

Renata Krzykała-Schaefer
Poznan School of Banking

Preferred Leadership Styles and Attributes of Future Managers. Results of GLOBE Student Research Project in Poland.”

1. Introduction

We live in the increasingly interconnected world. Globalization opens many opportunities for business but it also creates many complex challenges. Understanding and appreciating cultural values, practices and preferences in ways of behavior in different parts of the world is an important challenge.

The increasing connection between countries does not mean that cultural differences are disappearing or diminishing. On the contrary, as Doug Ivestor, the former CEO of Coca Cola pointed out: “As economic borders come down, cultural barriers go up, presenting new challenges and opportunities for business” [Javidan, House 2001, p. 291].

To be successful in dealings with people from other cultures managers need knowledge about cultural differences and similarities among the countries. They also need to understand the implications of the differences and the skills required to act and decide appropriately and in a culturally sensitive way. The GLOBE (Global Leadership and Organizational Behavior Effectiveness) research program has been intended and designed to be an important source of assistance to global managers. This cross-cultural research project was conceived by Robert J. House of the Wharton School of the University of Pennsylvania in October 1993. Since then, the GLOBE has evolved into a multiphase research project in which some 170 investigators from over 60 nations, representing all major cultural regions in the world, collaborate to examine the inter-relationships between societal culture, organizational culture and organizational leadership. The initial aim of the GLOBE project was to develop societal and organizational

measures of culture and leadership attributes that could be used across the culture. The GLOBE research program has gathered data on approximately 18 000 middle managers in 951 organizations and in this sense it is the most comprehensive cross-cultural study of leadership ever undertaken.

2. GLOBE's standards for measurement: nine cultural dimensions

The first major question posed by the GLOBE researchers was which measurement standards to use so that they could be precise about the similarities and differences among various societal and organizational cultures.

There is no standard definition of culture and no universal set of cultural dimensions. There are potentially many ways in which cultures can differ and also many ways in which they can be analyzed and described. Culture is nowadays widely treated as a multidimensional concept and construct [e.g. Hofstede 1980, 1991; Trompenaars 1993]. In the GLOBE research program culture was defined as “shared motives, values, beliefs, identities, and interpretations or meaning of significant events that result from common experiences of members of collectives and are transmitted across age generation” [House et al. 2004, p. 15].

Cultural dimensions have been an often-used tool of intercultural researchers for decades. The GLOBE framework for assessing culture consisted of nine cultural dimensions which are presented in Table 1 (see next page).

Another significant fact about the GLOBE's nine cultural dimensions is that each one was conceptualized in two ways: *practices* or culture “as it is,” and *values* or culture as “it should be.”

Some of the GLOBE's most fascinating findings have come to light because the team consistently sought to compare respondents' values with their practices.

3. Major research questions about leadership

Many definitions of leadership have been proposed in the literature, but despite the differences among them there seems to be some kind of agreement among the authors that leadership is a process, involves influence, occurs within a group context and involves goal attainment [e.g. Robbins 2003, p. 314, Nelson, Quick 2008, p. 183].

In line with this notion, the GLOBE research team defines leadership as “the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organization of which they are members” [House et al. 2004, p. 15].

A large number of leadership theories, usually classified into trait theories, behavioral theories and contingency theories exist in the literature [e.g. Robbins, 2003, Nelson, Quick, 2008].

Table 1. Nine cultural dimensions as used in GLOBE research project

	Cultural dimension	Short definition
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
5	Gender egalitarianism	The degree to which a society minimizes 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 behaviors 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	Human orientation	The degree to which individuals in societies encourage and reward individuals for being fair, altruistic, friendly, generous, caring and kind to others

Source : House et al. 1999, 2004.

The leadership theory on which the GLOBE research is built, the so-called endorsed implicit theory of leadership refers to the belief that culture has an important impact on explaining different leadership attributions and perceptions. A key element of the implicit leadership theory is that leadership is in the eye of the beholder. That is, “a leader” is a term applied by observers (potential followers) to someone whose behavior and characteristics match the observers’ implicit belief-set. The researchers’ main hypothesis was that each organizational or societal culture will be associated with a specific set of beliefs about unacceptable and ineffective leadership as well as beliefs about acceptable and effective leadership. Different cultural groups may have different

conceptions of what leadership in organizations should entail. In some cultures, one might need to take a strong decisive action to be seen as a leader, whereas in other cultures consultation and participative approach may be a prerequisite. And following from such different conceptions, the evaluation and meaning of various leader behaviors and characteristics may also vary strongly across cultures. [Koopman et al. 1999, p. 504].

One of the most important questions posed by the GLOBE research team concerned the extent to which the practices and values associated with leadership are universal (i.e. are similar worldwide), and the extent to which they are specific to just a few societies. To probe this issue, the team began with a large number of possible leader “attributes.” As a result of their findings from the 18 000 respondents worldwide regarding all these attributes, the team was able to identify 21 “primary leadership dimensions” or “first order factors” that in all societal cultures are viewed as, to some extent, contributing to a leader’s effectiveness or lack of effectiveness. Based on the studies of good leadership attributes and behaviors in different cultures the GLOBE research proposed 21 first-order factors, which were later consolidated into six (see table 2) second-order factors or leadership dimensions . These six “culturally endorsed leadership theory dimensions,” or “CLTs.” represent the ultimate result of the team’s statistical grouping of leadership attributes into common dimensions .

As the authors of the research report write: “These dimensions are summary indices of the characteristics, skills, and abilities culturally perceived to contribute to, or inhibit, outstanding leadership. They can be thought of as being somewhat similar to what laypersons refer to as leadership styles...” [House et al. 2004, p. 675]. The six CLTs are:

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 emphasizes 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. **Human-oriented leadership** (a leader is supportive, considerate, compassionate and generous)
5. **Autonomous leadership** (i.e. independent and individualistic)
6. **Self-protective leadership** (a leader focuses on ensuring individual safety and security)

Table 2. The consolidation of first leadership factors into second order leadership dimensions

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

Note: R=reverse scored factor
Source: House et al. 2004, p. 137

4. GLOBE Student project – introduction

The results of the GLOBE project were based on the data collected from middle managers. The results of the research project supported the idea that leadership behavior is influenced by societal cultural norms of shared values. Building on the findings of the GLOBE research, GLOBE Student study focused on future managers and their perception of societal cultural dimensions and preferred leadership styles. Primary source for the theoretical concepts was, therefore, the GLOBE research with some of the GLOBE-based concepts being adapted by the GLOBE Student research group. The adaptation has been based on the fact that the focus group was mostly unemployed (unlike the GLOBE research population of employed managers) so the part of the questionnaire which dealt with organizational culture as a separate group of constructs was left out [Cater, Konecna, Lang 2010].

The main objective of the project was to study and compare leadership expectations and cultural assumptions of students in European countries. The research instrument was built on the GLOBE II Beta version questionnaire for national culture and leadership scales (House et al. 2004). Culture dimensions were measured using scales in section 1 (culture as it is) and respectively, section 3 (culture as it should be). The 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”.

Leadership dimensions were measured using the scales in section 2 and 4 (leadership attributes and behaviors). Those scales asked the students to assess if the attributes and behaviors stated in the item inhibit or contribute to outstanding leadership.

All the answers were assessed with a seven point Likert scale (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 the GLOBE culture and leadership scale guidelines and syntax for the GLOBE leadership and culture [internet source 2006].

So far, research population has been defined as business and engineering students, studying in six Central and Eastern European countries: Czech Republic, Germany, Poland, Romania, Slovakia and Slovenia¹. Business and

¹ GLOBE Student research project was initiated by Rainhart Lang from Chemnitz University of Technology(Germany) in 2008. Following researchers contributed so far to the project:

Z. Konecna, P. Skalova University of West Bohemia, Plzn (Czech Republic), A. Catana, D. Catana, Technical University of Cluj-Napoca(Romania), A. Lasakova, A. Remisova, Comenius University Bratislava (Slovakia), D. Pucko, T. Cater, University of Ljubljana(Slovenia), R. Krzykała-Schaefer, Poznan School of Banking (Poland). At the present moment further partners from the

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. The goal of researchers was to secure a sample of a least 300 students from each country².

The GLOBE Student research in Poland was conducted between March and May 2010 on the pool of 305 respondents. Our respondents were students from Poznan School of Banking (Wyższa Szkoła Bankowa w Poznaniu) and Poznań University of Technology (Politechnika Poznańska)³.

The structure of the final sample of Polish students is presented in Table 3 on the next page.

5. Brief examination of the Polish students main results in regard to cultural practices and values

The national culture practices (culture „as it is”) in Poland are described by the students as being characterized by:

- High level of power distance (with mean value 5,27)⁴
- A considerably high level of in-group(4,84) and institutional collectivism(4,48) as well as high tendency to behave in a more assertive, conflict- oriented way (4,1)
- Medium tendency of avoiding uncertainty through rules (4,0)
- Lower expression of gender egalitarianism (3,75), human oriented cultural patterns and ways of behavior (3,67) and performance orientation (3,86)
- Lack of future orientation (3,55)

The research results show also preferences of respondents in regard to the way the Polish society should be. The perspective decision makers believe the cultural dimensions should change their hierarchy in comparison with currently perceived practices. The Polish culture should be much more performance-oriented (with mean value 5,84). Students gave also high priority to in-group, family collectivism (5,66) and at the same time human orientation (5,21). Moreover, future orientation (4,69) and gender egalitarianism (4,66) are perceived

following countries are planning to conduct the study: Austria, Hungary, Ireland, Russia and Sweden.

² Four strata were defined in advance: (1) Undergraduate business students (BA), (2) Graduate business students (MA), (3) Undergraduate engineering students (BA), (4) Graduate engineering students (MA). In each of the four strata the goal was to include a minimum of 75 students from each country.

³ Acknowledgment : special thanks to Prof. Teresa Łuczka for her invaluable support and efforts to conduct the research at Poznan University of Technology.

⁴ The following differentiation of levels of the nine cultural dimensions has been suggested to be used for the comparison:

Medium level-range of mean value of respondents' answers 3,95–4,05, medium low-level – 3,1–3,9, medium high level – 4,1–4,9, high level – 5,0–5,4, very high level – 5,5 and above.

as the students' preferred cultural values alongside a considerably high level of uncertainty avoidance with social norms, rules, and procedures (4,7) to alleviate unpredictability of future events. Students also expressed their preferences in regard to power distance and assertiveness. The Polish culture should be very low power distance culture (2,76) and medium low assertive culture (3,2).

Table 3. The structure of the final Polish sample according to chosen students' characteristic

	Poznan School of Banking			Poznan University of Technology		
	153	50,16 %	48,83 %			
Number of students						
Gender						
Female (F)	F	M	M			
Male (M)	111	42	141			
	72,54 %	27,46 %	92,76 %			
Level of study						
Bachelor (BA)	BA	MA	MA			
Master (MA)	72	81	73			
	47,06 %	52,94 %	48,03 %			
Age						
	19-25	26 and older	26 and older			
	143	10	25			
	93,46 %	6,54 %	16,45 %			
Interest in management career	Yes	No	No			
	122	31	35			
	79,74 %	20,26 %	23,03 %			
Interest in founding a business venture	Yes	No	No			
	107	46	38			
	69,93 %	30,07 %	25 %			

Source: Research

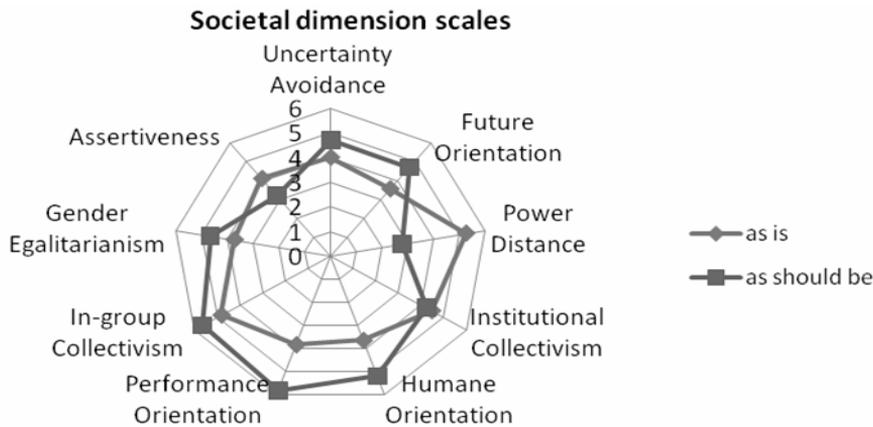
Table 4 and Picture 1 show the differences between perceived culture practices and expectations.

Table 4. Differences between perceived culture practices and values of Polish students

Cultural dimensions PRACTICES Culture "as it is"	Mean	Rank	Cultural dimensions VALUES Culture "as it should be"	Mean	Rank	VALUES-PRACTICES
Uncertainty avoidance	4,0	5	Uncertainty avoidance	4,7	4	0,7
Future orientation	3,55	9	Future orientation	4,69	5	1,14
Power distance	5,27	1	Power distance	2,76	9	-2,51
Institutional collectivism	4,48	3	Institutional collectivism	4,23	7	-0,25
Human orientation	3,67	8	Human orientation	5,21	3	1,54
Performance orientation	3,86	6	Performance orientation	5,84	1	1,98
In-group collectivism	4,84	2	In-group collectivism	5,66	2	0,82
General egalitarianism	3,75	7	General egalitarianism	4,66	6	0,91
Assertiveness	4.1	4	Assertiveness	3,2	8	-0,9

Source: research.

Figure 1. Cultural values and practices of Polish students according to the GLOBE Student research compared



Source : research.

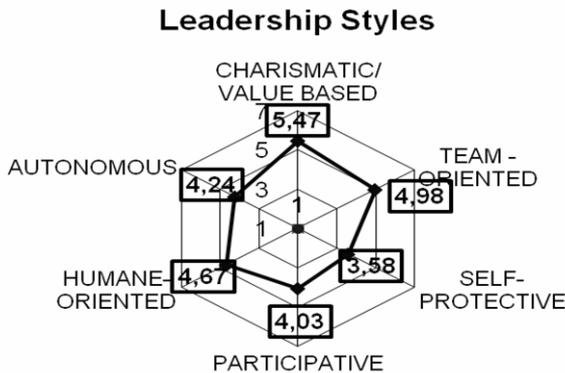
6. Preferred leadership styles of young Poles- conclusions of the GLOBE Student research

The GLOBE conceptual model works on the assumption, that culture plays an important role in influencing the perception of the members of a given culture about which leadership attributes and behaviors are desirable and effective [Dorfman, Hanges, Brodbeck 2004, p. 671].

The results of the research indicate which personal and professional attributes an effective leader should have, according to the perception of young Poles. Respectively, the results specify whom Polish respondents will respect as an effective leader and whom they will be likely to follow. When individuals think about effective leader ways of behavior, they are more influenced by the value they place on the desired future than by their perception of current realities. As the GLOBE team researchers suggested: “Leaders are seen as the society’s instruments for change. They are seen as the embodiment of the ideal state of affairs” [House et al. 2004, pp. 275–6].

In connection to the preferred leadership styles research results show that Polish students perceive the type of charismatic/value based leader as the most effective (mean value 5,47). Other leadership styles that are rated high by Polish respondents as effective leaders are a team-oriented leader (with mean value 4,98) and a human- oriented type of leader (mean value 4,67). An autonomous leader (4, 24) as well as participative leadership style (4, 03) are viewed as less effective. The self-protective leadership style is perceived as ineffective (3, 58).

Figure 2 illustrates preferences in regard to the set of six leadership styles as indicated by young Poles within the GLOBE Student research (with mean values of effectiveness on the scale 1=least effective leadership, 7=the most effective).



Source: research.

Charismatic/value based leadership is the most preferred leadership dimension according to the research results. Although the notion ‘charisma’ is hard to define, prevailing features of this type of leader are: to inspire others, motivate them to high performance, at the same time stressing key values which are important to the whole group. The integrity of their personalities lie in the fact that subordinates assume that what they say is in alliance with what they think and do⁵. The authors of the GLOBE project also hint that charismatic / value-based leadership might bear similarities to what others have called “transformational leadership” [House et al. pp. 61, 65].

The second most effective style of leadership, according to Polish students, is team-oriented leadership. This type of leader has the ability to integrate people on the basis of one unifying vision. He or she is a team player, able to clarify meanings and goals of the team work to his/her subordinates. His/her dominant personality characteristics are diplomacy, honesty, kind-heartedness, tactfulness and administrative competency.

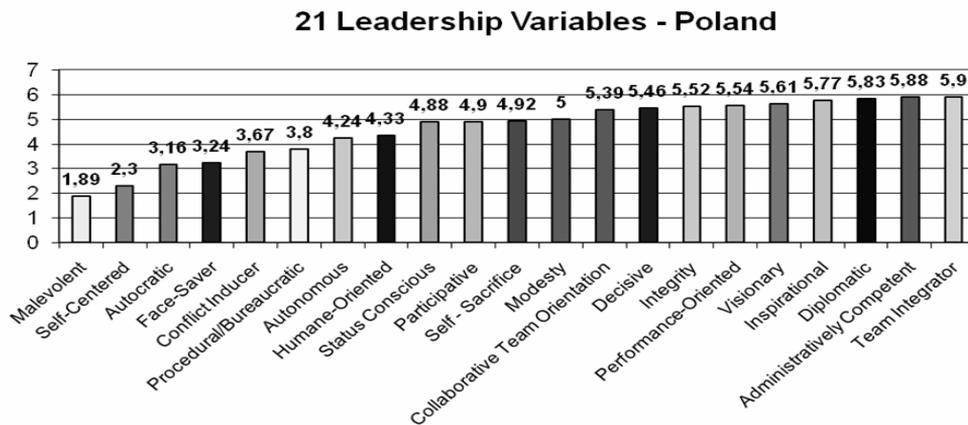
The least preferred type of a leader is the self-protective leader. Attributes which are tied with this type of leader are coyness and conflicting. He/she cares only for him/herself, ignites insecurity in others, at the same time relying strongly on bureaucratic procedures.

⁵ While there have been a number of studies attempting to identify personal characteristics of the charismatic leader, one of the best documented has isolated 4 characteristics. The charismatic leaders have a vision, are willing to take risk to achieve that vision, are sensitive to both environmental constraints and followers needs [Conger, Kanungo 1998, p. 94].

In all six leadership styles mentioned above some sub-types can be differentiated. These sub-types describe leadership traits and behaviors that are evaluated as the most effective and preferred for a competent and respected leader.

Picture 3 depicts 21 primary leadership variables in a diagram form. Mean values are representing the degree of relative effectiveness of assessed variables on the scale 1 to 7 (1=least effective, 7=the most effective).

Picture 3. Mean values of 21 primary leadership variables within Polish culture



Source: research.

7. Do managers and students in Poland share the same perception of societal culture and leadership expectations?

The above results of the GLOBE Student project for Polish students allow to answer the questions 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 behavior than the group of middle managers which was investigated in the GLOBE project.

Tables 5 and 6 present the results of the Polish students from the GLOBE Student project in comparison to the results of the Polish middle managers from the GLOBE (mean values).

Table 5. Perception of cultural practices of Polish students and Polish middle managers compared

Cultural dimension practices, culture „as it is”	GLOBE Student	GLOBE Manager
Uncertainty Avoidance	4	3,62
Future Orientation	3,55	3,11
Power Distance	5,27	5,1
Institutional Collectivism	4,48	4,53
Humane Orientation	3,67	3,99
Performance Orientation	3,86	3,89
In-group Collectivism	4,84	5,52
Gender Egalitarianism	3,75	4,02
Assertiveness	4,1	3,75

Source: Research and Bakacsi et al. 2002 p. 76.

Table 6. Perception of cultural values of Polish students and Polish middle managers compared

Cultural dimension values, culture „ as it should be”	GLOBE Students	GLOBE Managers
Uncertainty Avoidance	4,7	4,71
Future Orientation	4,69	5,2
Power Distance	2,76	3,12
Institutional Collectivism	4,23	4,67
Humane Orientation	5,21	5,3
Performance Orientation	5,84	6,12
In-group Collectivism	5,66	5,74
Gender Egalitarianism	4,66	4,52
Assertiveness	3,2	3,72

Source: Research and Bakacsi et al. 2002 p. 76.

8. Discussion

The authors of the European Values Survey assert that “population replacement as one generation succeeds another, is the main factor for explaining value change in Europe [Barker et al. 1992, p. 5] The younger generation is socialized in the value and belief systems of the older generation through societal interaction. The process of learning involves questioning existing values and, in some cases, a revolt against prevailing practices [Keating et al. 2002, p. 637]. Hofstede argues that generation differences in respect of values are often exaggerated. Many differences and values between generations will be just normal attributes of age, which will repeat themselves for each successive pair of generations [1991, p. 17]. We could ask the question whether the data reveal differences between managers and students, which could indicate either a shift in cultural practices and values or a generational influence within Poland.

Looking at Tables 5 and 6 the overall impression is that there is a tendency to a similar perception of cultural practices and values among students and managers. There are, however, some interesting and significant differences which are worth mentioning. As far as cultural practices are concerned (culture “as it is”), students seem to have more a positive view on the future orientation in the Polish society and at the same time they perceive the higher extent of assertiveness, uncertainty avoidance and power distance in the Polish society than middle managers do. On the other hand, students are more critical in respect to human orientation, gender egalitarianism and in-group collectivism and consider them to be more negatively developed than managers do.

The cultural values similarity (culture as “it should be”) seems to be again rather obvious, even though there are some significant differences. The overall impression is that nearly in all dimensions students scored lower than middle managers except for gender egalitarianism (4, 66 vs. 4, 52). As for gender egalitarianism, it is interesting to observe that Polish students scored lower than managers for practices but higher for values. This represents a shift in emphasis rather than a sudden abrogation of values. Today, equal opportunity in legislation exists but the challenge is to ensure it in practice. Relatively low score for societal practices in this dimension indicates that many years after adopting equal opportunities both in Europe and in Poland, a man as the traditional holder of authority was reluctant to support this shift [Keating et al. 2002, p. 646]. An interesting trend can be observed in power distance dimension. Students scored lower than managers in this dimension (2,76 vs. 3,12) and there is a substantial drop between “as it is” and as “it should be”. It could be seen as a visible consequence of Polish young generation’s growing readiness to question authority and of increased democracy in the society. For future orientation, what is striking is the profile of values. Students, like managers, have “greater exposure to modernizing trends” [Schwarz 1994, p. 91], which might presuppose

the existence of a stronger focus on the future, yet Polish students show a significantly lower level of future orientation than managers (4,69 vs. 5,2). This might be explained by the fact that students may not view the prospect of taking care of the future in the same way as managers and thus remain more oriented toward the present. Weaker future orientation is conceivably a generation issue, reflecting the belief of the younger generation that the future will look after itself. This is supported by Hofstede's assertion that differences between generations are simply normal attributes of age [1991, p. 17], a point which can be seen as a generational impact on value change [Keating et al. 2002, p. 648].

As far as institutional collectivism is concerned we can observe an interesting trend as well. There is a drop between culture "as it is" and culture as "it should be". The findings support the view expressed by some authors [i.e. Baker et al. 1992] that industrialization, modernization and rapid economic growth result in secularization within society and a movement toward individualization.

In regard to leadership styles Table 7 shows results of the Polish students within the GLOBE Student project in comparison to the results of the Polish managers from the GLOBE (mean values).

Table 7. Leadership ideals of Polish students compared with Polish middle managers

	GLOBE Students	Rank	GLOBE Managers	Rank
CHARISMATIC/ VALUE BASED	5,47	1	5,67	2
TEAM - ORIENTED	4,98	2	5,98	1
SELF-PROTECTIVE	3,58	6	3,53	6
PARTICIPATIVE	4,03	5	5,05	3
HUMANE-ORIENTED	4,67	3	4,56	4
AUTONOMOUS	4,24	4	4,34	5

Overall, the prototypes of excellent leadership indicated in the group of the Polish students and Polish managers seem, in some ways, similar to each other. Both groups perceive charismatic /value based leadership and team oriented leadership as positively endorsed to leadership effectiveness and self-protective leadership style as negatively endorsed. Human orientation in leadership is perceived by young Poles more positively than in case of middle managers. On the other hand, Polish students perceive attributes of autonomy (e.g. individualistic, independent, and unique) to facilitate excellent leadership more strongly than middle managers do. Preferences for autonomous leadership can be seen

as indication of stronger emphasis in terms of societal individualism. As for participative leadership styles, it is interesting to observe that in many cultures (i.e. Anglo clusters), where individualism is strongly valued, subordinates are more valued for their contributions at every level in the society and therefore, are expected to take a more active role in leadership, which goes hand in hand with preference for participative leadership style. In terms of young Poles it seems not to be the case. On one hand they expressed strong preference for low power distance as a societal value but at the same time a leader is trusted to get on with the job on behalf of his/her subordinates. This interesting observation calls for more in-depth analysis.

9. Conclusion

In the contemporary global world there is a serious need for the study of intercultural differences.

The main purpose of this paper was to describe the current state of Polish culture on the basis of nine cultural dimensions and to illustrate the preferences of our respondents- Polish business and engineering students – in regard to what Polish culture should be like in the future. Next, leadership preferences were examined and the concept of an effective and worth following leader was formed according to the research results. The author of this paper is aware that results presented here only partially allow to understand fully the nature of the studied phenomena and an international comparison of the Polish research data should reveal further important facts linked to the topic of intercultural similarities and differences.

On practical level, the results are relevant for employers, universities and students themselves. The employers, particularly HR departments, could get an image of the cultural profile of future managers and leaders, basing on which they can design development programs for present Polish managers and leaders, according to the trends expressed by students' population. Universities could benefit from these findings when designing the strategies aiming at preparing the students for the labor market, in creating and developing leadership behavior and attributes among young generation by means of courses and programs for perspective managers and leaders. Students themselves could take into account results presented in this paper when clarifying and motivating their options of creating their own business or of following a management and leadership career.

The value of this research could be increased by adding qualitative methods to the present quantitative ones (focus group analyses) . At the same time 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.

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