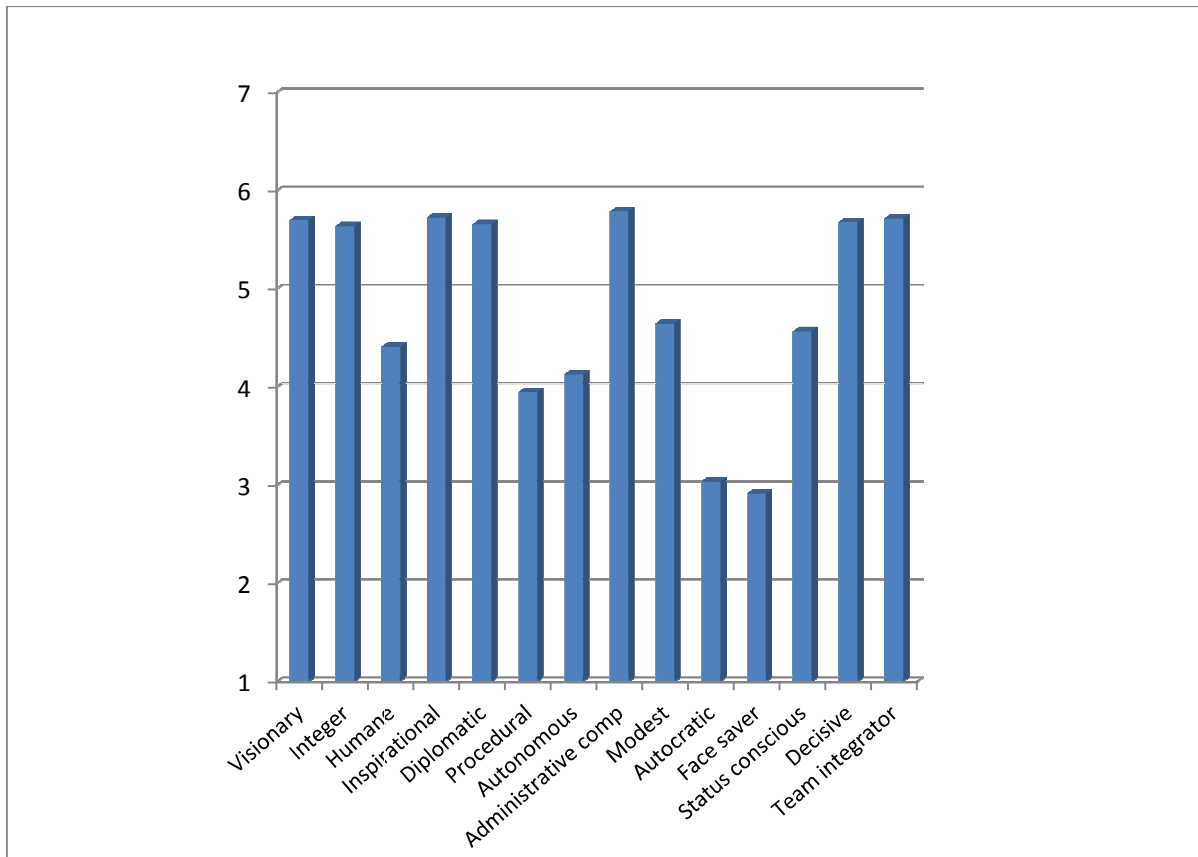


Figure 14: Selected factors of expected leadership styles of students

For a comparison of the student results with leadership ideals of middle managers, we used again the GLOBE results for overall assessment and for the relevant country clusters (Germanic cluster and East European cluster).

The most striking difference have been found for participative leadership where the expectations of students are significantly lower than for overall GLOBE data as well as for middle managers of the respective cultural settings. While team oriented is around the overall expectations and the expectations towards charismatic or value based behaviour is somewhat lower than those of managers, especially a less positive assessment of humane leadership behaviour by the students have to be underlined. While cultural similarities of CEE countries are expressed in a relatively high focus on autonomous behaviour and a relatively low focus on humane behaviour, the different focus on team oriented, autonomous and self-protective behaviour is also culturally bound: the student sample consisting of German students and Central East European countries, and Romania is found in the middle of the average for middle managers of both regions (see figure 15).

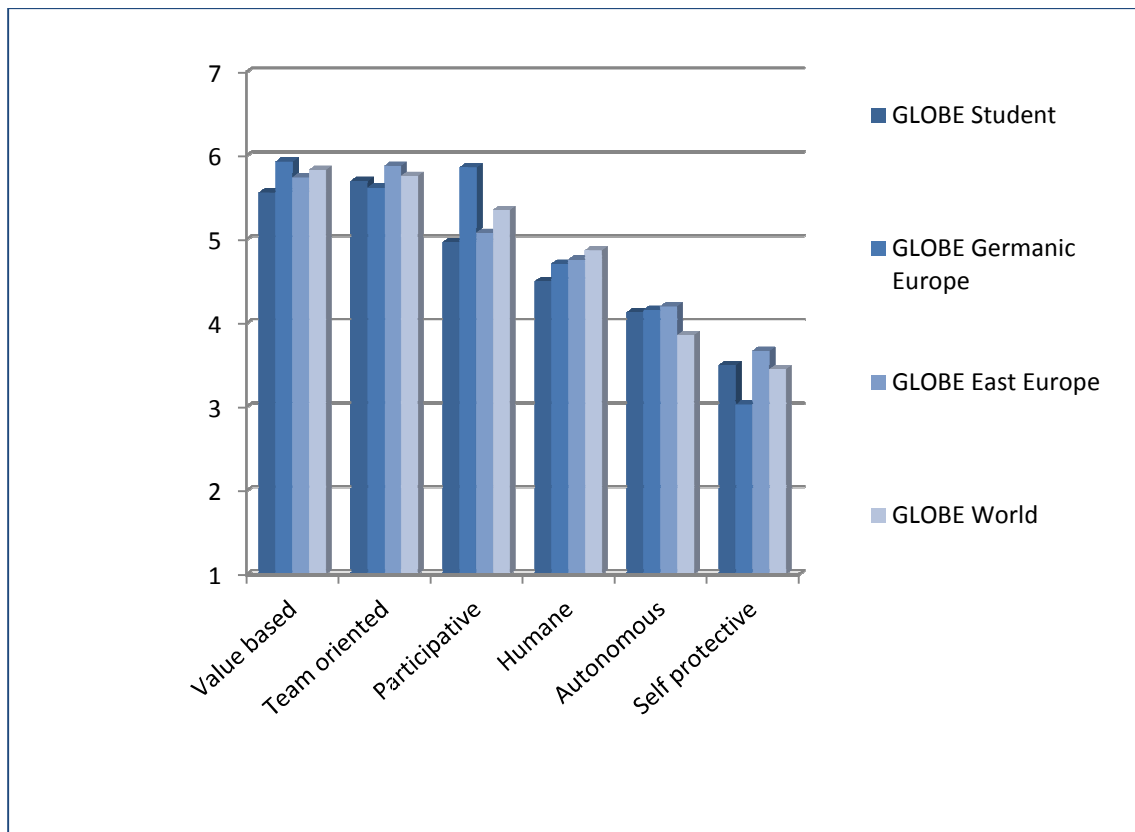


Figure 15: Comparison of leadership style expectations of students and middle managers

4.3 Social differences of leadership expectations and impacts from cultural values

As mentioned in the part on country profiles, the leadership expectations differs partly with respect to the countries under inspection. Significant differences for *Country of birth* have been found for all leadership dimensions, especially for self-protective (sig. with 0.01/**), autonomous (**), team oriented (**), and participative (**). The differences for value based and humane leadership styles are also significant but only on the 0.05-Level. The difference often refers to the highest and lowest country mean, what includes similar results between a few countries (see table 30).

Further differences within the group between the can be proofed for *age* and *sex*. Significant differences for different *age* groups have been found for the ideal of participative leadership seems to be less important for older students, while charismatic or value-based leadership ideals are more important for older students (both at a level of significance of 0.01/**).

Further, female students are more in favour of team-oriented (sig. 0.01/**) and of value-based leadership styles (sig. 0.05/*), while male students did not evaluate self-protective styles that negative as females (sig. 0.05/**).

Finally, we checked the student group for differences according to their chosen *study programme* in order to test for possible differences according to professional socialization.

The results point on relevant differences, namely a higher importance of self-protective, and autonomous styles for engineering students, and a higher importance of value-based or charismatic and team-oriented styles for business students (all at the level of significance of 0.01/**).

It can be shown that cultural values have a more or less strong influence on Leadership expectations of students (see table 38). Each of the 9 cultural dimensions have a significant influence on at least for different styles, while each leadership style is at least rooted in 6 cultural dimensions, but of different configurations, and with a different impact. Especially charismatic or value-based and team-oriented behaviour is found to be strongly rooted in the cultural dimensions, like power distance, family collectivism or performance orientation.

Other are well rooted in some dimensions (most important factors highlighted in table), while autonomous behaviour is found to be only weakly based on national culture values.

Table 38: Impact of cultural values on leadership expectations of students

| | Charisma/ value-based | Team- oriented | Self- protective | Participative | Human- oriented | Autonomous |
|----------------------------|--------------------------|-------------------|---------------------|---------------|--------------------|------------|
| Uncertainty avoidance | - | 0.064** | 0.195** | - | 0.118** | -0.074** |
| Future orientation | 0.199** | 0.184** | 0.073** | - | 0.092** | -0.079** |
| Power distance | -0.321** | -0.383** | 0.187** | -0.188** | 0.179** | 0.071** |
| Institutional collectivism | 0.228** | 0.269** | - | 0.088** | 0.146** | -0.085** |
| Human orientation | 0.230** | 0.262** | - | 0.139** | 0.278** | -0.049** |
| Performance orientation | 0.388** | 0.336** | -0.084** | - | 0.091** | 0.059** |
| Family collectivism | 0.331** | 0.380** | -0.064** | 0.106** | 0.170** | - |
| Gender egalitarianism | 0.174** | 0.186** | -0.107** | 0.077** | - | - |
| Assertiveness | -0.076** | -0.133 | 0.159** | -0.195** | -0.138** | - |

Finally, the data points on an interesting influence of institutions and persons who serve as role models for good (or bad) leadership behaviour. The students were asked for the degree of influence of possible role models in their social environment as well as in the media. It turned out that ...

- *Charismatic or value based styles* are connected with the influence of *teachers*, parents, friends or peers, and with a negative connotation stars from the media
- *Team-oriented styles* have also found to be rooted in role models among *parents*, teachers, and friends or peers
- *Humane styles* are again seen in examples of *teachers*, friends or peers and also parents
- *Participative styles* roles models were observed and experienced in the groups of friends or from peers
- *Autonomous styles* in its positive or negative connotations are obviously related to practical experiences with superiors, and in a second field with behavior of friends or peers, and
- *Self-protective styles* were mainly observed in the public, with *politicians and stars* from the media.

It is still open how the role model of a good or the characteristics of bad leadership behaviours or formed within the various settings of socialization, but the differentiating influence should not be neglected and needs further consideration and in depth analysis.

In order to explain the factors shaping the patterns of a positive role model of leadership of students in a first attempt, a regression analysis have been carried out for the charismatic or value-based prototype of leadership.

Table 39: Cultural impact on leadership expectations: Model für value-based leadership

| Model | Non standardized Coefficient | | Standardized Coeffizients | T | Sig. |
|----------------------------------|------------------------------|----------------|---------------------------|--------|------|
| | Regression Coefficient B | Standard error | Beta | | |
| 1 (constant) | 3.165 | .198 | | 15.946 | .000 |
| Age in years | .011 | .004 | .055 | 2.605 | .009 |
| Study subject | -.053 | .013 | -.085 | -3.996 | .000 |
| Power distance value | -.091 | .017 | -.133 | -5.503 | .000 |
| Performance orientation value | .199 | .019 | .246 | 10.314 | .000 |
| Institutional collectivism value | .090 | .016 | .133 | 5.449 | .000 |
| Future oriented value | .059 | .014 | .091 | 4.167 | .000 |
| Family collectivism value | .077 | .017 | .100 | 4.457 | .000 |
| Human orientation value | .035 | .018 | .044 | 1.907 | .057 |

Preferences for value-based leadership prototypes among students of Central and East Europe can be therefore explained through a combination of high values with respect to performance orientation and humane orientation, low power distance values, and high valued family collectivism and future orientation. It is increasing with a higher share of female and business students. Moreover, it can be developed if teachers were seen as being close to charismatic or value based characteristics and traits or providing examples of such behaviours⁷.

4.5 Conclusions and further research

The chapter provides a first comparative view on cultural perceptions, cultural values, and leadership expectations of Central and East European students. It shows the relevance of the cultural argument in several ways. First of all, students' perceptions of cultures as well as student values are close to the regional cultures and partly the country cultures as proposed by findings of the GLOBE study. Secondly, leadership expectations and prototypes of good (and bad) behaviours of leaders are culturally bound, and can be well explained by a combination of different cultural dimensions. Thirdly, ideal types of good leadership behaviours and styles among students also show some differences among the analysed country cultures. Fourthly, the data give also some support to the assumption of an influence of cultural institutions like families, schools, and other social groups as well as from the media on the formation of leadership prototypes among students.

In addition, the similarities to middle managers can let to the assumption of stability in leadership styles over time even in the case of a new generation of middle managers, the former students of business and engineering. Differences point on a stronger focus on team orientation, but especially on the fact, that the students may accept a lower level of participation than the middle managers.

Further comparative studies as well as in-depth analysis may explore the country profiles and differences, and the latter problems in more detail. Moreover, the formation and the respective mechanisms of influence on prototypes may be in the centre of further comparative research. And finally, in the light of the current debate on CSR, comparative studies of value based decision making preferences may of interest.

⁷ The inclusion of teachers influence leads to a rise of the RQ value to 0.257.

5. Conclusions (Tomaž Čater & Rainhart Lang)

By gathering information from a large international sample of middle managers GLOBE study made a large step forward in cross-cultural leadership research. It found that culturally universal as well as culturally contingent attributes can be found forming culturally endorsed implicit leadership theories in respective cultural settings. But the results from GLOBE study are only based on a data set of middle managers, while ignoring some other social groups, particularly the population of future managers – today’s students. The purpose of this “GLOBE STUDENT” study was to bridge this research gap by illuminating what kind of leadership patterns we can expect from future CEE managers and how these leadership patterns are linked with different cultural dimensions in respective countries. In other words, our goal was to study and compare leadership expectations and cultural assumptions of students in CEE countries as well as to compare some of our findings with the findings of the GLOBE study. We succeeded in building a relatively large data base which allowed us to perform a number of statistical analyses, some on individual country level and some on the comparative level. We can say that despite the fact that this book only represents the preliminary results of the GLOBE STUDENT study it can be considered as an important step forward in leadership-related research.

After the introductory chapter and chapter two, in which theoretical and methodological background of the study was briefly explained, chapter three focused on presenting the initial research efforts in the first five countries that had joined the GLOBE STUDENT study, i.e. Czech Republic, Slovakia, Slovenia, Romania and Germany. Each **country report** deals with the overall research questions, but also with some specific research topics selected by the authors of chapters.

Czech colleagues focus their report mainly on leadership and not on cultural practices and values. They report that an effective future leader (as perceived by today’s students) is an effective bargainer, intelligent, always informed, morale booster, willing to inspire and motivate others to work hard, acts in a diplomatic style, makes decisions firmly and quickly, and possesses communicative skills. On the other hand Czech students believe that the attributes which inhibit outstanding leadership are hostility, dishonesty, arrogance, non-

cooperativeness, egocentrism, tenderness as well as when the leader acts cynically, and provocatively. In terms of GLOBE leadership dimensions the most effective leadership according to Czech students is charismatic (value based) and team-oriented, whereas self-protective is seen as slightly negative.

Chapter on *Slovakia* first analysed overall results regarding Slovak students' cultural practices and values. In-group collectivism as well as power distance and institutional collectivism are the most significant features of the Slovak culture practices. As for the values, young Slovaks prefer the performance orientation, in-group collectivism and humane orientation. Slovak part then focuses on the results for leadership dimensions within the Slovak culture and finds that team-oriented leadership is the most effective leadership style. The authors interpret this finding as a result of highly in-group collectivistic Slovak culture. Eight of the eleven most effective leader's attributes and behaviours belong to the team-oriented leadership style.

The *Slovenian* chapter shows that significant differences exist in students' perception of society as it is vs. society as it should be. It is evident that Slovenian students report that socially less acceptable cultural characteristics of the society (e.g. power distance and assertiveness) should be lower, while socially more acceptable cultural characteristics (e.g. collectivism, humane orientation etc.) should be higher. In addition, the Slovenian part also investigates the links among different cultural dimensions and leadership styles. The results show that students' probable future leadership practices are not so much linked to their perception of the society as it is but primarily with their belief how the society should look like. We can see that task-oriented leadership is positively linked to performance orientation; people-oriented leadership is positively linked with collectivism, gender egalitarianism and humane orientation etc.

One of the main characteristics of the study of *Romanian* students is that they clearly perceive a significant power surplus possessed by the elites. At the same time, they also report a significant deficit in performance orientation, in-group collectivism and humane orientation. The Romanian students' top leadership preferences are team oriented leadership, charismatic (value based) leadership, while self-protective and autonomous leadership are seen as the least preferred. All analysed leadership styles have statistically significant (either positive or

negative) correlations with some cultural dimensions which supports the GLOBE's finding that on one hand, societal culture (practices and values) impacts leadership, while on the other hand, leadership also influences societal culture.

Unlike other chapters, the *German* chapter puts much effort on comparing the GLOBE STUDENT study with the GLOBE study on middle managers. The author concludes that a quick comparison suggests that the perception of cultural practices between students and middle managers are quite similar. However, a closer look points to a number of significant differences. Students have a more positive view on gender egalitarianism, institutional collectivism and future orientation. Students also observe a higher extent of institutional collectivism and smaller extent of family collectivism than middle managers do. As for the cultural values, nearly all dimensions look quite similar, of course with some exceptions. The biggest difference is related to uncertainty avoidance, where students expect a much higher level of risk reducing practices than managers do.

Following the country reports, chapter four delivers the first results of a **comparative perspective**, looking at overall results and major similarities and differences between countries. This is the first multi-country comparative view on cultural perceptions, cultural values and leadership expectations of Central and East European students. It is aimed at resolving the question of convergence vs. divergence of cultural practices, values and preferred leadership attributes, as well as the question related to differences and similarities compared to the GLOBE results. The assumption was that today's young generation that to a greater extent than previous generations socialized in a web-based global world would share several common and universal values. But this assumption was not really confirmed, since the results point at the high influence of national culture in several ways.

First of all, students' perceptions of cultures as well as student values are close to the regional cultures and partly the country cultures as proposed by findings of the GLOBE study. Secondly, leadership expectations and prototypes of good (and bad) behaviours of leaders are culturally bound, and can be well explained by a combination of different cultural dimensions. Thirdly, ideal types of good leadership behaviours and styles among students are also show some differences among the analysed country cultures. Fourthly, the data give also some support to the assumption of an influence of cultural institutions like families, schools,

and other social groups as well as from the media on the formation of leadership prototypes among students.

In addition, the similarities to middle managers can let to the assumption of stability in leadership styles over time even in the case of a new generation of middle managers, the former students of business and engineering. Differences point on a stronger focus on team orientation, but especially on the fact, that the students may accept a lower level of participation than the middle managers.

Further comparative studies as well as in-depth analysis may explore the country profiles and differences, and the latter problems in more detail. Moreover, the formation and the respective mechanisms of influence on prototypes may be in the centre of further comparative research. And finally, in the light of the current debate on CSR, comparative studies of value based decision making preferences may of interest.

The research presented in this book is still on-going. Therefore, its findings and conclusions should be understood as preliminary results only. Certainly, they could be influenced by the sample size, sample structure, geographic location and even the fact that data collection was carried out in the worse phase of the recent economic recession. These factors of course have to be taken into account when interpreting the results. But the first results are looking very promising with regard to the overall approach but also with respect to topics focused the above discussed main results. This will be encouraging for the further steps and efforts towards an extension of data basis as well as scope and focus of our empirical analysis.

Finally, attempts to develop the theoretical basis of our project may be important to guide the next steps in our empirical investigation.

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Research Survey

**GLOBE Student
(Global Leadership and Organizational
Behavior Effectiveness Project)**

Introduction

The purpose of this research is to learn about national cultures and leadership prototypes from student's point of view. It is based on the Global Leadership and Organizational Behaviour Effectiveness Project (GLOBE) that already has been carried out in a thorough way. Within 62 countries, 17.000 middle managers from several different business sectors and industries have participated.

This questionnaire ought to be worked on by students from business and engineering, because they will form the group of future middle managers. We would greatly appreciate your participation in this research. In the following pages you are asked to choose a number of statements that reflect your observations of the society, you live in, your beliefs, your values, or your perceptions.

This is not a test, and there are no right or wrong answers. We are mainly interested in learning about persuasions and estimation of effective leadership in your society, and how various societal practices are, perceived by you and the other students participating in this research. This survey will be realized in different European countries and in the USA.

Your responses will be kept completely confidential. No individual respondent will be identified to any other person or in any written form.

Once again, thank you for your participation.

General Instructions

In completing this survey, you will be asked questions focusing on the society in which you live, on your perceptions of leaders and leadership and decision preference of leaders. Most people complete the survey in approximately 60 minutes.

There are six sections to this questionnaire. Sections 1 and 3 ask about your society. Sections 2 and 4 ask about leaders and leadership. Section 5 asks about your opinion to some factors, which can be important for making critical management decisions and section 6 is about you.

Explanation of the types of questions

Explanation of the types of questions

There are several different types of questions in this questionnaire. Sections 1 and 3 have questions with two different formats. An example of the first type of question is shown below.

A. In this country, the weather is generally:

| | | | | | | | | |
|------------------|---|---|---|------------------------|---|---|--|--------------------|
| very pleasant | | | | moderately pleasant | | | | very unpleasant |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |

For a question like this, you would circle the number from 1 to 7 that is closest to your perceptions about your country. For example, if you think the weather in your country is “very pleasant,” you would circle the 1. If you think the weather is not quite “very pleasant” but is better than “moderately pleasant,” you could circle either the 2 or the 3, depending on whether you think the weather is closer to “very pleasant” or to “moderately pleasant.”

The second type of question asks how much you agree or disagree with a particular statement. An example of this kind of question is given below.

B. The weather in this country is very pleasant.

| | | | | | | | | |
|-------------------|---|---|---|----------------------------------|---|---|--|----------------------|
| Strongly agree | | | | Neither agree nor disagree | | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | | |

For a question like this, you would circle the number from 1 to 7 that is closest to your level of agreement with the statement. For example, if you strongly agree that the weather in your country is very pleasant, you would circle the 1. If you generally agree with the statement but disagree slightly, you could circle either the 2 or the 3, depending on how strongly you agree with the statement. If you disagree with the statement, you would circle the 5, 6, or 7, depending on how much you disagree with the statement.

Sections 2 and 4 have a different type of question. For these sections, you are given a list of behaviors and characteristics that a leader might display. You are asked to rate these behaviors and characteristics using the scale shown below. To do this, on the line next to each behavior or characteristic write the number from the scale that best describes how displaying that behavior or characteristic affects the leader's effectiveness.

SCALE

- 1=** This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
- 2=** This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
- 3=** This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
- 4=** This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
- 5=** This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
- 6=** This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
- 7=** This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

An example is shown below. If you believed that being tall inhibited a person from being an outstanding leader, you would write 1, 2, or 3 on the line to the left of "Tall," depending on how much you thought being tall inhibited outstanding leadership. If you believed that being tall contributes to a person's being an outstanding leader, you would write 5, 6, or 7 on the line to the left of "Tall," depending on how much you thought being tall contributed to outstanding leadership. Finally, if you believed that being tall had no effect on whether a person was an outstanding leader, you would write 4 on the line to the left of "Tall."

___ A. = Of significantly above average height

In Section 5 you find a scale similar to the scales of parts 1 and 3, but every number is explained. You should circle the number from 1 to 7 that is closest to your opinion.

Section 1 — The way things are in your society

Instructions

In this section, we are interested in your beliefs about the norms, values, and practices in your society. In other words, we are interested in the way your society is — not the way you think it should be.

There are no right or wrong answers, and answers don't indicate goodness or badness of the society.

Please respond to the questions by circling the number that most closely represents your observations about your society.

Section 1 questions begin here

1-1. In this society, orderliness and consistency are stressed, even at the expense of experimentation and innovation.

| | | | | | | |
|----------------|---|---|----------------------------|---|---|-------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-2. In this society, people are generally:

| | | | | | | |
|------------|---|---|---|---|---|----------------|
| aggressive | | | | | | non-aggressive |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-3. The way to be successful in this society is to:

| | | | | | | |
|------------|---|---|---|---|---|--------------------------------|
| plan ahead | | | | | | take life events as they occur |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-4. In this society, the accepted norm is to

| | | | | | | |
|---------------------|---|---|---|---|---|-----------------------|
| plan for the future | | | | | | accept the status quo |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-5. In this society, a person's influence is based primarily on:

one's ability
and
contribution
to the
society

the
authority of
one's
position

1 2 3 4 5 6 7

1-6. In this society, people are generally:

assertive

non-
assertive

1 2 3 4 5 6 7

1-7. In this society, leaders encourage group loyalty even if individual goals suffer.

Strongly
agree

Neither
agree nor
disagree

Strongly
disagree

1 2 3 4 5 6 7

1-8. In this society, social gatherings are:

planned
well in
advance (2
or more
weeks in
advance)

spontaneous
(planned
less than an
hour in
advance)

1 2 3 4 5 6 7

1-9. In this society, people are generally:

very
concerned
about
others

not at all
concerned
about
others

1 2 3 4 5 6 7

1-10. In this society, people are generally:

dominant

non-
dominant

1 2 3 4 5 6 7

1-11. In this society, children take pride in the individual accomplishments of their parents.

Strongly
agree

1

2

3

Neither
agree nor
disagree

4

5

6

Strongly
disagree

7

1-12. The economic system in this society is designed to maximize:

| | | | | | | |
|-------------------------|---|---|---|---|---|-------------------------|
| individual interests | | | | | | collective interests |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-13. In this society, followers are expected to:

| | | | | | | |
|--|---|---|---|---|---|--|
| obey their leaders without question | | | | | | question their leaders when in disagreement |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-14. In this society, people are generally:

| | | | | | | |
|-------|---|---|---|---|---|--------|
| tough | | | | | | tender |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-15. In this society, teen-aged students are encouraged to strive for continuously improved performance.

| | | | | | | |
|-------------------|---|---|----------------------------------|---|---|----------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-16. In this society, most people lead highly structured lives with few unexpected events.

| | | | | | | |
|-------------------|---|---|------------------------------------|---|---|----------------------|
| Strongly agree | | | Neither a agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-17. In this society, boys are encouraged more than girls to attain a higher education.

| | | | | | | |
|-------------------|---|---|----------------------------------|---|---|----------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-18. In this society, major rewards are based on:

| | | | | | | |
|--------------------------------------|---|---|--|---|---|--|
| only performance effectiveness | | | performance effectiveness and other factors (for example, seniority or political connections) | | | only factors other than performance effectiveness (for example, seniority or political connections) |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-19. In this society, societal requirements and instructions are spelled out in detail so citizens know what they are expected to do.

| | | | | | | |
|-------------------|---|---|----------------------------------|---|---|----------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-20. In this society, being innovative to improve performance is generally:

| | | | | | | |
|---------------------------|---|---|----------------------|---|---|----------------------|
| substantially rewarded | | | somewhat rewarded | | | somewhat rewarded |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-21. In this society, people are generally:

| | | | | | | |
|---------------------------------------|---|---|---|---|---|---|
| very sensitive toward others | | | | | | not at all sensitive toward others |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-22. In this society, there is more emphasis on athletic programs for:

| | | | | | | |
|------|---|---|---|---|---|-------|
| boys | | | | | | girls |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-23. In this society, parents take pride in the individual accomplishments of their children.

| | | | | | | |
|-------------------|---|---|------------------------------------|---|---|----------------------|
| Strongly agree | | | Neither a agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-24. This society has rules or laws to cover:

| | | | | | | |
|--------------------------|---|---|--------------------|---|---|------------------------|
| almost all situations | | | some situations | | | very few situations |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-25. In this society, people are generally:

| | | | | | | |
|---------------|---|---|---|---|---|--------------------|
| very friendly | | | | | | very unfriendly |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-26. In this society, people in positions of power try to:

| | | | | | | |
|--|---|---|---|---|---|---|
| increase their social distance from less powerful individuals | | | | | | decrease their social distance from less powerful people |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-27. In this society, rank and position in the hierarchy have special privileges.

| | | | | | | |
|-------------------|---|---|----------------------------------|---|---|----------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-28. In this society, aging parents generally live at home with their children.

| | | | | | | |
|-------------------|---|---|----------------------------------|---|---|----------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-29. In this society, being accepted by the other members of a group is very important.

| | | | | | | |
|-------------------|---|---|----------------------------------|---|---|----------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-30. In this society, more people:

live for the present than live for the future

1

2

3

4

5

6

live for the future than live for the present

7

1-31. In this society, people place more emphasis on:

solving current problems

1

2

3

4

5

6

planning for the future

7

1-32. In this society, people are generally:

very tolerant of mistakes

1

2

3

4

5

6

not at all tolerant of mistakes

7

1-33. In this society, people are generally:

very generous

1

2

3

4

5

6

not at all generous

7

1-34. In this society, power is:

concentrated at the top

1

2

3

4

5

6

shared throughout the society

7

1-35. In this society:

group cohesion is valued more than individualism

1

2

3

group cohesion and individualism are equally valued

4

5

6

individualism is valued more than group cohesion

7

1-36. In this society, it is worse for a boy to fail in school than for a girl to fail in school.

| | | | | | | |
|----------------|---|---|----------------------------|---|---|-------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-37. In this society, people are generally:

| | | | | | | |
|----------|---|---|---|---|---|--------------|
| physical | | | | | | non-physical |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-38. In this society, who is more likely to serve in a position of high office?

| | | | | | | |
|-----|---|---|---|---|---|-------|
| Men | | | Men and women are equally likely to serve | | | Women |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

1-39. In this society, children generally live at home with their parents until they get married.

| | | | | | | |
|----------------|---|---|----------------------------|---|---|-------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

THIS CONCLUDES SECTION 1. PLEASE GO ON TO SECTION 2.

Section 2 — Leader Behaviors

Instructions

You are probably aware of people in your environment, who are exceptionally skilled at motivating, influencing, or enabling you, others, or groups to contribute to the success of the organization or task.

In this country, we might call such people “outstanding leaders.”

On the following pages are several behaviors and characteristics that can be used to describe leaders. Each behavior or characteristic is accompanied by a short definition to clarify its meaning.

Using the above description of outstanding leaders as a guide, rate the behaviors and characteristics on the following pages. To do this, on the line next to each behavior or characteristic write the number from the scale below that best describes how important that behavior or characteristic is for a leader to be outstanding.

SCALE

- 1=** This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
- 2=** This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
- 3=** This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
- 4=** This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
- 5=** This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
- 6=** This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
- 7=** This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

Section 2 questions start here.

- ___ 2-1. Diplomatic = Skilled at interpersonal relations, tactful
- ___ 2-2. Evasive = Refrains from making negative comments to maintain good relationships and save face
- ___ 2-3. Mediator = Intervenes to solve conflicts between individuals
- ___ 2-4. Bossy = Tells subordinates what to do in a commanding way
- ___ 2-5. Positive = Generally optimistic and confident

| | | | | |
|-----|-------|------------------------------|---|---|
| ___ | 2-6. | Intra-group competitor | = | Tries to exceed the performance of others in his or her group |
| ___ | 2-7. | Autonomous | = | Acts independently, does not rely on others |
| ___ | 2-8. | Independent | = | Does not rely on others; self-governing |
| ___ | 2-9. | Ruthless | = | Punitive; Having no pity or compassion |
| ___ | 2-10. | Tender | = | Easily hurt or offended |
| ___ | 2-11. | Improvement-oriented | = | Seeks continuous performance improvement |
| ___ | 2-12. | Inspirational | = | Inspires emotions, beliefs, values, and behaviors of others, inspires others to be motivated to work hard |
| ___ | 2-13. | Anticipatory | = | Anticipates, attempts to forecast events, considers what will happen in the future |
| ___ | 2-14. | Risk taker | = | Willing to invest major resources in endeavors that do not have high probability of successful |
| ___ | 2-15. | Sincere | = | Means what he/she says, earnest |
| ___ | 2-16. | Trustworthy | = | Deserves trust, can be believed and relied upon to keep his/her word |
| ___ | 2-17. | Worldly | = | Interested in temporal events, has a world outlook |
| ___ | 2-18. | Intra-group conflict avoider | = | Avoids disputes with members of his or her group |
| ___ | 2-19. | Administratively skilled | = | Able to plan, organize, coordinate and control work of large numbers (over 75) of individuals |
| ___ | 2-20. | Just | = | Acts according to what is right or fair |
| ___ | 2-21. | Win/win problem-solver | = | Able to identify solutions which satisfy individuals with diverse and conflicting interests |
| ___ | 2-22. | Clear | = | Easily understood |
| ___ | 2-23. | Self-interested | = | Pursues own best interests |

| | | | | |
|-----|-------|----------------|---|---|
| ___ | 2-24. | Tyrannical | = | Acts like a tyrant or despot; imperious |
| ___ | 2-25. | Integrator | = | Integrates people or things into cohesive, working whole |
| ___ | 2-26. | Calm | = | Not easily distressed |
| ___ | 2-27. | Provocateur | = | Stimulates unrest |
| ___ | 2-28. | Loyal | = | Stays with and supports friends even when they have substantial problems or difficulties |
| ___ | 2-29. | Unique | = | An unusual person, has characteristics of behaviors that are different from most others |
| ___ | 2-30. | Collaborative | = | Works jointly with others |
| ___ | 2-31. | Encouraging | = | Gives courage, confidence or hope through reassuring and advising |
| ___ | 2-32. | Morale booster | = | Increases morale of subordinates by offering encouragement, praise, and/or by being confident |
| ___ | 2-33. | Arrogant | = | Presumptuous or overbearing |
| ___ | 2-34. | Orderly | = | Is organized and methodological in work |
| ___ | 2-35. | Prepared | = | Is ready for future events |
| ___ | 2-36. | Autocratic | = | Makes decisions in dictatorial way |
| ___ | 2-37. | Secretive | = | Tends to conceal information from others |
| ___ | 2-38. | Asocial | = | Avoids people or groups, prefers own company |
| ___ | 2-39. | Fraternal | = | Tends to be a good friend of subordinates |
| ___ | 2-40. | Generous | = | Willing to give time, money, resources and help to others |
| ___ | 2-41. | Formal | = | Acts in accordance with rules, convention and ceremonies |
| ___ | 2-42. | Modest | = | Does not boast, presents self in a humble manner |
| ___ | 2-43. | Intelligent | = | Smart, learns and understands easily |

| | | | | |
|-----|-------|----------------------------|---|---|
| ___ | 2-44. | Decisive | = | Makes decisions firmly and quickly |
| ___ | 2-45. | Consultative | = | Consults with others before making plans or taking action |
| ___ | 2-46. | Irritable | = | Moody; easily agitated |
| ___ | 2-47. | Loner | = | Works and acts separately from others |
| ___ | 2-48. | Enthusiastic | = | Demonstrates and imparts strong positive emotions for work |
| ___ | 2-49. | Risk averse | = | Avoids taking risks, dislikes risk |
| ___ | 2-50. | Vindictive | = | Vengeful; seeks revenge when wronged |
| ___ | 2-51. | Compassionate | = | Has empathy for others, inclined to be helpful or show mercy |
| ___ | 2-52. | Subdued | = | Suppressed, quiet, tame |
| ___ | 2-53. | Egocentric | = | Self-absorbed, thoughts focus mostly on one's self |
| ___ | 2-54. | Non-explicit | = | Subtle, does not communicate explicitly, communicates by metaphor, et allegory, et example |
| ___ | 2-55. | Distant | = | Aloof, stands off from others, difficult to become friends with |
| ___ | 2-56. | Intellectually stimulating | = | Encourages others to think and use their minds; challenges beliefs, stereotypes and attitudes of others |

THIS CONCLUDES SECTION. PLEASE GO ON TO SECTION 3.

Section 3 — The way things generally should be in your society

Instructions

In this section, we are interested in your beliefs about what the norms, values, and practices should be in your society.

Again, there are no right or wrong answers, and answers don't indicate goodness or badness of the society.

Please respond to the questions by circling the number that most closely represents your observations about your society.

Section 3 questions start here

3-1. I believe that orderliness and consistency should be stressed, even at the expense of experimentation and innovation.

| | | | | | | |
|----------------|---|---|----------------------------|---|---|-------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-2. In this society, people should be encouraged to be:

| | | | | | | |
|------------|---|---|---|---|---|----------------|
| aggressive | | | | | | non-aggressive |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-3. I believe that people who are successful should:

| | | | | | | |
|------------|---|---|---|---|---|--------------------------------|
| plan ahead | | | | | | take life events as they occur |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-4. I believe that the accepted norm in this society should be to:

| | | | | | | |
|---------------------|---|---|---|---|---|-----------------------|
| plan for the future | | | | | | accept the status quo |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-5. I believe that a person's influence in this society should be based primarily on:

| | | | | | | | |
|---|---|---|---|---|---|---|---------------------------------|
| one's ability and contribution to the society | | | | | | | the authority of one's position |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

3-6. In this society, people should be encouraged to be:

| | | | | | | | |
|-----------|---|---|---|---|---|---|---------------|
| assertive | | | | | | | non-assertive |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

3-7. I believe that in general, leaders should encourage group loyalty even if individual goals suffer.

| | | | | | | | |
|----------------|---|---|----------------------------|---|---|---|-------------------|
| Strongly agree | | | Neither agree nor disagree | | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

3-8. I believe that social gatherings should be:

| | | | | | | | |
|--|---|---|---|---|---|---|--|
| planned well in advance (2 or more weeks in advance) | | | | | | | spontaneous (planned less than an hour in advance) |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

3-9. In this society, people should be encouraged to be:

| | | | | | | | |
|-----------------------------|---|---|---|---|---|---|-----------------------------------|
| very concerned about others | | | | | | | not at all concerned about others |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

3-10. In this society, people should be encouraged to be:

| | | | | | | | |
|----------|---|---|---|---|---|---|--------------|
| dominant | | | | | | | non-dominant |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

3-11. In this society, children should take pride in the individual accomplishments of their parents.

| | | | | | | |
|----------------|---|---|----------------------------|---|---|-------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-12. I believe that the economic system in this society should be designed to maximize:

| | | | | | | |
|----------------------|---|---|---|---|---|----------------------|
| individual interests | | | | | | collective interests |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-13. I believe that followers should:

| | | | | | | |
|------------------------------------|---|---|---|---|---|--|
| obey their leader without question | | | | | | question their leader when in disagreement |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-14. In this society, people should be encouraged to be:

| | | | | | | |
|-------|---|---|---|---|---|--------|
| tough | | | | | | tender |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-15. I believe that teen-aged students should be encouraged to strive for continuously improved performance.

| | | | | | | |
|----------------|---|---|----------------------------|---|---|----------------------------|
| Strongly agree | | | Neither agree nor disagree | | | Neither agree nor disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-16. I believe that a person who leads a structured life that has few unexpected events:

| | | | | | | |
|------------------------------|---|---|---|---|---|--------------------------------|
| has a lot to be thankful for | | | | | | is missing a lot of excitement |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-17. I believe that boys should be encouraged to attain a higher education more than girls.

| | | | | | | |
|----------------|---|---|----------------------------|---|---|-------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-18. I believe that major rewards should be based on:

| | | | | | | |
|--------------------------------|---|---|---|---|---|---|
| only performance effectiveness | | | performance effectiveness and other factors (for example, seniority or political connections) | | | only factors other than performance effectiveness (for example, seniority or political connections) |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-19. I believe that societal requirements and instructions should be spelled out in detail so citizens know what they are expected to do.

| | | | | | | |
|----------------|---|---|----------------------------|---|---|-------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-20. I believe that being innovative to improve performance should be:

| | | | | | | |
|------------------------|---|---|-------------------|---|---|--------------|
| substantially rewarded | | | somewhat rewarded | | | not rewarded |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-21. In this society, people should be encouraged to be:

| | | | | | | |
|------------------------------|---|---|---|---|---|------------------------------------|
| very sensitive toward others | | | | | | not at all sensitive toward others |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-22. I believe that there should be more emphasis on athletic programs for:

| | | | | | | |
|------|---|---|---|---|---|-------|
| boys | | | | | | girls |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-23. In this society, parents should take pride in the individual accomplishments of their children.

| | | | | | | |
|----------------|---|---|----------------------------|---|---|-------------------|
| Strongly agree | | | Neither agree nor disagree | | | Strongly disagree |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-24. I believe that society should have rules or laws to cover:

| | | | | | | |
|-----------------------|---|---|-----------------|---|---|---------------------|
| almost all situations | | | some situations | | | very few situations |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-25. I believe that leaders in this society should:

| | | | | | | |
|--|---|---|---|---|---|---|
| provide detailed plans concerning how to achieve goals | | | | | | allow the people freedom in determining how best to achieve goals |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-26. I believe that this society would be more effectively managed if there were:

| | | | | | | |
|--|---|---|---|---|---|--|
| many more women in positions of authority than there are now | | | about the same number of women in positions of authority as there are now | | | many less women in positions of authority than there are now |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-27. In this society, people should be encouraged to be:

| | | | | | | |
|---------------|---|---|---|---|---|-----------------|
| very friendly | | | | | | very unfriendly |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

3-28. I believe that people in positions of power should try to:

increase
their social
distance
from less
powerful
individuals

decrease
their social
distance
from less
powerful
people

1 2 3 4 5 6 7

3-29. How important should it be to members of your society that your society is viewed positively by persons in other societies?

It should not
be
important at
all

It should be
moderately
important

It should be
very
important

1 2 3 4 5 6 7

3-30. I believe that people should:

live for the
present

live for the
future

1 2 3 4 5 6 7

3-31. In this society, people should be encouraged to be:

very
tolerant of
mistakes

not at all
tolerant of
mistakes

1 2 3 4 5 6 7

3-32. I believe that people should set challenging goals for themselves.

Strongly
agree

Neither
agree nor
disagree

Strongly
disagree

1 2 3 4 5 6 7

3-33. When in disagreement with adults, young people should defer to elders.

Strongly
agree

Neither
agree nor
disagree

Strongly
disagree

1 2 3 4 5 6 7

3-34. Members of this society should:

take no
pride in
being a
member of
the society

take a
moderate
amount of
pride in
being a
member of
the society

take a great
deal of
pride in
being a
member of
the society

1

2

3

4

5

6

7

3-35. I believe that power should be:

concentrated
at the top

shared
throughout
the
organization

1

2

3

4

5

6

7

3-36. In this society, most people prefer to play:

only
individual
sports

some
individual
and some
team sports

only team
sports

1

2

3

4

5

6

7

3-37. I believe that:

group
cohesion is
better than
individualism

group
cohesion
and
individualism
are equally
valuable

individualism
is better
than group
cohesion

1

2

3

4

5

6

7

3-38. I believe that it should be worse for a boy to fail in school than for a girl to fail in school.

Strongly
agree

Neither
agree nor
disagree

Strongly
disagree

1

2

3

4

5

6

7

3-39. I believe that opportunities for leadership positions should be:

more
available for
men than
for women
1

2

3

equally
available for
men and
women
4

5

6

more
available for
women than
for men
7

THIS CONCLUDES SECTION 3. PLEASE GO ON TO SECTION 4.

Section 4 — Leader Behaviors (Part II)

Instructions

This section follows the same format as that of Section 2. You should again rate the leader behaviors and characteristics on the following pages. To do this, on the line next to each behavior or characteristic write the number from the scale below that best describes how important that behavior or characteristic is for a leader to be outstanding.

- 1=** This behavior or characteristic **greatly inhibits** a person from being an outstanding leader.
- 2=** This behavior or characteristic **somewhat inhibits** a person from being an outstanding leader.
- 3=** This behavior or characteristic **slightly inhibits** a person from being an outstanding leader.
- 4=** This behavior or characteristic **has no impact** on whether a person is an outstanding leader.
- 5=** This behavior or characteristic **contributes slightly** to a person being an outstanding leader.
- 6=** This behavior or characteristic **contributes somewhat** to a person being an outstanding leader.
- 7=** This behavior or characteristic **contributes greatly** to a person being an outstanding leader.

Section 4 questions begin here.

- ___ 4-1. Cautious = Proceeds/performs with great care and does not take risks
- ___ 4-2. Organized = Well organized, methodical, orderly
- ___ 4-3. Cunning = Sly, deceitful, full of guile
- ___ 4-4. Informed = Knowledgeable; aware of information.
- ___ 4-5. Effective bargainer = Is able to negotiate effectively, able to make transactions with others on favorable terms
- ___ 4-6. Egotistical = Conceited, convinced of own abilities
- ___ 4-7. Non-cooperative = Unwilling to work jointly with others
- ___ 4-8. Logical = Applies logic when thinking
- ___ 4-9. Status-conscious = Aware of others' socially accepted status
- ___ 4-10. Foresight = Anticipates possible future events

| | | | | |
|-----|-------|-------------------------|---|---|
| ___ | 4-11. | Plans ahead | = | Anticipates and prepares in advance |
| ___ | 4-12. | Normative | = | Behaves according to the norms of his or her group |
| ___ | 4-13. | Individual-ly- oriented | = | Concerned with and places high value on preserving individual rather than group needs |
| ___ | 4-14. | Non-egalitarian | = | Believes that all individuals are not equal and only some should have equal rights and privileges |
| ___ | 4-15. | Intuitive | = | Has extra insight |
| ___ | 4-16. | Indirect | = | Does not go straight to the point, uses metaphors and examples to communicate |
| ___ | 4-17. | Habitual | = | Given to a constant, regular routine |
| ___ | 4-18. | Self-effacing | = | Presents self in a modest way |
| ___ | 4-19. | Able to Anticipate | = | Able to successfully anticipate future needs |
| ___ | 4-20. | Motive arouser | = | Mobilizes and activates followers |
| ___ | 4-21. | Sensitive | = | Aware of slight changes in other's moods, restricts discussion to prevent embarrassment |
| ___ | 4-22. | Convincing | = | Unusually able to persuade others of his/her viewpoint |
| ___ | 4-23. | Communi-cative | = | Communicates with others frequently |
| ___ | 4-24. | Excellence - oriented | = | Strives for excellence in performance of self and subordinates |
| ___ | 4-25. | Procedural | = | Follows established rules and guidelines |
| ___ | 4-26. | Confidence builder | = | Instils others with confidence by showing confidence in them |
| ___ | 4-27. | Group-oriented | = | Concerned with the welfare of the group |
| ___ | 4-28. | Class conscious | = | Is conscious of class and status boundaries and acts accordingly |

| | | | | |
|-----|-------|------------------------|---|--|
| ___ | 4-29. | Non-participative | = | Does not participate with others |
| ___ | 4-30. | Self-sacrificial | = | Foregoes self-interests and makes personal sacrifices in the interest of a goal or vision |
| ___ | 4-31. | Patient | = | Has and shows patience |
| ___ | 4-32. | Honest | = | Speaks and acts truthfully |
| ___ | 4-33. | Domineering | = | Inclined to dominate others |
| ___ | 4-34. | Intra-group face saver | = | Ensures that other group members are not embarrassed or shamed |
| ___ | 4-35. | Dynamic | = | Highly involved, energetic, enthused, motivated |
| ___ | 4-36. | Coordinator | = | Integrates and manages work of subordinates |
| ___ | 4-37. | Elitist | = | Believes that a small number of people with similar backgrounds are superior and should enjoy privileges |
| ___ | 4-38. | Team builder | = | Able to induce group members to work together |
| ___ | 4-39. | Cynical | = | Tends to believe the worst about people and events |
| ___ | 4-40. | Performance-oriented | = | Sets high standards of performance |
| ___ | 4-41. | Ambitious | = | Sets high goals, works hard |
| ___ | 4-42. | Motivational | = | Stimulates others to put forth efforts above and beyond the call of duty and make personal sacrifices |
| ___ | 4-43. | Micro-manager | = | An extremely close supervisor, one who insists on making all decisions |
| ___ | 4-44. | Non-delegater | = | Unwilling or unable to relinquish control of projects or tasks |
| ___ | 4-45. | Can't say "no" | = | Avoids saying no to another when requested to do something, even when it cannot be done |

- ___ 4-46. Visionary = Has a vision and imagination of the future
- ___ 4-47. Willful = Strong-willed, determined, resolute, persistent
- ___ 4-48. Ruler = Is in charge and does not tolerate disagreement or questioning, gives orders
- ___ 4-49. Dishonest = Fraudulent, insincere
- ___ 4-50. Hostile = Actively unfriendly, acts negatively toward others
- ___ 4-51. Future-oriented = Makes plans and takes actions based on future goals
- ___ 4-52. Good Administrator = Has ability to manage complex office work and administrative systems
- ___ 4-53. Dependable = Reliable
- ___ 4-54. Dictatorial = Forces her/his values and opinions on others
- ___ 4-55. Individualistic = Behaves in a different manner than peers
- ___ 4-56. Ritualistic = Uses a prescribed order to carry out procedures

THIS CONCLUDES SECTION 4. PLEASE GO ON TO SECTION 5.

Section 5 - Importance of decision criteria

Instructions

We are interested in learning about your values with respect to a number of organizational issues listed below. Please indicate how much importance should be assigned to each of the factors listed below when making critical management decisions, by placing a circle around the appropriate response alternatives. These alternatives are:

| SCALE | |
|--------------|--|
| 1= | <u>None</u> : of no importance |
| 2= | <u>Very little</u> : of minor importance |
| 3= | <u>Some</u> : of some but only limited importance |
| 4= | A <u>moderate</u> amount: should frequently be considered important |
| 5= | A <u>high</u> amount: should almost always be considered important |
| 6= | A <u>very high</u> amount: should always be considered important |
| 7= | Of <u>most importance</u> : should be considered more important than all other considerations |

Section 5 questions begin here

5-1. Cost control

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-2. Customer satisfaction

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-3. Employee relations issues such as employee well-being, safety, working conditions

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-4. Contribution to the economic welfare of the nation

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-5. The welfare of the local community

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 5 | 6 | 7 | 8 |

5-6. Employee professional growth and development

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-7. Pleasing, respecting, not offending a divine being – a god or an idol for example

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-8. Effects on the environment

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-9. Ethical considerations

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-10. Effect on the long-term competitive ability of the organization

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-11. Effect on relationships with other organizations with which you do serious business, for example suppliers, government agencies, partners in strategic alliances

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-12. Effect on firm profitability

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-13. Effect on minority employees

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-14. Effect on female employees

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-15. Effects of supernatural forces such as auspicious days, forecasts by truth sayers, and the like.

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-16. Effect on product quality

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

5-17. Effect on sales volume

| | | | | | | |
|------|-------------|------|----------|------|-----------|----------------|
| None | very little | some | moderate | high | very high | most important |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

Now we would like to ask you what factors are your values influenced by. Please indicate how much each of the factors listed below have influenced your values. The alternatives are:

5-18. Parents/ family

| | | | | | | | |
|------------|---|---|---|---------|---|---|-------------|
| not at all | | | | partial | | | very strong |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

5-19. Teachers

| | | | | | | | |
|------------|---|---|---|---------|---|---|-------------|
| not at all | | | | partial | | | very strong |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

5-20. Friends

| | | | | | | | |
|------------|---|---|---|---------|---|---|-------------|
| not at all | | | | partial | | | very strong |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

5-21. Superiors

| | | | | | | | |
|------------|---|---|---|---------|---|---|-------------|
| not at all | | | | partial | | | very strong |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

5-22. Stars from radio/ tv

| | | | | | | | |
|------------|---|---|---|---------|---|---|-------------|
| not at all | | | | partial | | | very strong |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

5-23. Examples from society, policy, economy, sports

| | | | | | | | |
|------------|---|---|---|---------|---|---|-------------|
| not at all | | | | partial | | | very strong |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

5-24. Examples from science and research

| | | | | | | | |
|------------|---|---|---|---------|---|---|-------------|
| not at all | | | | partial | | | very strong |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | |

If you want to mention a special person: _____

THIS CONCLUDES SECTION 5. PLEASE GO ON TO SECTION 6

Section 6 — Demographic questions

Following are several questions about you and your background. These questions are important because they help us to see if different types of people respond to the questions on this questionnaire in different ways. They are NOT used to identify any individual.

- 6-1. How old are you? _____ Years old
- 6-2. What is your gender? (check one) Male _____ Female _____
- 6-3. What is your country of citizenship / passport? _____
- 6-4. What country were you born in? _____
- 6-5. How long have you lived in the country where you currently live?
_____ years
- 6-6. What is your ethnic background? _____
- 6-7. What language(s) were spoken in your home when you were a child? _____
- 6-8. What subject area/ study path are you study? _____

- 6-9. What term are you studying in? _____ term
- 6-10. What major field of study do you register for?
- 6-11. Which university do you attend? _____

6-12. Do you belong to student unions? Yes / No

- 6-13. Do you take part in activities of trade associations? Yes / No
- 6-14. In which branche(s) would you like to work after your study time? _____

- 6-15. Are you interested in beginning a management career? Yes / No
- 6-16. Are you interested in founding a business venture? Yes / No
- 6-17. Do you have working experiences in firm? Yes/No
- 6-18. How long did work (month, full time/part time)? _____

THANK YOU FOR YOUR PARTICIPATION ON THIS RESAEARCH SURVEY!