

Reinhold Kohler

Optimization of Leadership Style

New Approaches to Effective
Multicultural Leadership
in International Teams



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Abstract

The aim of this book is to derive a leadership model as well as a sketch for a development program focusing on managers and employees involved in multicultural (finance) teams of organizations. Therefore, the first step was executing a literature analysis of a recent and important topic-related discussion. The result showed that against the background of optimizing leadership in a multicultural framework, the scientific debate has not reached the degree of proficiency desired recently for this academic work and as a result for the target organizations. This analysis of cultural examinations and multicultural leadership leads to the conclusion that there are dimensional cultural-related discrepancies between the countries to be examined which inter alia may lead to reduced productivity if this is not taken into account by the teams working together. In addition, there neither exist further signs regarding correlation of cultural and functional diversities in general nor in particular for multicultural framework in Germany, Spain and France so far.

In the next section, roles, skills and abilities (ROSKAB), personnel development, mentoring and coaching, sensitivity for mental stress within a multicultural context, creation of a trustful culture and empowerment of employees, cultural intelligence, sustainable motivation, change management within a multicultural framework, multicultural team building and development, time management for time to lead, multicultural communication as well as emotional intelligence derived from the literature analysis and the empirical examination will be demonstrated shortly. The empirical examination is based on a questionnaire for finance managers and finance employees working in multicultural (German, Spanish and French) teams (n = 214) where questions are set up correlated and the results of which can be found in the ROSKAB leadership model and the leadership development program.

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List of Abbreviations

A	Africa
A	A-Rating VHB JOURQUAL 2.1
ANOVA	Analysis of variances
AU	Arbeitsunfähigkeit (inability to work, e. g. concerning illness)
AUS	Australia
B	B-Rating VHB JOURQUAL 2.1
C	C-Rating VHB JOURQUAL 2.1
CA	Cluster analysis
CEILT	Culturally Endorsed Implicit Leadership Theory
CLT	Culturally Endorsed Leadership Theory
CEO	Chief Executive Officer
CL	Charismatic leadership
CM	Change Management
COACH	Coming together, Orientation, Analysis, Change, Harbor
Com	Communication
CQ	Cultural Intelligence
CultPos	Cultural Position
CVS	Chinese Value Survey
DAK	Deutsche Angestellten Krankenkasse (German employee health insurance)
DE	Germany
df	Degree of freedom
DIN	Deutsches Institut für Normung (German institute for standardization)
DS	Descriptive statistics
E	Europe
Ed.	Editor
EN	European standard
EQ	Emotional Intelligence
et al.	et alli (maskulinum), et aliae (femininum) or et alia (neutrum)
e. g.	for example
etc.	et cetera
F	Female
F	F-ratio
FA	Faktoranalyse (factor analysis)
FR	France
FREmp	French Employee

FRMgr	French Manager
GE	Germany
GEEmp	German Employee
GEMgr	German Manager
GLOBE	Global Leadership and Organizational Behavior and Effectiveness Research Project
H1-H4	Hypothesis
HR	Human Resources
I/C	Individualism/Collectivism
i. e.	id est
IL	Israel
ILT	Implicit Leadership Theory
IMD	International Institute for Management Development
IPT	Implicit Personality Theory
ISBN	International Standard Book Number
ISSN	International Standard Serial Number
ISO	International Organization for Standardization
k. A.	Keine Angabe (no information available)
KorrA	Korrelationsanalyse (correlation analysis)
KWT	Kuwait
L	Latin
LS	Questionnaire type: Laengsschnittstudie (longitudinal-section study)
LTO	Long-Term Orientation
M	Male
M	Mean
M	Absolute Mean
MD	Absolute Mean Differences
M&C	Mentoring & Coaching
M MD	Mean of absolute Mean Differences
Max	Maximum
MD	Mean Difference
Mgr	Manager
Min	Minimum
MS	Mean Square
MS	Mental Stress
M/F	Masculinity/Femininity
MWV	Mittelwertvergleich (arithmetic average comparison)

N	Number of organizations/companies
N	Total Number of Participants
n	Number of respondents, job position and branch
n	Level n: Finance manager
n	Number of Participants per Group
n-1	Level n-1: Finance employees
n/a	not applicable
NL	Netherlands
NZ	New Zealand
p.	Page
PD	Power Distance
PD	Personnel Development
PL	Poland
pp.	Pages
Q	Qatar
Q	Question
QNr	Question Number
QS	Questionnaire type: Querschnittstudie (cross-sectional study)
r	Correlation Coefficient
R&D	Research and Development
RI	Indonesia
ROSKAB	<u>Roles, Skills and Abilities</u>
RT	Rating (Journal)
S	Sweden
SD	Standard Deviation
Sig.	Significance
SP	Spain
SPEmp	Spanish Employee
SPMgr	Spanisch Manager
SPSS	Statistical Package for Social Science
SS	Sum of Squares
TB	Team & Team Building
T&E	Trust & Empowerment
TM	Time Management
TR	Turkey
USA	United States of America
UA	Uncertainty Avoidance

UK	United Kingdom
VA	Variance analysis
VHB	Verband der Hochschullehrer für Betriebswirtschaft (Association of the university lecturer for business administration)
VIE	Valence-Instrumentality-Expectancy Theory
VJ	Versicherungsjahr (insurance year)
w. r. t.	with regard to
$\Sigma MD $	Sum of Absolute Mean Differences

0. Introduction

With the economic development rapidly progressing for years and the recent trend to market saturation (e. g. in the automobile, aerospace or defence industry) in the corresponding national environment resulting in shrinking regional markets in the future and with analyses to be executed, organizations with a strong focus on national markets are forced to make important corporate-policy decisions. Against this background of preparation of decision-making, there are two options on a unidimensional axis, thoroughly simplified and ideally formulated, to encounter this fact (Figure 1).

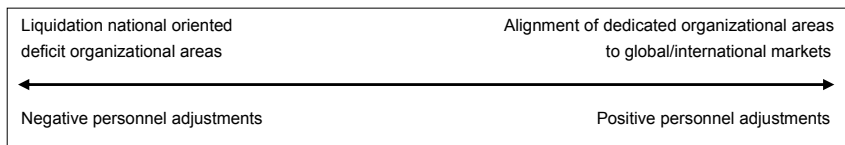


Figure 1: Organizational decision about national aligned¹

The organization either restructures loss-making sectors indeed or anticipated and adjusts personnel (reorganization, reducing personnel etc.) on one hand (see Figure 1: left hand side) or on the other hand it follows the challenge of globalization or internationalization (building up resources, defining processes) respectively.

As economic subjects in an abstracted sense tend to maximize profits with constructivist-technomorphic organizations² or to maximize viability with systemic-evolutionary³ socio-technical systems⁴ respectively, internationalization or in other words globalization and is being considered further (see Figure 1: right hand side).

Problems

This expansion necessarily leads to considering and discussing new methods and instruments of economic systems and, as a result, increasing capital flow and trade in an international environment. These facts of business relationships "unter den Ländern haben die Welt zu einem gemeinsamen Markt gemacht, in dem die Geschäfte unabhängig von nationalen Grenzen getätigt werden".⁵

¹ Source: Compiled illustration by the author of this research project (2012): Organizational decision about national aligned organizations on an unidimensional axis - liquidation or alignment of organizational areas

² Cf. Koch, G. (2005): Wertorientierte Steuerung von Versicherungsunternehmen im Lichte des normativen Managements. [Internet]. p. 7

³ Cf. Malik, F. (2002): Strategie des Managements komplexer Systeme. p. 38-39

⁴ Cf. Malik, F. (1996): Strategie des Managements komplexer Systeme. p. 49

⁵ Barsauskas, P./Schafir, S. (2003): Internationales Management. p. 19

After examining the abilities and competences respectively key competences of the own organization against the background of the market situation given, such increasing internationalization can lead from acceptance of joint ventures with other market participants over founding own organizations abroad to due diligence activities with a view to competence expansion in the international environment.

Besides this presentation of the development process from rather nationally oriented to international organizations, there are also numerous successful organizations which are internationally well built with a view to knowledge, experience and attitude. Both kinds (say "internationally inexperienced" and "internationally experienced") are further seen as organizations with cross-cultural, so to say multicultural challenges with the filter of a profit-based organization (large companies and corporations). With a takeover, there may be, for example, an – often revolutionary – organizational change with the aim to apply the organization's philosophy from the overtaking to the overtaken organization and, as a result, mostly parts of the management with a view to the institutional perspective, i. e. managers, are being substituted in the new organization. With experienced international organizations, managers may also undertake new tasks in an international environment in the framework of planned personnel development measures. This mostly results in constellations where new supervisors work together with employees abroad which have, from the supervisor's perspective, a deviating nationality. Due to multicultural facts, these circumstances lead to challenges in leadership with a view on the, in summary, complex situation.⁶ Due to organization, there are clearly definable manager profiles⁷ with normally corresponding allocated educational background in an organization. In the framework of this book, leadership in general is being analyzed and the special features of the group of finance managers are examined as well, as also a non-quantifiable amount of finance managers with their functional allocated dimensions (see Table 8) has the possibility to execute successful leadership with a view to their employees. Those difficulties can be recognizable in the framework of a relationship between supervisor and employees having the same nationality.⁸ The more multicultural "leadership work" shall be executed, the more complexity increases. Therefore, there is large potential in the sense of productivity in the employees which can and shall be expanded by assigning them different leading positions, properties and skills.

⁶ Cf. Stacey, R. (2010): Complexity and Organizational Reality. p. 81-82

⁷ Cf. Trompenaars, F./Hampden-Turner, C. (2009): Riding the Waves of Culture. p. 236

⁸ Cf. Schmitz, W. (2011): Management: Deutsche Arbeitnehmer sind unzufrieden mit ihren Chefs. p. 19

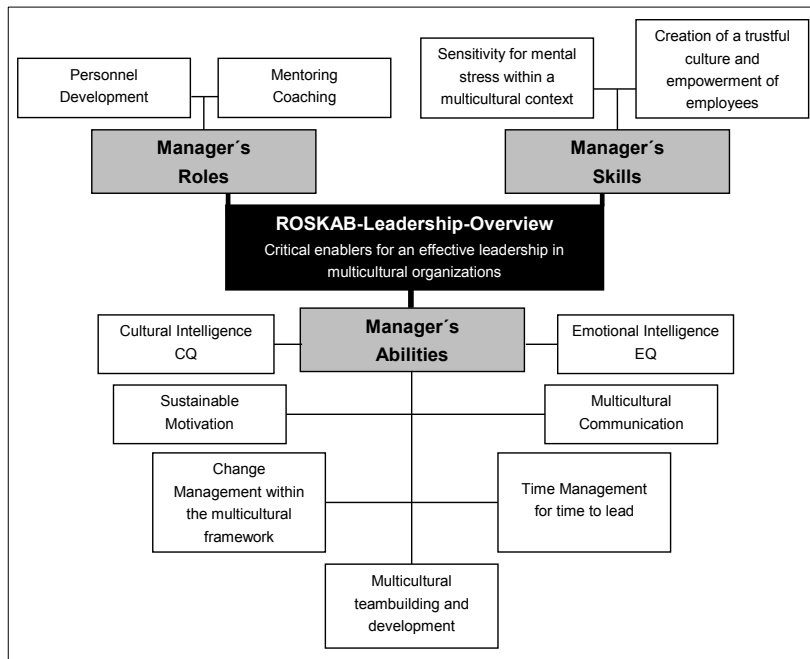


Figure 2: ROSKAB-Leadership-Overview⁹

In the framework of introduction, this approach separates the problems, objectives and scientific fields. The second chapter focuses on the theoretical-scientific discussion concerning multicultural leadership as well as the presentation of recently effective preparations and training courses for multicultural managers. In the third chapter, leadership is also presented against the background of global perspectives, i. e. particularly whether the globalization means new challenges for leaders with a view to leadership. Furthermore, selected roles, skills and abilities (ROSKAB leadership overview, see Figure 2) for leaders acting in a multicultural context are presented. The sector of empirical examination with a view to the analysis of effective leadership in multicultural organizations (large companies and corporations) starts with the object of examination. Then, the definition of objectives and the formulation of four hypotheses for an optimized leadership of organizations with a view to the

⁹ Source: Compiled illustration by the author of this research project (2014): ROSKAB-Leadership-Overview; Roles, Skills and Abilities as critical enabler for an effective leadership in multicultural organizations.

multicultural framework follow. Afterwards, there is the presentation of methods and respondents as well as the actual execution of the study and verification or falsification of the mentioned hypotheses. The evaluation of the outcome results in the development of a leadership model for finance managers within Germany, Spain and France on one hand as well as the outlining of a development program for finance managers acting in a global context and their employees. The conclusion of chapter four formulates recommendations. The fifth chapter shows a brief and executive summary.

Objectives

The main objective of this book is working out recommendations for leadership in the form of a ROSKAB leadership model and outlining a development program for finance managers in order to increase their effectiveness of employees in a multicultural framework.¹⁰ Against the backdrop of the presented main objective, the four secondary objectives derived from are shown in Table 1.

1. Secondary objective	2. Secondary objective
Revision and presentation of recent status of scientific discussion with a view to multicultural leadership.	Derivation of promising leadership properties, <u>roles</u> , <u>skills</u> and <u>abilities</u> (ROSKAB).
3. Secondary objective	4. Secondary objective
Working out a leadership model (ROSKAB leadership model) in order to improve leading roles, skills and abilities for Managers acting in a multicultural context.	Outlining a development program for finance managers with a view to training of roles, skills and abilities for effective leadership in a multicultural environment.

Table 1: Cluster of the four secondary objectives of the research project¹¹

Contribution

In the contribution, it can be seen, that (1) the theoretical scientific discussion with a view to optimizing leadership in a multicultural framework has not reached the level of coping with and grasping complexity yet as it is necessary in organizations in the real economy of today. (2) Furthermore, currently discussed and important needs for an effective leadership regarding roles, skills and abilities will be carved out. Within

¹⁰ Special view on Germany, Spain and France

¹¹ Source: Compiled illustration by the author of this research project (2011) - Cluster of the four secondary objectives of the research project

the empirical part, (3) the contribution shows that multicultural deficiency assessment and development recommendations (ROSKAB leadership model) for enhancing productivity through effective leadership with a special view to German, Spanish and French Finance teams will be deviated.

1. Leadership in Multicultural Organizations

This chapter is separated in the three sectors Distinction of Global Organizations and Global Influences on Organizations, Effective Leadership in Multicultural Organizations and Leadership in the Framework of Multicultural Organizations as well as Definition of Culture in a Society and the Idea of Cultural Dimensions.

1.1 Distinction of Global Organizations and Global Influences on Organizations

Distinction of Global Organizations

Up to the 18th century, goods were mainly manufactured by hand in great parts of Europe. Due to market expansion (supply and demand) and technological progress as well as some other side factors, industrialization started in England in 1750 approximately and spread over Europe by opening new logistical transport routes (rail network) among others.¹²

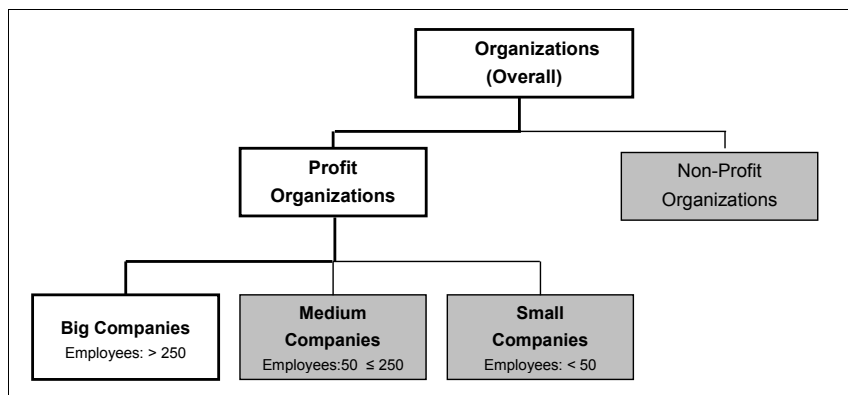


Figure 3: Overview of selected organization types¹³

The composite term "profit-based" has its etymological origin in Anglo-American areas and subsumes profit orientation or maximization respectively or, in a cybernetic view, the viability of an organization. Therefore, those top-level organization types differ from non-profit organizations (compare Figure 3) such as state institutions, charitable organizations or associations etc. Furthermore, larger profit-based

¹² Cf. Staehle, W. (1999): Management. p. 4-5

¹³ Source: Compiled illustration by the author of this research project (2011) - Overview of selected organization types referring to the number of employees. Recommendation of the EU commission (2003). p. 36-41

organizations are confronted with stronger organizational changes and, as a result, with faster adjustments and speed (acceleration)¹⁴ together with corresponding leadership specificities against the background of viability. In principle, there is a comparability and, therefore, a legality of such organization types (profit or non-profit as well as size of organization) against the backdrop of establishment and process organization as well as in leadership culture.¹⁵ Empirical gained results and legalities derived from can then be transferred. With the view to this organization type (large company/corporations), there are numerous literature and scientific discussions such as change management within an industrial environment and global market situations.¹⁶

Nevertheless, there is no focusing on special improvement of leadership of finance managers of organizations. In the framework of and further in this thesis, the focus is on large companies and groups positioned globally with the view to the finance population (managers and employees).

Influence of Globalization on Organizations

Globalization mainly means the increasing economical growing together of nations and cultures, the networking of markets as well as the mobility of macroeconomic production factors labor and capital spreading over national borders.¹⁷ Due to those increasing international businesses and interactions, profit-based organizations are confronted with global influences, i. e. state borders lose importance on the global market. Besides the basic internal and external influences, there is also the fact that the need for communication increases and cultural differences have to be coped with. Due to the stakeholder concept, complexity increases as well. Furthermore, different expectations have to be serviced. All those factors lead to a permanent struggle for survival.¹⁸ The influences on organizations can be separated into external and internal relations. External influences mean exogenous factors such as customers, suppliers and authorities acting on organizations from outside. The internal determinants subsume all factors within an organization which exceed the purely national norms and processes. Due to these changes, communication must be increased in order keep the information flow and to minimize misunderstandings from the beginning. In addition, "managing" cultural differences is an important part of this book. Due to the high number of stakeholders which influence the companies permanently and partly mutually and, therefore, different expectations must be

¹⁴ Cf. Wendland, J. (2013): Die Folgen der Beschleunigung. p. 6

¹⁵ Cf. Mell, H. (2012): Karriereberatung. p. 22

¹⁶ Cf. Newlands, D./Hooper, M. (2009): The Global Business Handbook. p. 542

¹⁷ Cf. Donges, J. (1998): Was heisst Globalisierung? p. 1

¹⁸ Cf. Oestreicher, K. (2010): Strategische Kommunikation und Stakeholdermanagement. p. 16

served, complexity increases. Mastering this complexity is decisive for the causally permanent and former described struggle for survival on the global market. It was stated above that countries grow together further and further with the view to globalization. It is assumed that borders significantly exist in the brains of managers and employees¹⁹, i. e. in this context, organizations are more successful if managers improve and further develop their global mindset.²⁰ The discussion regarding globalization and leadership, new challenges for managers is continued in chapter 3.1.

1.2 Effective Leadership in Multicultural Organizations

The term "leadership" has its origin etymologically in the Anglo-American area and means management which, however, is not clearly defined. Below some definitions of different centuries are represented and a synthesis for the further process is built.

One approach is that management means "andere durch eigenes, sozial akzeptiertes Verhalten so zu beeinflussen, dass dies bei den Beeinflussten mittelbar oder unmittelbar ein intendiertes Verhalten bewirkt."²¹ Management in the frame work of economic organizations is mostly defined as "die zielorientierte Einflussnahme zur Erfüllung von Aufgaben in mehr oder weniger strukturierten Arbeitssituationen".²² Furthermore, management can also mean the "ability of an individual to influence, motivate, and enable others to contribute towards the effectiveness and success of the organizations of which they are members".²³ Two further approaches describe management "as a process of social influence in which one person is able to enlist the aid and support of others in the accomplishment of a common task"²⁴ on one hand and on the other hand as "the process of influencing others to understand and agree about what needs to be done and how to do it, and the process of facilitating individual and collective efforts to accomplish shared objectives".²⁵ In addition, the German armed forces define management as a "richtungsweisendes und steuerndes Einwirken auf das Verhalten anderer Menschen, um eine Zielvorstellung zu verwirklichen; es umfasst den Einsatz materieller Mittel. Ein wesentliches Merkmal erfolgreicher Führung ist ihre Dynamik."²⁶ Therefore, effective leadership in multicultural organizations is a process with mutual influence between managers and

¹⁹ Cf. Hruby, J. (2013): Das Global Mindset von Managern. p. 1-2

²⁰ Cf. Rhinesmith, S. (1995): Open The Door to a Global Mindset. p. 36

²¹ Weibler, J. (2012): Personalführung. p. 19

²² Wiswede, G./Wiendieck, G. (1990): Führung und Wandel. p. 3-4

²³ Den Hartog, D. et al. (1997): Dutch and Polish Perceptions of Leadership and Culture. p. 389

²⁴ Chermers, M. (2000): Leadership Research and Theory. p. 27

²⁵ Yukl, G. (2010): Leadership in Organizations. p. 26

²⁶ HDV 100/200, Nr. 101

employees in order to reach a defined goal in an environment with changing framework conditions with the help of appropriate resources with a special view to cultural specificities²⁷, i. e. it pursues sweeping along people with the help of selected instruments such as individual and social psychological motivation, influence on attitudes and behavior, situational leadership, recipient or receiver oriented communication, effective handling of organizational changes and also the ability to build successful teams.²⁸

Leadership in the Framework of Multicultural Organizations

The cultural background shapes and influences its individuals and, as a result, also their opinion of leadership and their understanding of how an employee wants to be led. Therefore, the culture of a community or their national culture is one of the important drivers regarding leadership in a multicultural framework. In the following sub-chapters, a historical framework with a view to scientific discussions on the main topic multicultural or cross-cultural leadership is set up and cultural dimensions of selected representatives are presented as well.

In the year 1961, Florence R. Kluckhohn and Fred L. Strodbeck published the first approach with a view to cultural dimensions. Back then, they examined the character of human nature, the relation between humans and nature and other humans as well as the humans' orientation of time and activity. In 1974, there are first signs of cross cultural leadership²⁹ being analyzed. Back then, Ralph M. Stogdill published the first edition of his book handbook of leadership. The topic cross cultural was barely mentioned³⁰ in this edition. In the second edition³¹ Stogdill published with Bernhard Bass in 1982, this topic was considered in a 25 page chapter. In the third edition³² Bass solely published in 1990, the cross-cultural issue covered even 40 pages. The fourth edition of Bass handbook shows this issue deeply.³³ At this stage, it shall be mentioned that in the framework of the GLOBE project (Global Leadership and Organizational Behavior and Effectiveness Research Project) which was founded by Robert J. House in 1991, researchers from all over the world analyze the topic of cross-cultural leadership. The analysts grouped, for example, different cultures (see Table 52) in the so-called "Metaconfiguration of GLOBE Societal Cultures" (see

²⁷ Cf. Kohler, R. (2009): *Fuehrung in Unternehmen*. p. 5

²⁸ Cf. Tannenbaum, R. (2013): *Leadership and Organization*. p. 2-3

²⁹ Cf. Dickson, M. et al. (2003): *Research on leadership in a cross cultural context*. p. 730

³⁰ Cf. Stogdill, R. (1974): *Handbook of leadership*

³¹ Cf. Stogdill, R./Bass, B. (1982): *Stogdill's handbook of leadership*

³² Cf. Bass, B. (1990): *Bass and Stogdill's handbook of leadership*

³³ Cf. Bass, B./Bass, R. (2008): *The Bass handbook of leadership*

Table 53).³⁴ Thus, Germany belongs to the cluster "Germanic Europe" whereas Spain and France belong to "Latin Europe". In the framework of the scientific discussion on "global culture concepts" with a special view to cultural dimensions, five "representative groups" can be highlighted. Besides the former mentioned Kluckhohn and Strodtbeck, there are Edward T. Hall and Mildred R. Hall³⁵, Gerard (Geert) Hofstede, Alfonso (Fons) Trompenaars, Eberhard Duelfer³⁶ as well as Shalom Schwartz³⁷. Against the background of this scientific analysis with a view to the problem of cross-cultural leadership, approaches of the important representatives, i. e. the classics, Hofstede and Trompenaars as well as some new GLOBE research results and further recent trends in the sector of multicultural leadership are presented below.

1.3 Definition of Culture in a Society and the Idea of Cultural Dimensions

The essential search for a uniform definition of cross cultural, multicultural, culture of a society or as subsumed for this sub-chapter culture of a nation was equivalent to the search for determining a clear definition of the term management, i. e. there are significantly numerous definitions. Thus, a selection of explanations of culture of a nation is discussed in the following which are separated in two clusters: (1) Technical Analysis of the Culture of a Society and (2) Collectivist Analysis of Culture Definitions. Thereafter, a definition will be derived from for the further course of the academic discussion.

Cluster 1: Technical Analysis of the Culture of a Society

Putting the focus on the technical analysis of the culture of a society, it shows that "Kultur etwas ist, was die Menschen von ihrer Umwelt oder von anderen Lebewesen unterscheidet."³⁸ Further differences between various cultures are not mentioned there. With this analysis of a society, culture means "a technical term used by anthropologists to refer to a system for creating, sending, storing, and processing information developed by human beings, which differentiates them from other life forms."³⁹

³⁴ Cf. Gupta, V. (2004): Regional and Climate Clustering of Societal Cultures. p. 201

³⁵ Cf. Hall, E./Hall, M. (1990): Hidden Differences

³⁶ Cf. Duelfer, E. (2001): Internationales Management: In unterschiedlichen Kulturbereichen

³⁷ Cf. Schwartz, S. (1999): A theory of cultural values and some implications for work

³⁸ Oezbek-Potthof, G. (2013): Implizite Fuehrung im interkulturellen Kontext. p. 21

³⁹ Hall, E./Hall, M. (2000): Understanding Cultural Differences. p. 183

Cluster 2: Collectivist Analysis of Culture Definitions

In contrary to the technical analysis of the culture of a society (cluster 1), society is examined more thoroughly in the framework of the collectivist focus (cluster 2). This second cluster can be separated in two directions: representation of the entire matter (cluster 2a) as well as common values, norms, artifacts and behavior of the entire matter (cluster 2b).⁴⁰ In cluster 2a, approaches of definition with a view to the collective as a whole are given. "To the human society, culture means the same as personality means to the individual." Furthermore, culture means "the collective programming of the mind which distinguishes members of one human group from another."⁴¹ In this context, culture can be defined "as a group's collective agreement on interpreting the world around it."⁴² Cluster 2b demonstrates definitions which values, norms, artifacts and behavior aggregate. "Culture could be defined as the interactive aggregate of common abilities that influence a human group's response to its environment".⁴³

Furthermore, culture can be represented as a three-layer model: the outer layer contains the entirety of explicit artifacts, the values and norms can be found in the middle layer and the inner layer includes implicit basic assumptions.⁴⁴ "Culture is defined as shared motives, values, beliefs, identities, and interpretations or meanings of significant events that result from common experiences of members of collectives that are transmitted across generations."⁴⁵ In addition, cultures are "characteristic environments of collectives where members exchange sense and values which results from a forcing sample of common affective, attitudinal and behavioral orientation which is transferred from generation to generation and separates collectives."⁴⁶ A further approach is that "culture is a group's shared set of distinct basic assumptions, values, practices, and artifact that are formed and retained over a long period of time."⁴⁷ In the further course of this research project, national culture is – with a view to an organizational connection and serving of the two clusters – understood as historically anchored programming and conditioning of group members which is shaping and, therefore, leads to homogeneity. With a view to

⁴⁰ Cf. Oezbek-Potthof, G. (2013): Implizite Fuehrung im interkulturellen Kontext. p. 21-22

⁴¹ Hofstede, G. (1980): Culture's Consequences: International Differences in Work-Related Values. p. 21

⁴² Javidan, M./Carl, D. (2005): Leadership Across Cultures. p. 26

⁴³ Hofstede, G. (1980): Culture's Consequences: International Differences in Work-Related Values. p. 21

⁴⁴ Cf. Trompenaars, F. (1993): Handbuch Globales Managen. p. 22-23

⁴⁵ House, R./Javidan, M. (2004): Overview of GLOBE. p. 15

⁴⁶ House, R. et al. (1997): Cross-Cultural Research on Organizational Leadership. p. 540

⁴⁷ Taras, V. et al. (2009): Half a Century of Measuring Culture. p. 359

management attitude and expectation, i. e. to be led, derived and separated legalities are anticipated correspondingly. Among others, culture exists "of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiment in artifacts; the essential core of culture consists of traditional (i. e. historically derived and selected) ideas and especially their attached values; culture systems may, on one hand, be considered as products of action, on the other hand, as conditioning elements of future action."⁴⁸ National culture can be defined "as the degree to which the cultural norms in one country are different from those in another country".⁴⁹

Regarding definition of national culture, there are two scientists abstracted from the researchers mentioned who made significant contributions to operationalization of key figures (culture dimensions) in a multicultural context. The scientists are Geert Hofstede (repeatedly cited above) and Alfons Trompenaars (also cited) whose key statements are summarized and serve as important starting points for the following chapters.

Cultural Dimensions According to Hofstede

Geert Hofstede's examinations regarding his five culture dimensions (see Figure 4) (1) power distance, (2) individualism/collectivism, (3) masculinity/femininity, (4) uncertainty avoidance as well as (5) long-term and short-term orientation are the most famous theories for registering cultural differences.⁵⁰ The results are based on an empirical study of approx. 100.000 IBM employees in the period from 1968 to 1972 as well as repeated studies. Up to now, there has been no such extensive study. The results of Hofstede's study have been the basement for many other examinations regarding multicultural differentiations and operationalizations.⁵¹

Further studies of the researcher mentioned confirm the developed dimensions and result in a stability of the values.⁵² After the presentation of the single culture dimensions, Germany, Spain and France are referenced to each corresponding operationalized key figure value.

⁴⁸ Kroeber, A./Kluckhohn, C. (1952/2001): Culture. p. 181

⁴⁹ Sousa, C./Bradley, F. (2008): Cultural Distance and Physic Distance. p. 471

⁵⁰ Cf. Hofstede, G. (2009): Lokales Denken, globales Handeln. Power Distance (S. 51), Individualism/Collectivism (p. 98), Masculinity/Femininity (p. 522), Uncertainty Avoidance (p. 224) and Long-Term Orientation (p. 522)

⁵¹ Cf. Kutschker, M./Schmid, S. (2011): Internationales Management. p. 733-734

⁵² Cf. Kutschker, M./Schmid, S. (2011): Internationales Management. p. 732

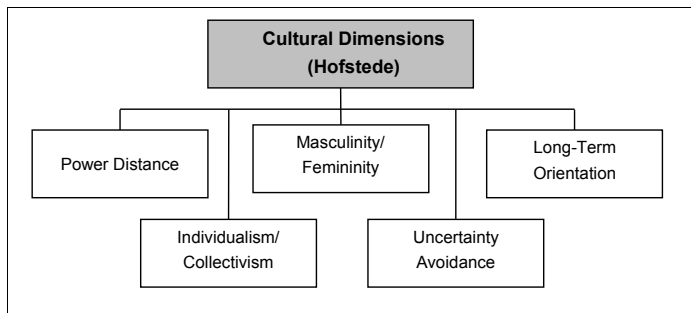


Figure 4: Cultural dimensions (Hofstede)⁵³

(1) Power Distance

Hofstede determines power distance as "den Grad, bis zu dem die weniger mächtigen Mitglieder von Institutionen und Organisationen in einem die ungleiche Verteilung von Macht erwarten und akzeptieren."⁵⁴ According to Hofstede, the operationalized key figure power distance index is the measurement for the degree of power distance among the people of a country. Thus, a high power distance index means that leaders and employees are provided with different rights. The dependent employee does what he was instructed to. Each management (n-1) reports to the next higher instance (n). A low power distance index shows that there are small differences between the hierarchy levels. In Table 43, the power distance indices of the countries are shown in descended order.

Implication for GE/SP/FR: The comparison of Germany [35 points], Spain [57 points] and France [68 points] in Table 24 shows that there are significant differences which could be a reason for possible frictions in the cross-cultural field. The maximum number of points in this category is 104.

(2) Individualism/Collectivism

According to Hofstede, individualism means "eine Gesellschaftsform, in der die sozialen Bindungen zwischen Individuen nicht sehr fest sind. Von jedem wird erwartet, dass er sich nur um sich selbst oder seine eigene, unmittelbare Familie

⁵³ Source: Compiled illustration by the author of this research project (2012) referring to Hofstede, G. (2009): *Lokales Denken, globales Handeln*. Power Distance (p. 51), Individualism/Collectivism (p. 98), Masculinity/Femininity (p. 522), Uncertainty Avoidance (p. 224) and Long-Term Orientation (p. 522)

⁵⁴ Hofstede, G. (2009): *Lokales Denken, globales Handeln*. p. 522

kümmert."⁵⁵ The key figure is the so-called individualism index which shows the measurement for the degree of individualism within a culture. In a professional environment, people in individualistically shaped cultures are interested in maximizing their freedom. These are mostly rather wealthy societies as independence is mostly based on prosperity.⁵⁶ Individualism in diametrical contrast to the so-called collectivism which "repräsentiert eine Gesellschaft, in der die Menschen von Geburt an in Wir-Gruppen leben, das heißt in Gruppen mit einem starken Zusammengehörigkeitsgefühl, die ihnen das ganze Leben lang Schutz für ihre außer Frage stehende Loyalität gewähren."⁵⁷ In cultures with strong collectivist abilities, people are, for example, interested in continuing education and good physical conditions regarding their professional environment and they want to make full use of their competences (abilities and skills).⁵⁸

Implication for GE/SP/FR: With a view to Table 44, Germany reaches 67 points, Spain 51 points and France 71 points. The maximum number of points in this category is 91.

(3) Masculinity/Femininity

According to Hofstede, masculinity describes a "Gesellschaft, in der emotionale Geschlechterrollen klar festgelegt sind: Männer sollen durchsetzungsfähig und hart sein und sich auf materiellen Erfolg konzentrieren; Frauen sollen bescheiden und zärtlich sein und sich mit der Lebensqualität beschäftigen."⁵⁹ The resulting masculinity index is, therefore, a measurement for the degree of masculinity among a country's people, according to Hofstede. The contrary is the so-called femininity which "repräsentiert eine Gesellschaft, in der sich die emotionalen Geschlechterrollen überschneiden, sowohl Männer wie auch Frauen gelten als bescheiden, sensibel und um Lebensqualität bemüht."⁶⁰ In this context, masculine abilities are, for example, recognition and appreciation, professional success and corresponding income but also to be claimed in the professional framework. Signs of femininity are, for example, good relations to colleagues and managers, personal appreciation of a secure and good work place.

⁵⁵ Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 520

⁵⁶ Cf. Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 98

⁵⁷ Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 516

⁵⁸ Cf. Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 98

⁵⁹ Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 522

⁶⁰ Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 519

Implication for GE/SP/FR: Table 45 shows the following: Germany [66 points], Spain [42 points] and France [43 points] of 110 possible points.

(4) Uncertainty Avoidance

According to Hofstede, uncertainty avoidance means the "Grad, bis zu dem sich die Mitglieder einer Kultur durch nicht eindeutige oder unbekannte Situationen bedroht fühlen. Dieses Gefühl drückt sich unter anderem in nervösem Stress und einen Bedürfnis nach Vorhersehbarkeit aus: ein Bedürfnis nach geschriebenen und ungeschriebenen Regeln."⁶¹ The key figure uncertainty avoidance index is, according to Hofstede, a measurement for the degree of uncertainty avoidance among a country's people.

Implication for GE/SP/FR: Table 46 shows the following results for the cultures analyzed: Germany [65 points], Spain and France [86 points each]. The maximum number of points in this category is 112.

(5) Long-Term and Short-Term Orientation

The last culture dimension, according to Hofstede, is the long-term orientation. Thus, he describes "das Hegen von Tugenden, die auf künftigen Erfolg hin ausgerichtet sind, insbesondere Sparsamkeit und Beharrlichkeit."⁶² On contrary, the short-term orientation focuses on "the keeping of values which are related to the past and the present especially respect for tradition, saving "face" and fulfilling social obligations."⁶³ Thus, the long-term orientation index is "a measurement for the degree of long-term orientation in the culture of a country based on the research project of the Chinese Value Survey regarding random samples by students."⁶⁴

Implication for GE/SP/FR: Table 47 shows 31 points for Germany, 19 points for Spain and 39 points for France out of a maximum of 118 possible points.

In Figure 5, Hofstede's normed cultural dimensions from Table 2 for the nations of Germany, Spain and France are compared.

⁶¹ Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 224

⁶² Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 522

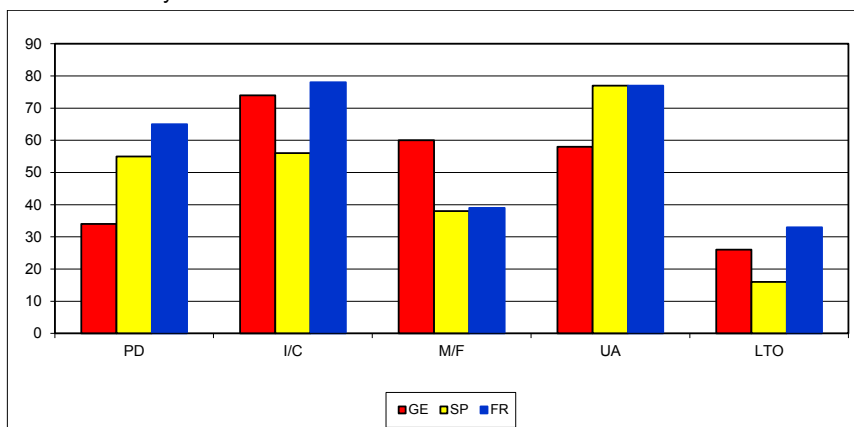
⁶³ Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 521

⁶⁴ Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 522

Cultural Dimensions (Hofstede) Normed parameter [%]	GE	SP	FR
Power Distance (PD)	34	55	65
Individualism/Collectivism (I/C)	74	56	78
Masculinity/Femininity (M/F)	60	38	39
Uncertainty Avoidance (UA)	58	77	77
Long-Term Orientation (LTO)	26	16	33

Table 2: Comparison of normed cultural dimensions - Hofstede (GE, SP, FR)⁶⁵

Table 2 as well as the visualization of the data in Figure 5 show that, regarding power distance, France has the highest instance before Spain and Germany. The cultural variable individualism/collectivism shows similar values for Germany and France, but lower for Spain. In the cluster masculinity/femininity, France and Spain are almost on the same level whereas Germany shows a very high instance there which is similar to the aspect uncertainty avoidance. In this case, however, Spain and France are on a higher level than Germany. The long-term orientation is low in each culture mentioned, i. e. rather short-term oriented. Thus, Spain is on the lowest level behind Germany and France.

Figure 5: Chart of the normed cultural dimensions (Hofstede) for GE, SP and FR⁶⁶

⁶⁵ Source: Own calculations and standardizations of the author based on the five cultural dimensions with view on GE, SP and FR divided with the corresponding maximal value w. r. t. Hofstede, G. (2009). p. 56, 105, 166, 234 and 294

⁶⁶

Cultural Dimensions According to Trompenaars

Those five dimensions according to Hofstede are attributable to the classic approaches but are also discussed critically. Alfons "Fons" Trompenaars (student of Geert Hofstede) as well as Peter Wooliams and Charles Hampden-Turner researched even empirically the complex of cultural dimensions with the help of operationalized questionnaires and differentiated it into seven partial aspects: (1) universalism versus particularism, (2) individualism versus collectivism, (2) neutrality versus affectivity, (4) specificity versus diffusivity, (5) achieved status versus ascribed status, (6) attitude of time and (7) internal versus external control (see Figure 6). The first five cultural dimensions focus on the social interactions between the people themselves⁶⁷ whereas dimension (6) demonstrates the analysis of time and dimension (7) the orientation of environment and nature respectively. Trompenaars leans his last two aspects on the formerly mentioned Florence R. Kluckhohn and Fred L. Strodtbeck.⁶⁸ In contrast to Hofstede, there are no classic indices used for these cultural dimensions. Thus, direct comparison or even cross cultural ranking is barely possible.

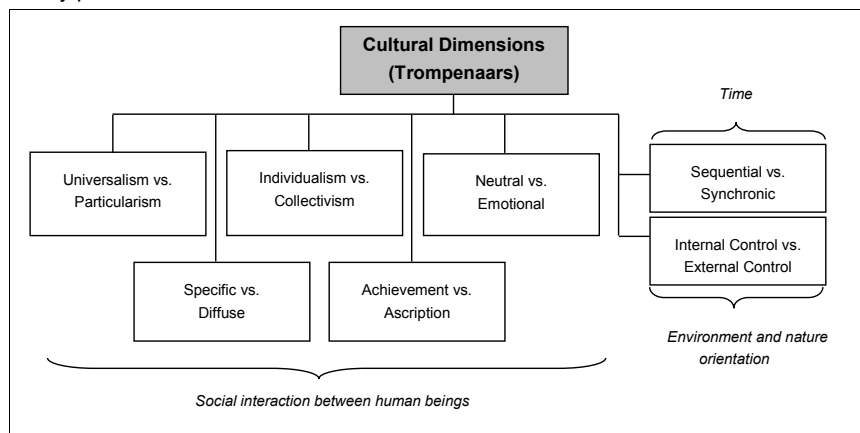


Figure 6: Cultural dimension (Trompenaars)⁶⁹

⁶⁶ Source: Compiled illustration by the author of this research project (2013). Illustration of the value referring to Table 2 and footnote 65

⁶⁷ In this frame Trompenaars is referring to Talcott Parsons pattern variables.

⁶⁸ Cf. Kutschker, M./Schmid, S. (2008): Internationales Management. p. 736

⁶⁹ Source: Adapted and compiled illustration by the author of this research project (2013) referring to Trompenaars, F./Wooliams, P. (2004): Business weltweit. p. 37-97

(1) Universalism versus Particularism

The cultural dimension "universalism versus particularism" describes the perceived handling of priority of rules or relations. Thus, particularistically shaped cultures adjust their behavior to the circumstances given and reject the binding compliance with norms, i. e. relations (to their friends and family, for example) are more important to them than rules. On contrary, universalistic cultures prefer to follow the rules.⁷⁰

(2) Individualism versus Collectivism

In the framework of this cultural dimension "individualism versus collectivism", the discrepancy between the interests of individual and group is analyzed. Individualists tend to maximize their freedom and aim to further develop themselves in order to improve their quality of life. Collectivists, on contrary, focus on reaching common and overarching objectives of the group.⁷¹

(3) Neutrality versus Affectivity

The dimension "neutrality versus affectivity" separates the culturally lived handling with emotions in public. Neutrally conditioned cultures barely express their emotions in public environment whereas effectively oriented people spontaneously show their emotions – even in public.⁷²

(4) Specificity versus Diffusity

The cultural dimension "specificity versus diffusity" demonstrates in which extent other people are involved in each individual area of life and how this area is protected. In specifically oriented cultures, privacy and profession are clearly separated from another. Communication is very factual. In contrast, the above mentioned areas of life are mixed up in diffuse cultures. Privacy is also open for colleagues and communication is mostly indirect.⁷³

(5) Achieved Status versus Ascribed Status

In the framework of Trompenaars's cultural dimension "achieved status versus ascribed status", the differences in subject to public image are presented against the background of status. In performance-oriented cultures, people get a certain status based on their achievements or their engagements respectively. The status within a social framework is dependent on individual performances. Status-oriented cultures, on contrary, attach great importance to being and to social circumstances. Relevant

⁷⁰ Cf. Trompenaars, F./Woolliams, P. (2004): Business weltweit. p. 37-49

⁷¹ Cf. Trompenaars, F./Woolliams, P. (2004): Business weltweit. p. 50-55

⁷² Cf. Trompenaars, F./Woolliams, P. (2004): Business weltweit. p. 56-66

⁷³ Cf. Trompenaars, F./Woolliams, P. (2004): Business weltweit. p. 67-75

features with a view to the status in a society are, for example, age, gender, social networks, education and for many individuals also practiced profession.⁷⁴

(6) Attitude of Time

The cultural dimension "attitude of time" explains cultural differing meanings of time. On one hand, for example, the items punctuality and pace are analyzed as well as orientation with a view to the past, the present and the future on the other hand. Furthermore, it is separated if time is determined individually, sequentially or synchronously. Time has high importance to people with sequential understanding of time. Those people are always punctual and execute their jobs one by one. Synchronously oriented people combine past, present and future causally. They execute various jobs in parallel and have an aversion to binding schedules. With a view to past-oriented cultures, time orientation determines that they preserve traditions, respect their ancestors and also pass on those values. Present-oriented cultures, on contrary, live from one day to the other and do not care about past and future whereas to future-oriented cultures, past is of less importance. They focus on future.⁷⁵

Nr.	Cultural Dimensions	GE	SP	FR
1	Universalism	x		x
	Particularism		x	
2	Individualism		x	
	Collectivism	x		x
3	Neutral		x	
	Emotional	x		x
4	Specific			x
	Diffuse	x	x	
5	Achievement	x	x	
	Ascription			x

Table 3: Cultural dimensions 1-5 of 7 (Trompenaars/Hampden-Turner)⁷⁶

(7) Internal versus External Control

This seventh and last cultural dimension according to Trompenaars "internal versus external control", examines, on one hand, if each culture tries to dominate nature or, on the other hand, if the culture submits to it. If internal control exists, the

⁷⁴ Cf. Trompenaars, F./Woolliams, P. (2004): Business weltweit. p. 76-82

⁷⁵ Cf. Trompenaars, F./Woolliams, P. (2004): Business weltweit. p. 83-95

⁷⁶ Source: Cultural dimensions - compiled illustration by the author of this research project (2013) referring to cf. Trompenaars, F./Hampden-Turner, C. (2009): Riding the Waves of Culture. p. 29-119

basis is personal and individual life. Those people are of the opinion that they can dominate and control nature. But if external control is in the foreground in a culture, the people's goal is to live in harmony with nature. They see themselves as part of it and are influenced by it.⁷⁷

In Table 3 "interpersonal" cultural dimensions (1-5) universalism versus particularism, individualism versus collectivism, neutrality versus affectivity, specificity versus diffusivity as well as achieved status versus ascribed status of the countries of Germany, Spain and France are compared. Also in this context, deviations can lead to cross cultural leadership discrepancies.

⁷⁷ Cf. Trompenaars, F./Hampden-Turner, C. (2009): *Riding the Waves of Culture*. p. 96-97

2. Latest State of the Scientific Discussion

In the framework of this chapter, significant studies with a view to the separation of this subject are divided and current effective preparations for multicultural managers are presented as well.

2.1 Scholarly Literature Analysis

Procedure for Selecting Literature

Against the background of selecting significant literature, so-called overviews are analyzed as well besides empirical studies (typologies of management studies in cultural context⁷⁸; see Table 51).

Those overviews can, depending on their qualification/quantification, be separated and assigned to the four groups' narrative, descriptive and comparing overview or meta-analysis.⁷⁹ Following, those approaches are separated and their relevance is finally discussed. Thereafter, the quality (rating [RT]) of the journal is presented and differentiated.

The narrative overview shows a method of qualitative classification. I. e. the results of the literature analysis will be subjectively and verbally formulated. In the framework of this process, (a) the most important factors, (b) the links between the factors as well as (c1) the research results and (c2) the discrepancies between the research results of the analyzed literature will be presented and discussed. There is no unique norm for the form of the presentation of the results.⁸⁰

The next qualitative method for literature analysis with first quantitative shapes is the descriptive overview. This researches, analyzes and systemizes scientific essays and specialist articles with the help of normed and pre-defined criteria (timeliness of the studies, objects of investigation of the studies as well as the analysis of embedded and referenced theories).⁸¹ Furthermore, the so-called significance values of the empirical research results are reflected in the framework of this method.⁸²

The comparative overview demonstrates the ongoing method of literature review in the direction of quantitative classification (i. e. vote counting or box score in an international context).⁸³ In the framework of this overview, the research results are

⁷⁸ Holzmüller, H. (1995): Konzeptionelle und methodische Probleme in der interkulturellen Management- und Marketingforschung. p. 59

⁷⁹ Cf. Schiepek, G. (2012): Systemische Forschung – ein Methodenüberblick. p. 35 and Cf. Cooper, H./Hedges, L. (2009): Research Synthesis is a Scientific Process. p. 4-9

⁸⁰ Cf. Bryman, A./Bell, E. (2011): Business research methods. p. 101-103

⁸¹ Cf. Bryman, A./Bell, E. (2011): Business research methods. p. 403-404

⁸² Cf. Mayer, H. (2013): Interview und schriftliche Befragung. p. 144-145

⁸³ Cf. Bushmann, B./Wang, M. (2009): Vote-Counting Procedures in Meta-Analysis. p. 208

grouped with a view to determined criteria. The abilities of the results and clusters can be as follows: positively significant, negatively significant or non-significant.⁸⁴ The cluster which can be found the most in the framework of the verified examinations is seen as the final result of the relations examined.

The fourth method of overview is the meta-analysis (quantitative shape). This literature analysis examines the quantitative results of the examinations to be compared.⁸⁵ These analyses of the results are realized and judged to each other with the help of significance tests⁸⁶ which are derived from the two variables effect size and extent of the random samples.⁸⁷ By analyzing the comparative values mathematic-statistically, an objective estimate of each examination is guaranteed.⁸⁸

Besides the four mentioned overview methods of literature analysis, empirical studies are even important tools against the background of the scientific discussion. The aim of empirical examinations is to review hypotheses on their validity (verification or falsification).⁸⁹ These examinations are based on studies which can be differentiated in qualitative and/or quantitative method. Qualitative empirical studies are executed in order to examine unexplored human or socially based questions and make them more tangible for researchers.⁹⁰ Against this background, for example, study methods such as interviews and discussions in groups or teams are used and their verbal content is analyzed.⁹¹ In contrary, quantitative empirical examinations use normed and standardized questions with a view to answering the questions such as telephone surveys or questionnaires and online surveys in order to reach comparability of the questions answered,⁹² i. e. to review interdependences and correlations due to measurable variables.⁹³

⁸⁴ Cf. Bushmann, B./Wang, M. (2009): Vote-Counting Procedures in Meta-Analysis. p. 208-210

⁸⁵ Cf. Card, N. (2012): Meta-Analysis for Social Scientific Research. p. 3

⁸⁶ Cf. Card, N. (2012): Meta-Analysis for Social Scientific Research. p. 101

⁸⁷ Cf. Card, N. (2012): Meta-Analysis for Social Scientific Research. p. 102-103

⁸⁸ Cf. Card, N. (2012): Meta-Analysis for Social Scientific Research. p. 28

⁸⁹ Cf. Bortz, J./Doering, N. (2006): Forschungsmethoden und Evaluation fuer Human- und Sozialwissenschaftler. p. 10

⁹⁰ Cf. Bortz, J./Doering, N. (2006): Forschungsmethoden und Evaluation fuer Human- und Sozialwissenschaftler. p. 95-103

⁹¹ Cf. Opp, K.-D. (1999): Wissenschaftliche Grundlagen der empirischen Sozialforschung. p. 52-57

⁹² Cf. Paier, D. (2010): Quantitative Sozialforschung. p. 10

⁹³ Cf. Bortz, J./Doering, N. (2006): Forschungsmethoden und Evaluation fuer Human- und Sozialwissenschaftler. p. 147

#	Journal/Book Title	ISSN/ ISBN	RT ⁹⁴	Title of Study	Year
1	Applied Psychology: An International Review	14640597	C	Exploring the Implicit Leadership Theory in the Arabian Gulf States	2001
2	Culture and Leadership across the world	9780805859973	n/a	Culture and Leadership across the world: The GLOBE Book of in-depth Studies of 25 Societies	2007
3	Culture, Leadership, and Organizations	9780761924012	n/a	Culture, Leadership, and Organizations - the GLOBE Study of 62 Societies	2004
4	European Journal of Work and Organizational Psychology	1359432X	C	Dutch and Polish Perceptions of Leadership and Culture	1997
5	European Journal of Work and Organizational Psychology	1359432X	C	National Cultures and Leadership Profiles in Europe	1999
6	Journal of Applied Psychology	00219010	A	Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales	1975
7	Journal of Applied Psychology	00219010	A	From Ideal to Real: A Longitudinal Study of the Role of Implicit Leadership Theories on Leader-Member Exchange and Employee Outcomes	2005
8	Journal of Occupational and Organizational Psychology	20448325	B	Cultural Variation of Leadership Prototypes Across 22 European Countries	2000
9	Journal of Social Psychology	00224545	B	The Generalizability of Implicit Leadership Theory	1987
10	Journal of Social Psychology	00224545	B	Chinese Implicit Leadership Theory	2000
11	Journal of World Business	10909516	B	Cross-cultural competencies and global leadership effectiveness	2012
12	Kelly Global Workforce Index	n/a	n/a	Effective Employers. The evolving Workforce	2011
13	Organizational Behavior and Human Decision Processes	07495978	A	Cross-Cultural Variations in Leadership Perceptions and Attribution of Charisma to the Leader	2003
14	Scandinavian Journal of Management	09565221	C	Modelling Leadership	2006
15	Strategic Management Journal	10970266	A	The salience of "culture's consequences"	1997
16	The International Journal of Human Resource Management	09585192	B	Exploring Servant Leadership Across Cultures	2010
17	The Leadership Quarterly	10489843	B	Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories	1999
18	The Leadership Quarterly	10489843	B	Leadership Perceptions in Cross-Cultural Context	1997

Table 4: Overview of significant scientific literature sources as baseline for the analysis⁹⁵⁹⁴ Rating w. r. t. VHB JOURQUAL 2.1 (2011)⁹⁵ Illustration of the examined scientific sources (books and journals) in alphabetical order.

In the framework of this thesis and the resulting literature analysis, the demonstrated methods are researched. Thus, the focus is on the examination with the help of narrative overviews, meta-analyses and empirical studies (qualitative as well as quantitative) and the demonstration of singular and significant results of examinations in the framework of the issues multicultural and functional differences.

As discussed above, further criteria for the literature review is the quality of the essays which is identified with the help of journal ratings. Significant and international journals, magazines and books regarding management, leadership, organization and psychology were analyzed for the evaluation of the literature.⁹⁶ These journal ratings can be citation based, survey based or both (hybrid ratings). The rating of a journal in citation based ratings is dependent on the number of received quotes of the papers.⁹⁷ The survey based ratings result from the estimates of recognized experts and specialists. This peer-group judges the quality of the journals with the help of normed evaluation scales which are finally condensed.⁹⁸ As already mentioned above, hybrid rankings use citation based methods as well as survey based methods which shall anticipate a higher objectivity with a view to the journal rating.⁹⁹ The literature used (magazines, journals and books) is shown in Table 4 by stating consecutive numbers, title of magazine, journal or book, literature number, rating [most recent basis: VHB JOURQUAL 2.1 of 2010/2011] as well as title of study. In total, 18 sources were reviewed: four A journals, seven B journals and four C journals.¹⁰⁰ There were four further sources where no ratings were given. In addition, the literature analysis is separated in four issues with the emphasis on content, concept, method and abstraction/concreteness.

The key message of the content is the evidence of inconsistencies and consistencies of theses, the central results of literature on one hand and, on the other hand, the basis is the object of investigation. Therefore, all variables and their correlations to be reviewed are shown among themselves. With the help of the so-called relation framework of literature analysis, those will then be systemized and examined in order to find out which connections do exist and which do not exist.

The conceptual view of the literature review follows the theoretical basics as well as the conception of the so-called relation framework. In the framework of the theoretical basics mentioned, empirical examinations will be differentiated against the background of their hypothesis approaches (formulating theories or plausibility

⁹⁶ Cf. Oezbek-Potthof, G. (2013): Implizite Fuehrung im interkulturellen Kontext. p. 33-34

⁹⁷ Cf. Schrader, U./Henning-Thurau, T. (2009): VHB-JOURQUAL 2. p. 181

⁹⁸ Cf. Williams, C. (2007): Research Methods. p. 65-71

⁹⁹ Cf. Schrader, U./Henning-Thurau, T. (2009): VHB-JOURQUAL 2. p. 180-204

¹⁰⁰ Cf. VHB JOURQUAL 2.1 (2011)

considerations).¹⁰¹ Generally recognized, there are various possibilities of correlations between the variables with a view to the conception of the relation framework. In the framework of this thesis, direct¹⁰² or mediating¹⁰³ connection is used.¹⁰⁴

The methodical focus or literature review aims on the time frame of the study, the basis of data as well as the method of analysis. Regarding the period of examination, it can be differentiated between so-called cross-sectional studies and longitudinal-section studies. With a cross-sectional study, all examinations are executed at the same time. In contrary, examinations in longitudinal-section studies are done at different times.¹⁰⁵ In the framework of empirical examinations, there are more cross-section studies than longitudinal-section studies. This is because longitudinal-section studies bear the risk that random sample values in a determined framework can vary considerably.¹⁰⁶ In the context of data basis, key data such as extent and construction of the random samples or in which organizational relation with which cultural background is being researched are embedded. This data basis is important for deduction and, thus, for the representation of the results. In this context, the amount of random samples is important as the more data as well as participants or respondents there are, the more accurate are the examination results.¹⁰⁷

After recording data, the analysis of the gained information starts. This can be done by executing different statistical processes. A selection of recognized methods of analysis will be demonstrated below. There are descriptive statistics, factor analysis, comparison of means, correlation analysis, regression analysis, variance analysis, structural equation models as well as cluster analysis.

Finally, evaluation of the studies on both an abstract and a concrete level will be executed. The abstract view shows general and overlapping multicultural aspects as well as the examined organization or the target group of interviewed persons. In contrast, gained connections in the context of Germany, Spain and France are reviewed in the framework of concrete discussions.

¹⁰¹ Cf. Paier, D. (2010): Quantitative Sozialforschung. p. 12-15

¹⁰² A direct relation is available when the origin variable has a causal influence to the target variable. Cf. Bortz, J./Doering, N. (2006): Forschungsmethoden und Evaluation fuer Human- und Sozialwissenschaftler. p. 2-4

¹⁰³ A mediation based correlation is present, when the origin variable influences the target variable with a variable among the two mentioned variables. Source: Cf. Bortz, J./Doering, N. (2006): Forschungsmethoden und Evaluation fuer Human- und Sozialwissenschaftler. p. 3

¹⁰⁴ Cf. Bortz, J./Doering, N. (2006): Forschungsmethoden und Evaluation fuer Human- und Sozialwissenschaftler. p. 2-4

¹⁰⁵ Cf. Paier, D. (2010): Quantitative Sozialforschung. p. 43

¹⁰⁶ Cf. Daumenlang, K. (1999): Querschnitt- und Laengsstudien. p. 309

¹⁰⁷ Cf. Hartmann, H. (1999): Stichproben. p. 204-205

Trends regarding Multicultural and Functional Leadership

A) Cross Cultural Leadership

In the current scientific discussion on the issue analysis of current states of research in the context of multicultural leadership, the thesis "Implizite F hrung im interkulturellen Kontext" (implicit leadership in a multicultural context) represents an anchor. Among others, relevant literature in the framework of leadership/international leadership is analyzed there.¹⁰⁸ In the following, research results will be reviewed on completeness with a view to applicability for this research project whereby not relevant approaches and results are separated and studies relevant for this academic discussion are added. Then, the results will be discussed and summarized according to the scientific criteria and factors mentioned earlier and transferred to the scientific-literally approach to the question of "effective leadership in multicultural organizations".

In the following, the studies (A-a) about direct influence of realized leadership¹⁰⁹ on ideal leadership¹¹⁰ in a cultural context, (A-b) about direct influence of ideal leadership on leadership success in a cultural context, (A-c) about influence of realized leadership on leadership success mediated by ideal leadership in a cultural context, (A-d) about direct influence of culture on realized leadership as well as, finally, (A-e) about direct influence of culture on ideal leadership¹¹¹ with a view to the transfer to both directions top-down (manager n) and bottom-up (manager n-1 respectively employee n-1) are analyzed.

As the analyses and examinations of the studies about direct influence of realized leadership on ideal leadership, direct influence of ideal leadership on leadership success, direct influence of realized leadership on leadership success, influence of realized leadership on leadership success mediated by ideal leadership as well as direct influence of personal experience on ideal leadership have no multicultural relation¹¹², they are separated from this thesis.

(A-a) Bottom-up approaches: Examinations on direct influence of realized leadership on ideal leadership in a cultural context

¹⁰⁸ In the frame of the literature discussion from Oezbek-Potthoff (2013) "wird von einer theoretischen Fundierung der gesichteten Studien ausgegangen, wenn die Hypothesenformulierung mit Hilfe von Theorien, die in der F hrungsforschung anerkannt sind, hergeleitet wird." p. 36

¹⁰⁹ Precepted Leadership are the skills, the characteristics and the behavior of the leader. Oezbek-Potthof, G. (2013): Implizite F hrung im interkulturellen Kontext. p. 30. Transfer to this academic discussion: top-down approach.

¹¹⁰ Ideal leadership are the expectations of the employees how the boss should lead. Oezbek-Potthof, G. (2013): Implizite F hrung im interkulturellen Kontext. p. 30. Transfer to this academic discussion: bottom-up.

¹¹¹ Cf. Oezbek-Potthof, G. (2013): Implizite F hrung im interkulturellen Kontext. p. 52-60

¹¹² Cf. Oezbek-Potthof, G. (2013): Implizite F hrung im interkulturellen Kontext. p. 39-52

With a view to the focus on direct influence of realized leadership on ideal leadership in a cultural context, Oezbek-Potthoff examined nine studies which are embedded in seven theses (see Table 48).

Those studies are extended by the results of the Kelly studies (empirical view), the so-called Kelly Global Workforce Index (KGWI) which are briefly sketched before the total analysis. The approaches of GLOBE (phases 1 to 3) partially overlap with this review "examinations on direct influence of realized leadership on ideal leadership in cultural context". The key issue is "examinations on direct influence of culture on realized leadership". Against this background, GLOBE is discussed in section (A-d).

Kelly Services Inc. execute regular examinations on various issues in the framework of the so-called Kelly Global Workforce Index (>30 countries and >100.000 participants). In 2011, the empirical study was published with the title "Effective employers" and a questionnaire was offered. With a view to this thesis, question 16 "What factor do you consider the most important in a good boss?" was examined.¹¹³ In concrete, Germany and France ranked their style of leadership top level each (besides personality, vision, team work etc.). The examination of the aspects mentioned did not include Spain.

Against the backdrop of realized leadership to ideal leadership in a cultural context, the content perspective is aimed at the review of the studies whether the rankings used are also applicable to other cultures. This examination makes clear that either leadership properties or leadership styles are discussed which characterize ideal leadership regarding bottom-up approaches. On one hand, many studies determine leadership properties¹¹⁴ and, on the other hand, they analyze existing rankings for leadership properties and those rankings are extended in order to identify ideal leadership properties.¹¹⁵ Oezbek-Potthoff points out that in the framework of the central examination results, the following two clusters can be differentiated: Cluster 1 aggregates the result that different cultures each have their own leadership rankings with differentiated leadership properties. Against this background, culture specific rankings are developed.¹¹⁶ Cluster 2 shows that in different cultural frameworks, determined leadership properties have different

¹¹³ Cf. Kelly Global Workforce Index (2011): Effective Employers. p. 5-16

¹¹⁴ Cf. Brodbeck, F. et al. (2000): Cultural Variation of Leadership Prototypes Across 22 European Countries. p. 1-29 and Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. p. 219-256

¹¹⁵ Cf. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Epitropaki, O./Martin, R. (2004): Implicit Leadership Theories in Applied Settings. p. 293-310; Holmberg, I./Akerblom, S. (2006): Modelling Leadership. p. 307-329

¹¹⁶ Cf. e. g. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Ling, W. et al. (2000): Chinese Implicit Leadership Theory. p. 729-739

intensities.¹¹⁷ The result is that, in contrary to cluster 1, in the cultures examined consistent and, therefore, comparative rankings are used for data collection and analysis. This means the studies analyzed are culture-comparative examinations. With a view to concept, it shall be mentioned first that, regarding theoretical basics, eight out of ten examinations (i. e. including KGWI) reference to the so-called implicit leadership theories for their model building. Furthermore, the Culturally Endorsed Implicit Leadership Theory¹¹⁸ (CLT, CELT or CEILT) and the Implicit Personality Theory according to Schneider¹¹⁹ are used. Against the backdrop of the conception of the relation framework, the analysis shows that none of the examinations in Table 48 has causal correlations. They exclusively show simplified correlations with a view to the abundance of the visibility of determined leadership properties. According to the methodic focus, it can be summarized that against the background of the examination period, nine out of ten examinations (including KGWI) are cross-sectional studies.

Regarding methodic, only one thesis is a longitudinal-section study.¹²⁰ Analyzing the data basis, there is a great difference concerning the amount of random samples. Single studies show high differences regarding the number of organizations examined. In concrete, one of the studies only shows one organization,¹²¹ whereas all other examinations at least review three enterprises.¹²² The composition of random samples was made across all industries, i. e. organizations of the banking sector, service sector, industry sector, consumer goods industry sector, information technology/telecommunication sector and also non-profit organizations. The execution of the examinations took place either in a cultural framework¹²³ or in

¹¹⁷ Cf. Brodbeck, F. et al. (2000): Cultural Variation of Leadership Prototypes Across 22 European Countries. p. 1-29; Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. p. 219-256; Kelly Global Workforce Index (2011): Effective Employers. p. 5-16

¹¹⁸ Cf. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. p. 219-256; Holmberg, I./Åkerblom, S. (2006): Modelling Leadership. p. 307-329. CLT/CELT/CEILT is based on the fact that employees in the frame of social groups have a different views on leadership expectations. According to that there persists significant differences between cultural leadership.

¹¹⁹ Cf. Eden, D./Leviathan, U. (1975): Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales. p. 736-741 referring to Schneider, D. (1973): Implicit Personality Theory. p. 294-309

¹²⁰ Cf. Epitropaki, O./Martin, R. (2004): Implicit Leadership Theories in Applied Settings. p. 293-310

¹²¹ Cf. Eden, D./Leviathan, U. (1975): Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales. p. 736-741

¹²² Cf. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Holmberg, I./Åkerblom, S. (2006): Modelling Leadership. p. 307-329

¹²³ Cf. Eden, D./Leviathan, U. (1975): Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales. p. 736-741; Epitropaki, O./Martin, R. (2004): Implicit Leadership Theories in Applied Settings. p. 293-310; Holmberg, I./Åkerblom, S. (2006):

different cultures each at the same time.¹²⁴ All examinations show in the intersection that different cultures are compared to each other.

The respondents of the examinations had different levels of hierarchy. There was a group of students (m/f)¹²⁵, managers (m/f)¹²⁶, employees (m/f)¹²⁷ or mixed groups.¹²⁸ In regard to the corresponding methods of analysis, it could be derived that the factor analysis amounting to 50 percent (basis: 10 studies) was used the most.¹²⁹ Correlation analysis amounts to 30 percent¹³⁰, descriptive statistics to 20 percent¹³¹, cluster analysis¹³² and also variance analysis¹³³ to 10 percent each. It can be subsumed that in applying various methods of analysis, also with regard to the KGWI 2011, "nicht primär die Erklärung von kausalen Zusammenhängen ist, sondern stärker auf die Gewinnung von Informationen über die Zusammenhänge der untersuchten Phänomene und dem Vergleich von Ergebnissen abzielt."¹³⁴ With a view to the abstracted evaluation, it can be summarized that the examinations in an international context were executed with increased intensity by interviewing managers. Employees, so-called bottom-up, were only polled by Epitropaki and

Modelling Leadership. p. 307-329; Ling, W. et al. (2000): Chinese Implicit Leadership Theory. p. 729-739

¹²⁴ Cf. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Brodbeck, F. et al. (2000): Cultural Variation of Leadership Prototypes Across 22 European Countries. p. 1-29; Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. S. 219-256 und Kelly Global Workforce Index (2011): Effective Employers. p. 5-16

¹²⁵ Cf. Eden, D./Leviathan, U. (1975): Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales. p. 736-741; Ling, W. et al. (2000): Chinese Implicit Leadership Theory. p. 729-739

¹²⁶ Cf. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Brodbeck, F. et al. (2000): Cultural Variation of Leadership Prototypes Across 22 European Countries. p. 1-29; Kelly Global Workforce Index (2011): Effective Employers. p. 5-16

¹²⁷ Cf. Epitropaki, O./Martin, R. (2004): Implicit Leadership Theories in Applied Settings. Study 2. S. 293-310

¹²⁸ Cf. Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. p. 219-256; Epitropaki, O./Martin, R. (2004): Implicit Leadership Theories in Applied Settings. Study 1. p. 293-310

¹²⁹ Cf. Eden, D./Leviathan, U. (1975): Implicit Leadership Theory as a Determinant of the Factor Structure Underlying Supervisory Behavior Scales. p. 736-741; Ling, W. et al. (2000): Chinese Implicit Leadership Theory. p. 729-739; Kelly Global Workforce Index (2011): Effective Employers. p. 5-16

¹³⁰ Cf. Abdalla, I./Al-Homoud, M. (2001): Exploring the Implicit Leadership Theory in the Arabian Gulf States. p. 506-531; Epitropaki, O./Martin, R. (2004): Implicit Leadership Theories in Applied Settings. p. 293-310

¹³¹ Cf. Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. p. 219-256; Holmberg, I./Åkerblom, S. (2006): Modelling Leadership. p. 307-329

¹³² Cf. Brodbeck, F. et al. (2000): Cultural Variation of Leadership Prototypes Across 22 European Countries. p. 1-29

¹³³ Cf. Den Hartog, D. et al. (1999): Culture Specific and Cross-Culturally Generalizable Implicit Leadership Theories. p. 219-256

¹³⁴ Oezbek-Potthof, G. (2013): Implizite Führung im interkulturellen Kontext. p. 47

Martin. In concrete, results from the Kelly study can be derived for France and Germany as well as leadership styles. Finance managers or their employees were not explicitly interviewed.

(A-b) Top-down approaches: Examinations in the frame of direct influence of ideal leadership on leadership success in a cultural context

Against the background of direct influence of ideal leadership on leadership success in a cultural context, Oezbek-Potthoff reviewed three studies (see Table 49) which are extended by the results of Geletkanycz, Caligiuri and Tarique in the framework of this scientific discussion. In the following, the two latter mentioned examinations will be presented before starting the analysis on this sub-issue. In 1997, Geletkanycz interviewed top managers in different countries and organizations in the framework of an extensive examination concerning cross-cultural leadership and corporate strategy (n = 1540). The result shows that the peer-group interviewed is geared to existing leadership properties and strategy profiles regarding individualism, uncertainty avoidance, power distance and long-term orientation and that they do not want to sustainably change them.¹³⁵ By the end of 2012, Caligiuri and Tarique published their examination results after interviewing (n = 420) so-called global leaders against the backdrop of the article "Dynamic cross-cultural competencies and global leadership effectiveness" and subsumed their results in the three clusters personal abilities, cross-cultural experiences as well as prediction of dynamic cross-cultural competences.¹³⁶ Personal abilities include extraversion (abilities of personality such as conviviality, activity, liveliness, carelessness etc.)¹³⁷, openness for experiences as well as neuroticism (abilities such as anxiety, shyness, irrationality etc. due to stimulations and activities in the reticulo-limbic circuit).¹³⁸ Cross-cultural experiences include organization-initiated multicultural professional experiences and non-professional multicultural experiences. The group prediction of dynamic cross-cultural competences includes ambiguity tolerance (a term used in prejudice researches which follows the perspective to accept other views and intercultural discrepancies of behavior)¹³⁹, cultural flexibility and reduced ethnocentrism (negative attitude towards people who are seen as strange and different).¹⁴⁰

¹³⁵ Cf. Geletkanycz, M. (1997): The salience of "culture's consequences". p. 615-634

¹³⁶ Cf. Caligiuri, P./Tarique, I. (2012): Dynamic cross-cultural competencies and global leadership effectiveness. p. 612-622

¹³⁷ Cf. Maltby, J. et al. (2011): *Differentielle Psychologie, Persönlichkeit und Intelligenz*. p. 365; Engler, B. (2009): *Personality Theories*. p. 285-299

¹³⁸ Cf. Maltby, J. et al. (2011): *Differentielle Psychologie, Persönlichkeit und Intelligenz*. p. 365-366

¹³⁹ Cf. Keup, M. (2010): *Internationale Kompetenz*. p. 121-122

¹⁴⁰ Cf. Sumner, W. (2003): *Folkways*. p. 13

Regarding content perspective of all studies reviewed, it can be noted that ideal leadership and, therefore, leadership success are explained and defined differentiated. Ah Chong and Thomas as well as Caligiuri and Tarique summarize in their examinations that ideal leadership derives from leadership success. Bryman and Geletkanycz see leadership style and leadership abilities as ideal leadership. Ensari and Murphy differentiated managers into prototype and anti-prototype in their thesis. In the context of these examinations, leadership success is differentiated into employee related¹⁴¹ and leadership based drivers.¹⁴² The conceptual perspective regarding theoretical basics shows that all examinations mentioned analyze implicit leadership methods in the framework of the theses. Geletkanycz examines excerpts from cultural dimensions according to Hofstede. Caligiuri and Tarique discuss personal abilities, cross-cultural experiences and prediction of dynamic cross-cultural competences. Furthermore, the examination of Ensari and Murphy reviews the extended charismatic leadership approach of Conger and Kanungo. With a view to the construction of the relation framework, it can be recognized that four out of five examinations look at causal correlations with the help of independent and dependent variables.¹⁴³ The thesis of Ah Chong and Thomas reviewed neither linear nor causal correlations and, thus, focused on the modification of leadership abilities of the two differentiated groups. The methodical view uses for every thesis cross-sectional studies in order to review the period of time. The variety of the amounts of random samples of each of the five examinations is sufficient. The researchers Ah Chong and Thomas, Geletkanycz as well as Caligiuri and Tarique executed their examinations in enterprises. Bryman as well as Ensari and Murphy recruited their participants at universities. Each of the five studies was executed in the framework of different cultures. Ah Chong and Thomas analyzed two differentiating cultural groups from New Zealand. The researcher Bryman compared the research results he gained from Great Britain to existing results from the USA. Ensari and Murphy examined groups in the USA and in Turkey and compared the results. Geletkanycz examined twenty different cultures in the framework of her thesis. Caligiuri and Tarique

¹⁴¹ Cf. Ah Chong, L./Thomas, D. (1997): Leadership Perceptions in Cross-Cultural Context. p. 275-293

¹⁴² Cf. Bryman, A. (1987): The Generalizability of Implicit Leadership Theory. p. 129-141; Ensari, N./Murphy, S. (2003): Cross-Cultural Variations in Leadership Perceptions and Attribution of Charisma to the Leader. S. 52-66; Caligiuri, P./Tarique, I. (2012): Dynamic cross-cultural competencies and global leadership effectiveness. p. 612-622 and Geletkanycz, M. (1997): The salience of "culture's consequences". p. 615-634

¹⁴³ Cf. Bryman, A. (1987): The Generalizability of Implicit Leadership Theory. p. 129-141; Ensari, N./Murphy, S. (2003): Cross-Cultural Variations in Leadership Perceptions and Attribution of Charisma to the Leader. p. 52-66; Caligiuri, P./Tarique, I. (2012): Dynamic cross-cultural competencies and global leadership effectiveness. p. 612-622 and Geletkanycz, M. (1997): The salience of "culture's consequences". p. 615-634

examined participants from 41 cultures respectively countries especially the USA besides, for example, Cuba, Italy, Austria, Great Britain, the Netherlands, Australia, France and Mexico. Each of the five examinations mentioned in the cluster is a so-called culture comparative thesis. In the framework of two examinations, students (m/f) were interviewed, whereas in the other three studies, managers and employees from different organizations took part.¹⁴⁴ The methods of factor and variance analysis are used in the examinations. Those two analysis tools are used either singular or combined. With a view to the abstracted valuation, it can be summarized that the examinations took place in an international context mainly with managers and employees. Nevertheless, a non-negligible proportion of students was interviewed as well. Caligiuri and Tarique as well as Geletkanycz focused on the top-down approach. In concrete, the latter mentioned examination results can be used. Managers or their employees were interviewed explicitly neither.

(A-c) Bottom-up approaches: Examinations on influence of realized leadership on leadership success mediated by ideal leadership in a cultural context

With a view to the influence of realized leadership on leadership success mediated by ideal leadership in a cultural context, Oezbek-Potthoff analyzed only one examination.¹⁴⁵ In the framework of the research, those examinations were confirmed and no further relevant or continuing theses (against the backdrop of additional knowledge to be gained) were found.

The cultural factor of the content perspective of the thesis of Sy et al. examines different ethnic groups in the USA regarding the leadership abilities realized by those cultural groups as well as their expectations from an ideal manager. In this context, the ethnic group represents the independent variable which has an effect on the dependent variable of leadership expectations. This relation is mediated by abilities such as intelligence, masculinity and dynamic. The central result shows that employees have determined expectations on the cultural ethnic origin of the ideal leader. Another significant result in this context is that employees in North America rather expect a white manager as their ideal leader than an Afro-American or Latin-American. As there is only one study in this context, it means a challenge to the scientific transfer. According to Oezbek-Potthoff should, "ähnliche Studien [in the future in] Europa, insbesondere in Ländern, in denen eine große Anzahl von

¹⁴⁴ Cf. Ah Chong, L./Thomas, D. (1997): Leadership Perceptions in Cross-Cultural Context. p. 275-293; Caligiuri, P./Tarique, I. (2012): Dynamic cross-cultural competencies and global leadership effectiveness. p. 612-622 and Geletkanycz, M. (1997): The salience of "culture's consequences". p. 615-634

¹⁴⁵ Cf. Sy, T. et al. (2010): Leadership Perceptions as a Function of Race-Occupation Fit. p. 902-919

Einwanderern leben, wie zum Beispiel Deutschland, Frankreich oder die Niederlande, durchgeführt werden."¹⁴⁶

The conceptual perspective shows that the examination is based on the implicit leading theory regarding the formulation of the hypotheses. The referenced examination has two frameworks where the relation between the independent and the dependent variables are mediated by leadership abilities.

With a view to the methodic perspective, it can be worked out that the thesis mentioned uses a cross-section study for the period of examination. Regarding the number of organizations interviewed, information on data basis is missing. The exclusive singular information on the number of respondents ($n = 381$) allows to draw conclusions regarding the amount of random samples. In order to verify the hypotheses, the study used regression analysis as an analysis tool.

With a view to the abstracted valuation, it can be summarized that the examination took place in an international context but mainly in the USA. In concrete, the result of the current thesis shows that due to the cultural ethnic origin of managers, they may have to fulfill corresponding expectations. This fact is confirmed by the execution of a concrete examination.

(A-d) Bottom-up approaches: Examinations on direct influence of culture on realized leadership

Regarding the focus on direct influence of culture on realized leadership, Oezbek-Potthoff examined three studies (see Table 50). In the context of this academic discussion, those examinations are extended by the results of the GLOBE studies which are presented with the total analysis and links to the cultural frameworks of Germany, Spain and France are created.

Besides the discussed classics, there are further developments of findings and cultural dimensions of Hofstede and Trompenaars in the framework of the so-called GLOBE research which are presented below regarding Germany, Spain and France (see Table 52).

The initiated examinations of Robert J. House in the framework of the so-called GLOBE project (Global Leadership and Organizational Behavior Effectiveness Research Program) is the basis. Originally, the aim of the studies was to review the generalization of "Charismatic Leadership". Today, it represents a global research program with 170 management and social researchers from 62 countries who examine the correlation between the cultures of societies as well as the leading culture of organizations (see Table 53 and Table 54).

¹⁴⁶ Özbek-Potthof, G. (2013): Implizite Führung im interkulturellen Kontext. p. 56

There are three significant examination phases which are written down in the three books:

- "Culture, Leadership, and Organizations: The Globe Study of 62 Societies"¹⁴⁷ of 2004,
- "Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies (Lea's Organization and Management)"¹⁴⁸ of 2007 as well as
- "Strategic Leadership Across Cultures: Globe Study of CEO Leadership Behavior and Effectiveness in 24 countries"¹⁴⁹ (2013).

The concrete aim of the latter mentioned study is to research the effects of different leadership styles and behaviors of Chief Executive Officers (CEO) on the work attitude of the employees within an organization as well as their performance. This examination is no further reviewed in the framework of this thesis as it aims for intermediate managers.

The GLOBE study formulated and verified the following fifteen theses with the help of empirical examinations.¹⁵⁰

- (1) Cultural norms and rules have an influence on leadership behavior.
- (2) This leadership behavior influences the organization, the culture and the behavior of enterprises.
- (3) Cultural values and courses of action of a society have an influence on the culture and the behavior of organizations.
- (4) The culture and the behavior of organizations have an influence on the course of action of leaders.
- (5/6) The culture of a country and the culture of an organization effect implicit leadership theories causally.
- (7) The so-called contingency factors of an organization (such as enterprise environment, size of enterprise as well as technology) have an influence on the culture of an organization as well as on the behavior of the organization members.
- (8) The organizational contingency has a causal connection to the behavior of the leaders.

¹⁴⁷ Cf. House, R. et al. (2004): Culture, Leadership, and Organizations – the Globe Study of 62 Societies.

¹⁴⁸ Cf. Chhokar, J. et al. (2007): Culture and Leadership across the world: The GLOBE Book of in-depth Studies of 25 Societies

¹⁴⁹ Cf. House, R. et al. (2013): Strategic Leadership Across Cultures: Globe Study of CEO Leadership Behavior and Effectiveness in 24 countries

¹⁵⁰ Cf. House, R./Javidan, M. (2004): Overview of GLOBE. p. 17-19

- (9) The link between the organizational contingency and the form, culture as well as practices of the organization is regulated by the culture.
- (10) The acceptance of leaders by employees is a function of interaction between CEILT and leadership behavior.

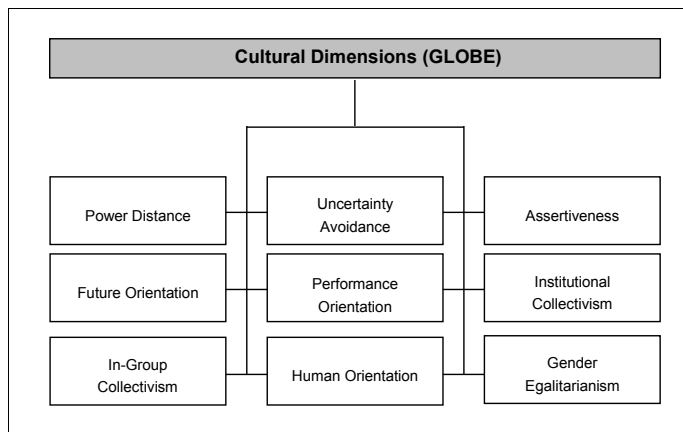


Figure 7: Cultural dimensions (GLOBE)¹⁵¹

- (11) The effectiveness of leadership is a function of interaction between CLT and leadership behavior.
- (12) The acceptance of the leadership by the employees induces effective employee management.
- (13) Effective employee management increases the acceptance of the leadership over time.
- (14) Social actions are in correlation with economic competitiveness.
- (15) Social actions and practices are in significant correlation to psychological and physiological welfare of the members of a society.

The cultural essays embedded in the thesis mentioned include a scientific comparative and a culturally individual part in the internal construction. Each equally constructed section puts the nine cultural dimensions (see Figure 7) (1) power distance, (2) uncertainty avoidance, (3) assertiveness, (4) future orientation, (5) performance orientation, (6) institutional collectivism, (7) in-group collectivism, (8)

¹⁵¹ Source: Compiled illustration by the author of this research project (2014) referring to GLOBE with view on House, R./Javidan, M. (2004): Overview of GLOBE. p. 17-19

human orientation and (9) gender egalitarianism¹⁵² [each with a level from 1 to 7 on a Likert scale] in relation to the criteria "as is"¹⁵³ (present) and "should be"¹⁵⁴ (future).

No.	Cultural Dimension	GE ¹⁵⁵	SP ¹⁵⁶	FR ¹⁵⁷
1	Power Distance	5,25	5,52	5,28
2	Uncertainty Avoidance	5,22	3,97	4,43
3	Assertiveness	4,55	4,42	4,13
4	Future Orientation	4,27	3,51	3,48
5	Performance Orientation	4,25	4,01	4,11
6	Institutional Collectivism	3,79	3,85	3,93
7	In-Group Collectivism	4,02	5,45	4,37
8	Human Orientation	3,18	3,32	3,40
9	Gender Egalitarianism	3,10	3,01	3,64

Table 5: GLOBE dimensions for GE, SP and FR relating to "as is"¹⁵⁸

- (1) Power distance: Power distance is the level up to which the members of an organization accept, tolerate or even expect that power is not distributed equally within an organization, i. e. that there is power in the leadership of an organization.¹⁵⁹
- (2) Uncertainty avoidance: Uncertainty avoidance determines the level up to which organizations in a macro context or their members in a macro context try to avoid uncertainty. This is realized by the fact that stakeholders rely on social norms and established processes and that, in addition, they comply with rules and laws. The operationalized key figure, therefore, expresses how organizations/members of organizations feel threatened by new, unknown and even uncertain situational changes. The scale then reaches from complying with rules up to coping with uncertainties.¹⁶⁰

¹⁵² Cf. Chhokar, J. et al. (2007): Culture and Leadership across the world. p. 4

¹⁵³ "As is" (GLOBE): Common and constant practice and behaviors Cf. Chhokar, J. et al. (2007): Culture and Leadership across the world. p. 4

¹⁵⁴ "Should be" (GLOBE): Common values and standards. Cf. Chhokar, J. et al. (2007): Culture and Leadership across the world. p. 4

¹⁵⁵ Brodbeck, F. et al. (2007): Societal Culture and Leadership in Germany. p. 162

¹⁵⁶ O'Connell, J. et al. (2007): Managerial Culture and Leadership in Spain. p. 567

¹⁵⁷ Castel, P. et al. (2007): Universalism and Exceptionalism: French Business leadership. p. 637

¹⁵⁸ Source: Compiled illustration by the author of this book (2014): The specific source with view on the values are shown after the country name (footnote). If the deviation between the country-based cultural dimensions are below 0,05, the same background color is used (Cluster)

¹⁵⁹ Cf. Dale, C. et al (2004): Power Distance. p. 513

¹⁶⁰ Cf. De Luque, M./Javidan, M. (2004): Uncertainty Avoidance. p. 602

- (3) Assertiveness: Assertiveness expresses the important level in which members of organizations act self-confident, aggressive or confrontational within enterprises or societies.¹⁶¹
- (4) Future orientation: Future orientation shows the level in which members of organizations show future oriented actions such as planning.¹⁶²

No.	Cultural Dimensions	GE ¹⁶³	SP ¹⁶⁴	FR ¹⁶⁵
1	Power Distance	2,54	2,26	2,76
2	Uncertainty Avoidance	3,32	4,76	4,26
3	Assertiveness	3,09	4,00	3,38
4	Future Orientation	4,85	5,63	4,96
5	Performance Orientation	6,01	5,80	5,65
6	Institutional Collectivism	4,82	5,20	4,86
7	In-Group Collectivism	5,18	5,79	5,42
8	Human Orientation	5,46	5,69	5,67
9	Gender Egalitarianism	4,89	4,82	4,40

Table 6: GLOBE dimensions for GE, SP and FR relating to "should be"¹⁶⁶

- (5) Performance orientation: Performance orientation is the level of promotion and recognition of a society regarding the willingness of the members of the organization.¹⁶⁷
- (6) Institutional collectivism: Institutional collectivism expresses how collective actions such as allocation of resources is recognized, promoted and rewarded by the organization.¹⁶⁸
- (7) In-group collectivism: In-group collectivism is a measurement in which extent the members of an organization show cohesion, pride and loyalty towards their environment or their organization.¹⁶⁹

¹⁶¹ Cf. House, R./Javidan, M. (2004): Overview of GLOBE. p. 12-13

¹⁶² Cf. House, R./Javidan, M. (2004): Overview of GLOBE. p. 13

¹⁶³ Brodbeck, F. et al. (2007): Societal Culture and Leadership in Germany. p. 162

¹⁶⁴ O'Connell, J. et al. (2007): Managerial Culture and Leadership in Spain. p. 567

¹⁶⁵ Castel, P. et al. (2007): Universalism and Exceptionalism: French Business leadership. p. 637

¹⁶⁶ Compiled illustration by the author of this book (2014): The specific source with view on the values are shown after the country name (footnote). If the deviation between the country-based cultural dimensions are below 0,05, the same background color is used (Cluster)

¹⁶⁷ Cf. Javidan, M. (2004): Performance Orientation. p. 12-13

¹⁶⁸ Cf. House, R./Javidan, M. (2004): Overview of GLOBE. p. 12-13

¹⁶⁹ Cf. House, R./Javidan, M. (2004): Overview of GLOBE. p. 12-13

- (8) Human orientation: Human orientation or also social orientation expresses how the organization promotes and rewards attitudes such as altruism, fairness, friendliness etc. concerning its members.¹⁷⁰
- (9) Gender egalitarianism: Gender egalitarianism shows in what extent the society or organization minimizes differences in the framework of gender roles and, therefore, maximizes gender egalitarianism.¹⁷¹

For the further course, the comparative review with a view to the countries Germany, Spain and France is presented whereby Germany is differentiated into the parts of West and East Germany, i. e. the old and new federal states, within the GLOBE study (for this part of the evaluation, the share of West Germany is selected). Mostly, the culture manifests itself into two directions. One perspective according to GLOBE is "should be" which focuses on values, beliefs, norms as well as implicit theories. The second view "as is" can be found in everyday practice (in families, at school, at work as well as in political organizations).¹⁷² Table 5 shows that there is no correlation between the culture-specific established practices (as is) in France, Germany, and Spain despite a tolerance of 0.5 points for the cultural dimensions.

Table 6 compares the culture-specific values and norms "should be" of the countries Germany, Spain and France. Considering the cluster building tolerance of 0.05, there are no correlations between Spain and France except for human orientation.

With a view to content perspective, it can be deduced that in each study a minimum of two cultures was reviewed differentiated. In the framework of the presentation of culture, cultural dimensions¹⁷³ are referenced to on one hand or cultures are reviewed comparatively.¹⁷⁴ The realized leadership subsumes attitudes, abilities and actions of managers. The central results of the four examinations are differentiated into two clusters. The result of the three studies according to Den Hartog et al., Koopman et al. and GLOBE shows that there is a causality between the cultural background and the realized leadership attitudes. In the framework of their examination, Pekerti and Sendjaya come to the conclusion that the cultural context has no influence on leadership attitudes. Thus, it is recognizable that cultural influences on leadership attitudes are significant in most of the examinations

¹⁷⁰ Cf. House, R./Javidan, M. (2004): Overview of GLOBE. p. 12-13

¹⁷¹ Cf. House, R./Javidan, M. (2004): Overview of GLOBE. p. 12-13

¹⁷² Cf. Chhokar, J. et al. (2007): Culture and Leadership across the world. p. 4

¹⁷³ Cf. Den Hartog, D. et al. (1997): Dutch and Polish Perceptions of Leadership and Culture. p. 387-413 and Koopman, P. et al. (1999): National Cultures and Leadership Profiles in Europe. p. 503-520 and Chhokar, J. et al. (2007): Culture and Leadership across the world. p. 1-16

¹⁷⁴ Cf. Pekerti, A./Sendjaya, S. (2010): Exploring Servant Leadership Across Cultures. p. 754-780

presented. Regarding the conceptual perspective, it can be summarized that the four examinations reviewed are theoretically based on implicit leadership theories.

With a view to the estimate of the conception of the relation framework, it can be noted that the thesis of Pekerti and Sendjaya exclusively examines a causal correlation with the help of independent and dependent variables. In the other examinations, there is a correlating comparison/analysis of the variables. According to the methodic perspective, it can be summarized that all four examinations use the tool of the cross-sectional study in the framework of the research period. Regarding the context of the data basis, it can be derived that the variance of the number of random samples is high. The researchers around Den Hartog examined groups from two different cultures respectively countries: the Netherlands and Poland.

There, six different organizations with a minimum of 270 participants (employees) each were interviewed. It cannot be deduced from the study of Koopman et al. how many organizations were in the focus of review but there is the information that, in total, approx. 6000 leaders from 21 different cultures were interviewed. Pekerti and Sendjaya record their data in the cultures respectively countries Australia and Indonesia. In the framework of that scientific discussion, the examinations take place in two to four organizations of the sectors consumer goods industry, telecommunication industry and bankers. The key data of the GLOBE study were already discussed above. The method of analysis used the most is the average comparison. With an abstracted view, it can be emphasized that the examinations are a good basis for the current academic frame. The theses are international and managers as well as employees are interviewed. In concrete, however, there is no conclusion on an explicit review of finance managers and their employees. Nevertheless, in the framework of the GLOBE studies, the cultures of Germany, Spain and France are being reviewed operationalized.

(A-e) Top-down approaches: Examinations on direct influence of culture on ideal leadership.

With a view to direct influence of culture on ideal leadership, Oezbek-Potthoff analysis two treatises containing four relevant theses in total.¹⁷⁵ In the framework of the research, those examinations were confirmed and no further relevant or continuing theses (regarding additional knowledge) were found.

In the framework of content analyses, it can be noted that both research groups review the cultural context differentiated. On one hand, Gerstner and Day use the culture dimensions according to Hofstede in their examinations in order to explain

¹⁷⁵ Cf. Gerstner, C./Day, D. (1994): Cross-Cultural Comparison of Leadership Prototypes. p. 121-134 and Sy, T. et al. (2010): Leadership Perceptions as a Function of Race-Occupation Fit. p. 902-919

culture. On the other hand, Sy et al. deduce culture due to dividing the different ethnic groups into clusters.

In the studies mentioned, ideal leadership is recorded as the expectation towards a typical leader. As a central result of both examination rows, it can be derived that there are differing expectations regarding the ideal leader depending on the cultural framework.

According to the conceptual focus, it can be noted that the studies mentioned use implicit leadership theories as a theoretical basis. The conceptual framework of the studies is different. In the theses of Gerstner and Day, variables are compared to each other. Sy et al., in contrary, examine the causal correlations.

For both studies, the tool cross-sectional study is used for the analysis period regarding methodic perspective. The valuation of the data basis shows that the number and the composition of random samples recorded are comparative in both studies. In the framework of the examinations according to Gerstner and Day and Sy et al., university students (USA) were interviewed. The number of students of both theses is between 130 and 140 each. The data basis of the three studies of Sy et al. focusing on the organization reviewed as well as the method of analysis used (regression analysis) was already described in sub-item c in this chapter. Gerstner and Day used the method of average comparison for their analysis.

The internationality of the examinations can be deduced abstractedly. Also, there neither are indications for finance managers and/or their employees nor for the review of the cultures and countries of Germany, Spain and France.

B) Leadership Needs

The following leadership needs (Table 7) can be deduced from the previous examinations. Therefore, GLOBE separates so-called universal positive (Table 56) as well as negative leadership attitudes (Table 57).

Needs	Remarks	Source
Mentoring and Coaching	The employees should get the chance to develop themselves regarding mentoring and coaching.	CIMA (2002)
Personnel Development	Managers should focus on identifying talents and developing them further.	Becker and Kluckow (2011)
Cultural Intelligence (CQ)	One of the most important challenges regarding international management.	Koopmann et al. (1999); Den Hartog et al. (1997); Caligiuri and Tarique (2012)
Motivation of employees	The employees would like to have motivating working conditions.	Dorfman (2004)
Coping with organizational and other changes.	Managers should understand each single phase of change management and act correspondingly.	Pekerti/Sendjaya (2010)
Time management for successful leadership	Managers should create time for themselves in order to lead effectively.	Haefner (2011)
Recipient oriented communication in a multicultural environment	Against the background of cultural facts, leaders have to communicate recipient oriented.	Dorfman (2004); Oestreicher, K. (2010)
Emotional Intelligence (EQ)	Managers need a sensitive nose (empathy) to be able to realize human stimuli and signals.	Ullmann (2013)
Mental stress and strain	It is proven that absence due to mental illness increases more and more.	Kunz (2012)
Creation of a culture of trust and independent action	Establishing and caring for trust to each other as well as delegation of responsibility.	Reports of health insurances such as DAK Gesundheitsreport (health report) (2013)

Table 7: Derived needs in the framework of leadership¹⁷⁶

C) Functional Diversity between Finance Managers

The previous paragraph explains examinations on leadership in general. In the following, effective leadership with regard to cross-cultural parameters is reviewed. In order to maximize leadership effectivity, the two factors (C-a) cross functional in (C-b) multicultural organizations should be reviewed *ceteris paribus*.

Besides the cultural dimensions, Trompenaars and Hampden-Turner also executed a cross-cultural independent examination (first based on US American, later on extended to numerous cultures) with a view to functional diversity for the sectors human resources, manufacturing, finance, research & development, marketing, legal, administration and public affairs dependent on the dimensions universalism versus particularism, individualism versus collectivism, neutrality versus

¹⁷⁶ Mode Deduction of needs with a view on the results of the literature analysis

affectivity, specificity versus diffusity as well as achieved status versus ascribed status.¹⁷⁷

Function	Universalism/ Particularism	Individualism/ Collectivism	Neutral/ Emotional	Specific/ Diffuse	Achievement/ Ascription
HR	78	42	56	67	54
Production	63	52	54	78	72
Finance	76	51	62	76	63
R&D	74	52	60	66	78
Marketing	53	61	57	79	82
Legal	79	56	62	72	55
Administration	64	32	72	75	80
Public Affairs	53	81	58	92	38

Table 8: Functional differences described in cultural dimensions¹⁷⁸

In Table 8, the results of the studies are demonstrated. The higher the figure determined per dimension, the more the corresponding first variable is in the focus of review. Thus, the average of finance population is rather impacted by universalism, i. e. midway between individualism and collectivism, neutrality, specificity and achieved status. In this academic discussion, an additional dimension is examined as a basis, namely the finance function in the sector of multicultural organizations.

D) Definition of Effective Leadership in the Multicultural Sector

Against the backdrop of the executed scientific-literally analyses, a definition for effective leadership in a multicultural framework is deduced now. Therefore, effective leadership causally and finally maximizes the productivity of employees (m/f) considering functional and cultural challenges.

Summarizing Evaluation of the Literature Analysis

As a result of the literature analyses it can be noted that the scientific discussion against the background of optimizing leadership in a multicultural framework has not reached the level of coping with and grasping complexity yet as it is necessary in profit-based organizations in the real economy of today.

The examined and discussed studies show differing approaches in methods, conceptions, content, data bases, organizations reviewed, cultural and ethnic groups

¹⁷⁷ Cf. Trompenaars, F./Hampden-Turner, C. (2009): *Riding the Waves of Culture*. p. 235-238

¹⁷⁸ Cf. with view on Trompenaars, F./Hampden-Turner, C. (2009): *Riding the Waves of Culture*. p. 236

as well as analysis methods used and could, thus, give a complete and diversified picture.

However, this is not the case as especially regarding the methodic tools, the accuracy and complexity concerning context as well as the further expansion of the cultural view of research key issues such as the United States, there is space for continuing development. In this context in particular, the evaluated examinations show that leadership theories were developed for singular cultures or countries or they were compared cross-culturally. Thus, those theses are culture comparative.

Therefore, the multicultural view of leadership (examination top-down and bottom-up; managers (level n) and subordinated managers or employees (level n-1 each)) does not exist and has become a blind spot regarding that field of research. Regarding the basis for this scientific discussion, this finally leads to the conclusion that after the literature review of the cultural examinations and multicultural leadership, there are cultural discrepancies between the countries to be examined which, among others, can lead to a decrease in productivity if it is not considered within a team working together. In addition, there are no further signs regarding correlation of cultural differences and functional differences (finance managers for example) for the cross-cultural framework of Germany, Spain and France neither in general nor in concrete so far.

2.2 Current Training Courses for Multicultural Managers

One important aim of this academic examination is to formulate a development program for finance managers as "Global Leaders can be made. Learning to connect, create and contribute."¹⁷⁹ In the framework of the scientific discussion concerning intercultural training courses, there are no specific training courses for the above mentioned peer group.¹⁸⁰

The current situation can be realized as such that, on one hand, many organizations mainly reduce their multicultural personnel development to short-term training courses which are only executed immediately before a multicultural event and, thus, those training courses are rather adapted for target groups such as expatriates.¹⁸¹ On the other hand, the trend is towards general training courses for all participants (with no relation to professional background and, therefore, special needs, compare Table 51). Such intercultural training concepts shall raise expertise and shall also train behavior. As all those things cannot be fully raised, a so-called

¹⁷⁹ Cabrera, A./Unruh, G. (2012): Being global. p. 11

¹⁸⁰ Cf. White, R./Shullman, S. (2012): Thirty Years of Global Leadership Training. p. 268-278

¹⁸¹ Cf. Bannenberg, A.-K. (2011): Die Bedeutung interkultureller Kommunikation in der Wirtschaft. p. 3

approximate approach shall be chosen. It is recommended in particular that, ideally, native speakers shall execute those training courses.¹⁸² Furthermore, it shall be considered that developmental cross-cultural experiences occur through both work-related and non-work-related activities. The results suggest that both selection and development are critical for building a pipeline of effective global leaders.¹⁸³

Affective Dimension	Cognitive Dimension	Behavioral Dimension
ambiguity tolerance	understanding the cultural phenomenon regarding realization, thinking, attitudes, behavior and acting	the will to communicate regarding and initiating practice of partial abilities of the affective dimension
frustration tolerance		ability to communicate
ability to cope with stress and reduction of complexity	understanding foreign cultural connections of acting	social competence against the background to build relations to foreign culturally interacting partners
self-confidence	understanding own cultural connections of acting	
flexibility	understanding cultural differences between the interacting partners	
empathy, distance of roles	understanding special features of intercultural communication processes	
freedom from prejudice, tolerance	ability of meta communication	
low ethnocentrism		
acceptance/respect towards other cultures		
intercultural willingness to learn		

Table 9: Structure of intercultural competence (Bolten)¹⁸⁴

Thus, a general and overall view regarding the key statements and current knowledge is shown below.

According to Bolten, intercultural competence means preventing problems within intercultural cooperation. He differentiates them in cognitive as well as affective and behavioral dimensions (see Table 9). The cognitive level reflects the knowledge of own, foreign and intercultural processes. The abilities and attitudes of the affective dimension have to be realized by acting and behaving correspondingly in order to be able to act interculturally competent and, therefore, successfully.¹⁸⁵ In the scientific

¹⁸² Cf. Hummel, T. (2011): Unternehmensfuehrung im internationalen Kontext mit Fallstudien, Uebungsaufgaben und Loesungen. p. 161

¹⁸³ Cf. Caligiuri, P./Tarique, I. (2012): Dynamic cross-cultural competencies and global leadership effectiveness. p. 612-622

¹⁸⁴ With view on Bolten, J. (2003): Interkultureller Trainingsbedarf aus der Perspektive der Problemerkahrungen entsandter Fuehrungskraefte. p. 68

¹⁸⁵ Cf. Bolten, J. (2003): Interkultureller Trainingsbedarf aus der Perspektive der Problemerkahrungen entsandter Fuehrungskraefte. p. 65-80

discussion, this topic can be found in the term "Cultural Intelligence" (see chapter 3.4).

Cross-cultural, informational training	Culture-specific, informational training
cross-cultural assimilators training courses on intercultural communication theory, culture anthropology and culture comparative psychology training videos Discourse analytically founded training courses case study work	culture-specific assimilators foreign language lessons culture-specific training courses on history, everyday live and changing values of cultures case study work
Cross-cultural interaction-oriented training	Culture-specific interaction-oriented training
intercultural workshops simulations, role plays for intercultural sensitization self-assessment questionnaires	multicultural communication workshops culture-specific simulations negotiation role plays sensitivity training courses

Table 10: Typification of intercultural training courses¹⁸⁶

On one hand, Podsiadlowski resumes that in the framework of successful cooperation, various social competences have to be fulfilled which subsume, from their perspective, empathy, great respect for foreign cultures, interest in the culture of the host country, mobility, tolerance, understanding each other as well as solidarity. On the other hand, it works out abilities which influence intercultural competence. This includes prejudices, intercultural information deficit, intentions of dominance and superiority, fears of threats, destructive national and cultural stereotyping, xenophobia as well as fear of foreign cultural issues.

In general, it is necessary to execute determined training measures in order to build and extend intercultural competences. Intercultural training courses are defined as so-called personnel development measures for promoting helpful concepts for intercultural cooperation. The aim is to optimize sustained satisfaction of employees in intercultural situations by preparing the people involved respectively the working groups for their future tasks.¹⁸⁷

¹⁸⁶ Cf. Bolten, J. (2003): Interkultureller Trainingsbedarf aus der Perspektive der Problemerkahrungen entsandter Führungskräfte. p. 73

¹⁸⁷ Cf. Podsiadlowski, A. (2004): Interkulturelle Kommunikation und Zusammenarbeit. p. 47

The aim of intercultural training measures is to reflect on adherence to culture and on thinking, to give impetus and approaches as well as to improve the interaction of humans of other cultures.¹⁸⁸

Bolten separates intercultural training courses into four types, each of which is a combination of culture-specific and cross-cultural as well as informational and interaction-oriented training courses (see Table 10). According to Bolten's estimation, cross-culturally informational training courses are barely found in organizations (see Table 10, on the left in top) but rather in the field of academic training courses. Those training measures include, for example, seminars on intercultural communication theories, culture anthropology and cultural comparative psychology as well as training videos and case study works. The preference of using this training method is that there is a high cognitive learning effect with a view to understanding intercultural communication processes. Against the background of practical training courses of leaders, the disadvantage is that this approach is seen as too abstract.

On the opposite, culture-specific informational training courses (see Table 10, on the right in top) are found, for example, in the framework of measurements on personnel development in Germany. This kind of training includes providing information on the target culture with a special view to abilities of management types and every day cultural conventions of action. In addition, it is important that the culture-historical framework is separated and that, based on culture comparative analyses, trainees have access to different cultures. By executing this kind of training, it is possible to gain an entire understanding of the cross-cultural system provided that the training measures are self-explanatory and not exclusively executed descriptively. There is a risk that the existing stereotypical thinking might be supported by proceeding purely descriptive or fact-historical respectively by reducing cultural information to country-specific do's and taboos. Cross-cultural interaction-oriented training courses (see Table 10, on the left on bottom) include role plays and simulations of fictitious cultures and focus on affective and behavior-oriented learning targets. If those training courses are executed in the framework of mixed groups, participants show signs of interculturality. Due to the fact that those role plays and simulations are mostly fictitious, they are not really taken serious by the participants. Thus, this type of training is barely accepted by managers.

Culture-specific interaction-oriented training courses (see Table 10, on the right on bottom) take mostly place in the framework of so-called off-the-job training courses where participants come from the target country as well as from the sending country.

¹⁸⁸ Cf. Giesche, S. (2010): *Interkulturelle Kompetenz als zentraler Erfolgsfaktor im internationalen Projekt-management*. p. 89

This type of training is often executed as a business game or a sensitivity training.¹⁸⁹ The aim is to deal with multicultural prejudices, stereotypes and conventions of behavior (by doing experimental training courses). If a bi-cultural peer group is served in the framework of this training, it can lead to a so-called semi-authentic experience of economy-related, intercultural acting. Most of the time, no culture-specific knowledge is provided.¹⁹⁰

Against the backdrop of the target of deriving a leadership model and development program for finance managers acting in a multicultural context (Germany, Spain and France), specific financial orientation lacks.

¹⁸⁹ A Sensitivity-Training is, according to Rechten, W. (2007), p. 52, a dynamic group training with a special view on self-awareness. It was developed at the Graduate School of Business Administration (University of California, Los Angeles) in the year 1954. (Origin: Kurt Lewin)

¹⁹⁰ Cf. Bolten, J. (2003): Interkultureller Trainingsbedarf aus der Perspektive der Problemerkahrungen entsandter Führungskräfte. p. 72-80.

3. Selected Significant Leadership Roles, Skills and Abilities

In the following subchapters, globalization and leadership regarding the new challenges for managers as well as selected important leadership roles, attitudes and skills are discussed.

In the context of psychological and sociological descriptions, the term "role" is defined as "die Summe der von einer Person erwarteten Verhaltensweisen bezüglich einer bestimmten sozialen Position".¹⁹¹ From the psychological perspective, abilities describe individual attitudes "die operational oder methodisch vermittelt der Person und ihrem Verhalten relativ stabil und konsistent zugeordnet werden können."¹⁹² A priori, those abilities are subject-centered. With a view to psychological approaches, the term "skills" means solid "Systeme verallgemeinerter psycho-physischer Handlungsprozesse, einschließlich der zur Ausführung erforderlichen inneren psychischen Bedingungen und Eigenschaften, die den Tätigkeitsvollzug steuern."¹⁹³ In contrary to abilities, skills are action-centered.

3.1 Globalization and Leadership – New Challenges for Managers

In his model "Foundations of Transnational Leadership" (Figure 8), Fisher-Yoshida describes interconnections and importance between management, communication and organizational learning/changes.

The three major issues within this model are "Intercultural Communications", "Relational Leadership" and "Transformative Learning".

Intercultural Communications

According to the fact that multicultural communication is one of the main drivers of an effective leadership (cf. chapter 1) this topic will be deeper described. What is special with view on intercultural communication? What is the relationship between communication and culture? The following assumptions to culture are showing different approaches anthropological classification, cultural studies as well as globalization definition about communication.

¹⁹¹ Kulbe, A. (2009): Grundwissen Psychologie, Soziologie und Paedagogik. p. 117

¹⁹² Lang, D. (2009): Soziale Kompetenz und Persoenlichkeit. p. 11

¹⁹³ Lang, D. (2009): Soziale Kompetenz und Persoenlichkeit. p. 11

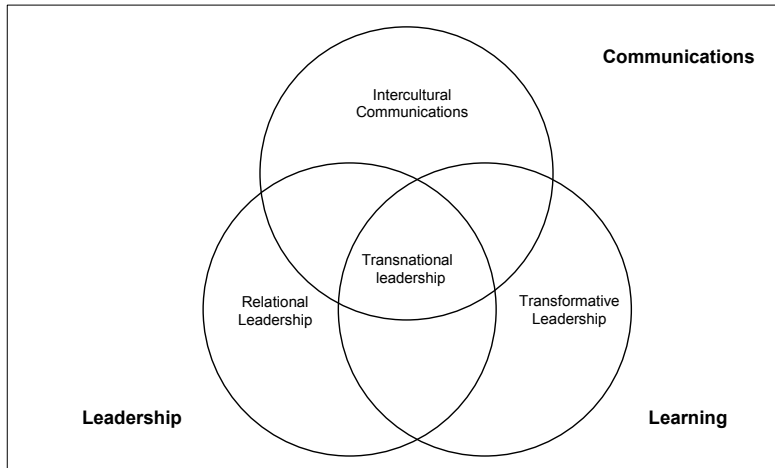


Figure 8: Foundations of transnational leadership¹⁹⁴

Due to the anthropological classification of culture "as a shared system of meaning, communication is a process of transmitting and sharing information among a group of people. In this case, communication enables culture to be co-constructed and mutually shared by members of a group."¹⁹⁵

Within the cultural studies or examination approach, culture is a controversial site of intent. Due to this direction, "communication is a process through which individuals and groups negotiate and struggle over the "agreed upon" and "appropriate" meanings assigned to reality. Through verbal and nonverbal communication as well as the use of rhetoric, some views are privileged and normalized while others perspectives are marginalized or silenced. Thus, communication is a process of negotiation, a struggle for power and visibility, rather than a mutual construction and sharing of meaning."¹⁹⁶

Inside the globalization definition, culture is considered as a resource. Thus, "communication can be viewed as a productive process that enables change. We usually associate the word productive with positive qualities. However, "productive" here simply means that communication is a generative process. People leverage

¹⁹⁴ Cf. Fisher-Yoshida, B./Geller, K. (2009): Transnational leadership development. p. 8

¹⁹⁵ Sorrells, K. (2012): Intercultural Communication. p. 10

¹⁹⁶ Sorrells, K. (2012): Intercultural Communication. p. 10

culture to build collective identities and exploit or mobilize for personal, economic, or political gain. Communication is a process of utilizing resources."¹⁹⁷

The mentioned definitions show the complexity of intercultural communication. To deal with this fact is a main challenge for global leaders.

Relational Leadership

Surveys with view to relational leadership "today fall somewhere between two radically different perspectives, each of which speaks its own language and draws from dissimilar logics of inquiry. On the one side, an entity perspective on relational leadership (independent of which theoretical school it reflects) considers traits, behaviors, and actions of individuals or group members as they engage in interpersonal relationship to influence on another; on the other side, a constructionist perspective considers processes of social construction and emergent practices that reflect common understandings through which leadership gains legitimacy and produces outcomes."¹⁹⁸

Transformative Learning

Transformative learning is a sequence of researching, asking, and checking the preceptions of our experiences. "If we were to take the philosophical perspective that there are universal truths and constructs that are independent of our knowledge of them, the goal of education would be to find those truths. We uncritically assimilate perspectives include distortions, stereotypes, and prejudices. The guide our decision making and our actions until we encounter a situation that is not congruent with our expectation. At that point, we may reject the discrepant perspective or enter into a process that could lead to a transformed perspective."¹⁹⁹

Thus, these three mentioned areas of "Intercultural Communications", "Relational Leadership" and "Transformative Learning" are shown overlapping. The intersection of the clusters presents the so-called "Transnational Leadership". And this attribute is an important topic for global acting managers.

In the following Table 11 a brief overview and description for the selected roles, skills and abilities mental stress, trust and empowerment, mentoring and coaching, personnel development, emotional as well as cultural intelligence, motivation, change and time management communication and finally team and team building is given.

¹⁹⁷ Sorrells, K. (2012): Intercultural Communication. p. 10

¹⁹⁸ Uhl-Bien, M./Ospina, S. (2012): Advanced Relational Leadership Research. p. XXII

¹⁹⁹ Cranton, P./Taylor, E. (2012): Transformative learning theory. p. 5-6

Needs	Remark
Mental Stress	Abstinence caused by the rise of psychological strain and, therefore, the individual psychological stress in working environment is getting bigger and bigger ²⁰⁰ - especially regarding multicultural connections. Against this background, managers are to develop sensitivity with a view to an "early warning system" in order to be able to timely recognize corresponding signs.
Trust/Empowerment	Building a culture of trust and delegating working packages including delegation of responsibility, is an important attitude for leaders.
Mentoring/Coaching	Humans have potential which is minimized also to the outside by, for example, demotivation. In the role of a mentor and/or a coach, it is the target and the task of a manager to recognize and develop that potential.
Personnel Development	Against the background of binding personnel and, as a result, minimizing fluctuation of service providers, the realization and execution of personnel development is an important aspect.
Emotional Intelligence	An important requirement for managers is the ability of emotional intelligence, i. e. "[having] great empathy towards different groups of humans. Only then, they can be successful in the long term". ²⁰¹
Cultural Intelligence	This ability reviews knowledge, experience and attitude regarding multicultural challenges and values ²⁰² with a view to commonalities and differences. ²⁰³
Motivation	"The need to control is identified as the most dominant need. Strategies to create a motivational environment must take into consideration the strong need to control that must exhibit employees." ²⁰⁴
Change Management	As already described in the introduction, organizations are imposed by the organizational change over time. Optimized by the management, humans must be led through the seven phases shock, negation, insight, acceptance, trying, recognition and integration ²⁰⁵ during this process of adaption.
Time Management	Adaption and further development of individual time management in order to maximize temporary resources for successful leadership. ²⁰⁶
Communication	Recipient-oriented or receiver-based communication with the multifaceted challenge to reach stakeholders with different cultural backgrounds and values and mostly non-native speakers. ²⁰⁷
Team	An important ability of a manager acting in a global context is to integrate employees with different cultural backgrounds in a team and to further develop this team.

Table 11: Overview and brief description of leadership roles, skills and abilities²⁰⁸

²⁰⁰ Cf. Lohmer, M. (2013): Burn-out im Spannungsfeld von Persönlichkeit und Organisationsstruktur. p. 8

²⁰¹ Hummel, T. (2011): Unternehmensführung im internationalen Kontext mit Fallstudien, Übungsaufgaben und Lösungen. p. 67

²⁰² Cf. Jackson, T. (2011): International management ethics. p. 68

²⁰³ Cf. Moran, T. et al. (2011): Managing cultural differences. Leadership. Skills and Strategies for Working in a Global World. p. 110-112

²⁰⁴ Alpaender, G./Carter, K. (1995): Motivation. p. 108

²⁰⁵ Cf. Streich, R. (1997): Veränderungsprozessmanagement. p. 243

²⁰⁶ Cf. Kohler, R. (2011): Erfolgreiches Leadership braucht Zeit! p. 80-81

²⁰⁷ Cf. Moran, T. et al. (2007): Managing cultural differences. Global Leadership Strategies for the 21st Century. p. 43-48

²⁰⁸ Compiled illustration by the author of this research project (2014)

In chapter 1.1, the topic "Global Mindset" was already presented which managers and employees shall show significantly in this context, according to Hruby. In Figure 2 (overview ROSKAB-Leadership), the groups roles, skills and abilities for managers sum up the following attributes which extend the transnational leadership model shown above.

3.2 Selected Significant Skills for Managers Acting in a Multicultural Context

In the following chapters, sensitivity for increased psychological strain of employees in a multicultural environment (mental stress) as well as building a culture of trust and of autonomous action (empowering employees) are presented. Thus, terms are defined and sketched first and a short excursion into the current discussion is given.

3.2.1 Mental Stress in a Multicultural Framework

According to yearly reports of health insurances, the number of sickness-related absence days due to the diagnosis "mental illness" (see Figure 9) and, as a result, also sickness-related absence days compared to other illness groups mentioned (see Figure 10)²⁰⁹ has been increasing for years.

Currently, inability to work (AU = Arbeitsunfaehigkeit) due to psychological illness is number two behind the illness "musculoskeletal system".²¹⁰ Thus, presence and, as a result, productivity of the corresponding employee decreases causally. Due to the complexity of the multicultural framework (stress for managers and employees caused by, for example, a rising number of international business trips, interpersonal discrepancies due to cultural differences, permanent accessibility with a view to time differences), there is the risk that psychological strain on employees rises also in this field.

Thus, in this paragraph, psychological basics for stress, mental stress and, as a result, individual psychological load are defined and separated. Thereafter, burn-out is shortly defined and indicators for early detection as well as possibilities for prevention and intervention are presented.

²⁰⁹ Cf. e. g. DAK Gesundheitsreport 2013

²¹⁰ Cf. DAK Gesundheitsreport 2013. p. 17

According to Selye, Pionier and discoverers of modern stress research, stress is "the unspecified reaction of the body to each requirement provided".²¹¹ The English stress psychologist Lazarus separates stress in "the degree and kind of stress response, even to singularly powerful stress conditions, are apt to vary from person to person, and these variations need to be understood".²¹²

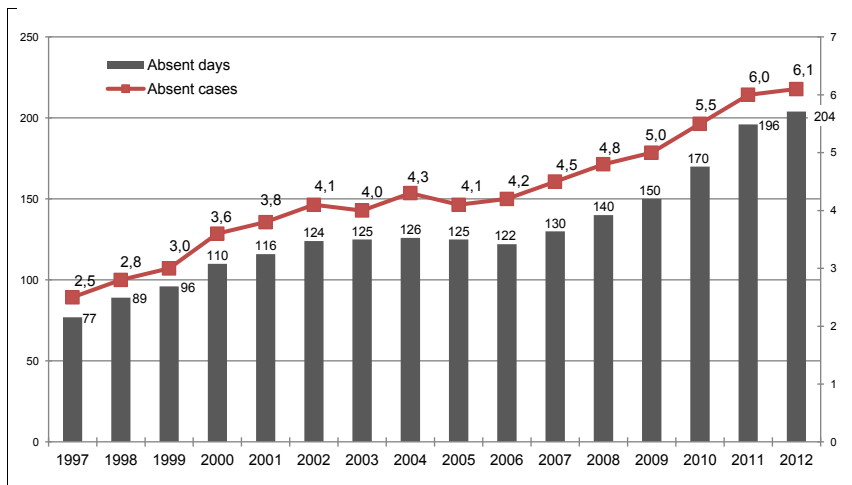


Figure 9: Absence days (AU) and absence cases per 100 insurance years based on mental stress diagnoses²¹³

However, stress is not exclusively a subjective phenomenon but has, besides personal expectations and individual management measures, demonstrably objective exogenous trigger factors which can be realized, recorded and processed.²¹⁴ Stress is always induced if there is a discrepancy between requirement and individual resource. This imbalance can be initiated by different unplanned or not controllable stress factors (stressors). In a working environment, stressors are caused by the factors working task, working role and working conditions among others.²¹⁵ The symptoms of stress are of different kind. These symptoms can be abstractedly

²¹¹ Selye, H. (1977): Stress. p. 38

²¹² Lazarus, R. (2006): Stress and Emotion. p. 54

²¹³ Cf. DAK Gesundheitsreport 2013. p. 33

²¹⁴ Cf. Ulrich, E. (2011): Arbeitspsychologie. p. 485-495

²¹⁵ Cf. Litzcke, S. et al. (2013): Stress, Mobbing und Burn-out am Arbeitsplatz. p. 2-3

differentiated in the three clusters body function²¹⁶, behavior²¹⁷ as well as thoughts and emotions^{218 219}.

"Psychische Belastung wird verstanden als die Gesamtheit aller erfassbaren Einflüsse, die von außen auf den Menschen zukommen und auf ihn psychisch einwirken."²²⁰ In a working environment, psychological strain is caused by the abilities of working task, organizational and social working conditions²²¹ which include, for example, time pressure, inconsistent instructions, disturbances and interruptions of the work flow, information deficit or information overload.²²²

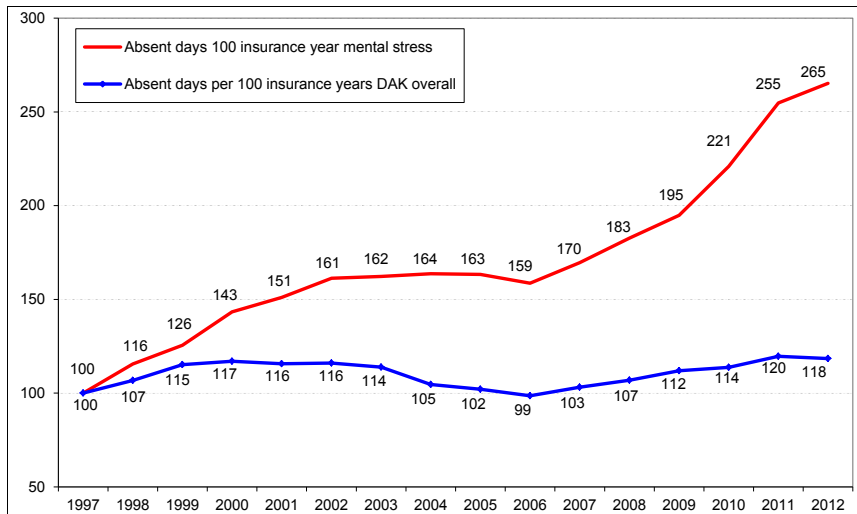


Figure 10: Trend of absence days (AU) volume based on mental stress compared to the sum of absence days volume. Index baseline 1997=100²²³

²¹⁶ Body functions: high blood pressure, increased heart rate and breathing, breathlessness, dry mouth, circulatory disturbance, increased perspiration, stomach-bowel pain, insomnia, fatigue, sexual disorders, abnormal estrous cycle, muscle tenseness, headache.

²¹⁷ Rationalness and feelings: uncertainty, squeamishness, internal strain and overload, aggressiveness, hypochondria, depressive illness, dejection, resignation, lack of concentration, nightmares, cramped perception, focus on the stressor, thinking barriers.

²¹⁸ Behavior: Avoiding stress triggering situations: aggravate behavior, shivering, stammering, teeth grinding, social retreat, frequent crying, anger, hate, massive change of the nutrition behavior.

²¹⁹ Cf. Benkert, O. (2009): StressDepression: warum macht Stress depressiv? p. 33

²²⁰ DIN EN ISO 10075-1: 2000-11 (2000): p. 3

²²¹ Cf. Kirchberg, S. et al. (2001): Ratgeber zur Ermittlung gefaehrungsbezogener Arbeitsschutzmassnahmen im Betrieb. Schriftenreihe der Bundesanstalt fuer Arbeitsschutz und Arbeitsmedizin. p. 336

²²² Cf. Litzcke, S. et al. (2013): Stress, Mobbing und Burn-out am Arbeitsplatz. p. 2-3

²²³ DAK Gesundheitsreport 2013. p. 35

"Die unmittelbare (nicht die langfristige) Auswirkung der psychischen Belastung im Individuum in Abhängigkeit von seinen jeweiligen überdauernden und augenblicklichen Voraussetzungen, einschließlich der individuellen Bewältigungsstrategien."²²⁴ Strains subsume in this context the multitude of stimuli affecting humans exogenously whereas load presents the individual reaction induced endogenously. Thus, psychological load includes, besides objective psychological strain, also subjective performance conditions and resources (for example, abilities, skills, social and communicative competences, types of action and coping). Therefore, objectively identical strains (for example, regarding the difficulty level of tasks) can possibly individually be realized and coped with completely different.²²⁵ How straining a (working) situation is realized by the individual is thus decided by the individual reactions to psychologically straining influences and is also depending on what the person feels, realizes, experiences and thinks. Besides the personal resources mentioned, intensity and duration of mental stress also influence the extent of psychological load.²²⁶ Psychological overload occurs if psychological requirements are bigger than personal performance conditions. On the other hand, working requirements can also underchallenge employees (bore-out).

Burn-out is defined as "eine körperliche, emotionale und geistige Erschöpfung aufgrund beruflicher Überbelastung. Dabei handelt es sich nicht um eine Arbeitsmüdigkeit, sondern um einen fortschreitenden Prozess, der mit wechselhaften Gefühlen der Erschöpfung und Anspannung einhergeht."²²⁷ Burn-out is a recognized illness and, therefore, recorded in the International Classification of Diseases (ICD-10) with the diagnosis code Z73.0 as a distinct disorder ("to be burnt out", "state of total exhaustion"). Burn-out is a determined process which can be differentiated in several sequences. In the framework of the scientific discussion, numerous practice-theories can be derived from.²²⁸ In the early stages, the following indicators and symptoms can be observed: increased commitment to particular goals, hyperactivity, suppression of failures, restriction of social contact, the job becoming the main focus of one's life, increased unpaid efforts, exhaustion, chronic tiredness, a lack of energy, a clear decline in one's ability to master one's work as well as non-observation of one's own needs.²²⁹ As an early warning system, an employee survey that covers the subject of burn-out, for example, could be carried out once a year.

²²⁴ DIN EN ISO 10075-1: 2000-11 (2000): p. 3

²²⁵ Cf. Litzcke, S. et al. (2013): Stress, Mobbing und Burn-out am Arbeitsplatz. p. 3-4

²²⁶ Cf. Joiko, K. et al. (2010): Psychische Belastung und Beanspruchung im Berufsleben. p. 28

²²⁷ Cf. Jaggi, F. (2008): Burnout - praxisnah. p. 6

²²⁸ Cf. Litzcke, S. et al. (2013): Stress, Mobbing und Burn-out am Arbeitsplatz. p. 166-167

²²⁹ Cf. Berger, G. et al. (2006): Erfolgsfaktor Gesundheit. p. 65

Two different catalogs of measures can be distinguished here. On the one hand, one that improves the working situation (cf. Table 59) and that can be initiated and implemented directly by the organization. And on the other hand, preventive health measures that the individual can address him or herself (cf. Table 60).²³⁰

Sensitivity of managers for increased psychological strain of employees in a multicultural environment is important to reduce mental stress and increase productivity. An important ability to enhance this sensitivity is emotional intelligence (see chapter 3.4.6).

Distinguishable indications for the risk of mental stress are for example the rise of employee absence and dismissal, conflicts between employees as well as decreasing of job satisfaction and productivity, subordinate attendance and commitment to tasks and work packages.

Six main drivers for managers to lower mental stress are (1) to be clear, what is expected from the subordinates. (2) Buildup of a nurturing environment for the team members and open chances to learn new abilities and skills as well as give opportunities to growth. (3) Performing an empowerment of the employees (see chapter 3.2.2) and (4) go with emotion.²³¹ That means "Let employees work on projects that they are passionate about. Move employees to different areas if necessary and be willing to create new positions if there is a need for it."²³² (5) Providing positive feedback or improvement potential to the subordinates. (6) set reasonable expectations,²³³ e. g. "When assigning tasks, set ambitious goals but be realistic. Work volume should be challenging but not overwhelming to the point of discouragement."²³⁴

3.2.2 Building a Trustful Culture and Empowering Employees

The culture of independent action (empowerment) can be defined as "a process of enhancing feelings or self-efficacy among organizational members through the identification of conditions that foster powerlessness and through their removal by both formal organizational practices and informal techniques of providing efficacy information,"²³⁵ or as "the belief that one has control (i. e. the belief that one can influence decisions),"²³⁶ as well as the "Sachverhalt der Ermächtigung/Bevoll-

²³⁰ Cf. Berger, G. et al. (2006): Erfolgsfaktor Gesundheit. p. 65-69

²³¹ Cf. McKee, S. (2013): Identify Employee Burnout and Take Action [Internet]

²³² Cf. McKee, S. (2013): Identify Employee Burnout and Take Action [Internet]

²³³ Cf. McKee, S. (2013): Identify Employee Burnout and Take Action [Internet]

²³⁴ Cf. McKee, S. (2013): Identify Employee Burnout and Take Action [Internet]

²³⁵ Conger, J. et al. (1988): The Empowerment Process. p. 474

²³⁶ Parker, L./Price, R. (1994): Empowered managers and empowered workers. p. 913

mächtigung der Beschäftigten in einer Organisation."²³⁷ The aim with regard to creating a culture of empowerment is to maintain and increase competitiveness. The basis of this idea is that employees know best how to work through a task in their area or solve a problem. High potential can thus be generated when managers incorporate their employees' knowledge for the purposes of service provision. With this knowledge as a basis, current production processes are rejected and continuously improved ones are developed by the employees. In light of this fact, "employee empowerment [is] also instituted to bring about innovation"²³⁸ and is not only important within the framework of production processes, but also in terms of the products and organizational structure. These adaptations therefore enable higher quality products to be produced within shorter time frames and lower budgets. A further goal in creating a culture of empowerment is to increase employee motivation. By creating a culture of empowerment, employee motivation will increase because each employee is given the opportunity to develop and self-actualize. According to Maslow, self-actualization occupies the topmost position in the hierarchical pyramid of needs and subsequently leads to a significant increase in motivation when achieved.²³⁹ The basic prerequisites for a culture of empowerment are that each employee should have access to all information and that autonomy is established through boundaries, i. e. empowerment within a framework, replacing hierarchies with teams. According to the variation of the different cultural dimension magnitudes it is necessary to check about the dedicated empowerment level.

Trust can be defined as "a psychological state comprising the intention to accept vulnerability based upon positive expectations of the intentions or behavior of another,"²⁴⁰ and constitutes a significant component within the framework of a culture of empowerment. Where the manager lacks trusts in the work force, information is not passed on. In this context, trust is that feature that first has to be re-learned in organizations, since the "Tayloristic employee's" way of thinking is anchored in the minds of the managers and employees.²⁴¹ The demand for transparency and the resulting communication policy therefore often tends to be problematic within organizations.

²³⁷ Beisheim, M. (1999): Empowerment als neue personalpolitische Strategie. p. 225

²³⁸ Leiba, S./ Hardy, C. (1994): Employee empowerment: a seductive misnomer? p. 262

²³⁹ Cf. Holtbrügge, D. (2013): Personalmanagement. p. 16-17

²⁴⁰ Rousseau, D. et al. (1998): Not So Different After All: A Cross-Discipline View of Trust. p. 395

²⁴¹ Cf. Sauer, M. (2002): Von der fremdbestimmten Arbeit zu "Selbstorganisation" und "Empowerment". p. 17

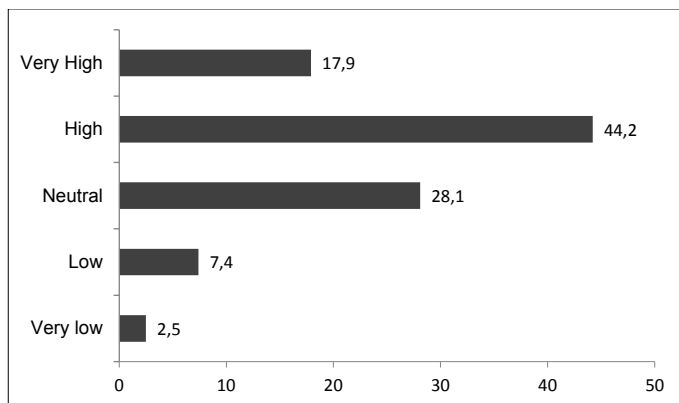


Figure 11: How would you rate the level of trust you have in your manager?²⁴²

Trust with regard to the transfer of information often fails in terms of the trust vis-à-vis loyalty to the organization and employees' outward reticence. Further, the thought that a third party could take advantage of the information provided is often strongly internalized and can only be erased from employees' minds with difficulty. "Micro-political games" therefore play a role in an empowerment culture that cannot be neglected."²⁴³ According to the web-based study "Ethical Leadership and Trust"²⁴⁴ from 2009 (n = 500; participants from European companies), 62.1% trust their managers, i. e. the potential to boost trust among 37.9% of the workforces exists.

In the following part, the five approaches build rapport, take a diplomatic approach, establish credibility, engage in conflict resolution as well as strong communication are given to managers to build up or maintain trust.

Build Rapport

Developing rapport is a demanding challenge. This issue "requires you to be a great listener (not just a good one). Managers who are listening take good notes, are quick to follow through, and are responsible enough to proactively address your immediate needs and requirements to help you be more successful."²⁴⁵

²⁴² With view on Akker, L. v. et al. (2009): Ethical Leadership and Trust. p. 109

²⁴³ Beisheim, M. (1999): Empowerment als neue personalpolitische Strategie. p. 239

²⁴⁴ Cf. Akker, L. v. et al. (2009): Ethical Leadership and Trust. p. 102-122

²⁴⁵ Llopis, G. (2012): Effective managers earn trust quickly by doing 5 things well [Internet]

Take a Diplomatic Approach

To take a diplomatic approach means, that a leader should "always be mindful of doing the right thing – and at times making trade-offs in order to be given new opportunities and have greater influence down the road."²⁴⁶

Establish Credibility

Effective leadership should "establish their credibility [...]. The most effective managers always follow-up, are true to their word, have a proven track record, and have a reputation of getting things done."²⁴⁷

Engage in Conflict Resolution

Leaders who tackle problems, issues as well as tasks "with clarity are extremely effective. These mentioned managers empower others to make suggestions and recommendations. They are masters at conflict management and are eloquent in addressing problems and getting others involved to find immediate resolution."²⁴⁸

Strong Communication

Regarding to chapter 1 the communication attribute is so important for leaders to enhance very fast a trustful situation. "Communication helps break down departmental silos and creates interdependency between people – thus building strong workplace alliances. It improves relationships and creates an effective groupthink environment that further promotes teamwork and consensus."²⁴⁹

3.3 Selected Significant Roles for Managers Acting in a Multicultural Context

According to sustainable organizational development with special view on demographical change it is important to keep and develop company and team members as well as high potentials.²⁵⁰ In the following two sub-chapters, the selected roles of mentor, coach and personnel development officer are presented.

3.3.1 Manager as Mentor and Coach

The terms mentoring and coaching are sometimes used indiscriminately in the literature. In view of this fact, the following definitions are presented in order to differentiate them. Coaching and mentoring are defined "as learning relationships

²⁴⁶ Llopis, G. (2012): Effective managers earn trust quickly by doing 5 things well [Internet]

²⁴⁷ Llopis, G. (2012): Effective managers earn trust quickly by doing 5 things well [Internet]

²⁴⁸ Llopis, G. (2012): Effective managers earn trust quickly by doing 5 things well [Internet]

²⁴⁹ Llopis, G. (2012): Effective managers earn trust quickly by doing 5 things well [Internet]

²⁵⁰ Cf. Czerny, E./Steinkellner, P. (2012): Entwicklungsorientierte Methoden des Personalmanagements. p. 397-401

which help people to take charge of their own development, to release their potential and to achieve results which they value."²⁵¹ Coaching, on the one hand, "ist eine intensive und systematische Förderung der Reflexionen und Selbstreflexionen sowie Beratung von Personen oder Gruppen zur Verbesserung der Erreichung selbstkongruenter Ziele oder zur bewussten Selbstveränderung und Selbstentwicklung."²⁵² Mentoring, on the other hand, focuses "auf den Prozeß, in dem eine Person in dienender, gebender, ermutigender Gesinnung – der Mentor – das Leiterschaftspotential einer noch zu entwickelnden Person – des Protégés – entdeckt und den Protégé bei der Verwirklichung des Potentials fördern oder sonst wie maßgeblich beeinflussen kann."²⁵³

Intercultural Coaching in a German Context

In a survey of coaches on the subject of cross- and intercultural coaching, the four components, (a) the client's specific intercultural working and life situations, (b) the coach's intercultural experience as an advantage for the process, (c) coaching in a foreign language, and (d) forming an intercultural relationship during the coaching process, could be worked out themselves.²⁵⁴ The prerequisite for intercultural coaching only exists if the culture is significant in the interpersonal relation, which, however, cannot always be anticipated a priori.²⁵⁵

The Coach – a Highly Competent and Paid Process Supervisor

The job of a successful coach is sufficiently multifaceted. Aside from expertise, a coach requires knowledge of economics and psychology (empathy) as well as practical experience and an ability to communicate. The coach must be in a position, cognitively, to penetrate organizational contexts quickly and derive actions based on different perspectives.²⁵⁶

Anglo-American approaches most often assume that managers carry out coaching with their employees. This so-called coaching by superiors should be viewed critically, at least within a German context, as the hierarchical structure and the resulting dependencies and role conflicts contradict the basic principles of openness, discretion and voluntariness.²⁵⁷

Mentors are mostly to be found outside of the disciplinary path in a professional context, or otherwise on a voluntary basis. Three clusters can be identified with the

²⁵¹ Conner, M. (2012): *Coaching and Mentoring At Work*. p. 8

²⁵² Greif, S. in Rauen, C. (2005): *Handbuch Coaching*. p. 15

²⁵³ Clinton, J. (2006): *Der Werdegang eines Leiters*. p. 132

²⁵⁴ Cf. Blüml, F. (2011): *Interkulturelles Coaching*. p. 130

²⁵⁵ Cf. Blüml, F. (2011): *Interkulturelles Coaching*. p.131-133

²⁵⁶ Cf. Petry, E. (2012): *MigrantInnen als Führungskräfte*. p. 115

²⁵⁷ Cf. Petry, E. (2012): *MigrantInnen als Führungskräfte*. p. 116

following types of mentors. The first cluster subsumes mentors who work intensively (those who help to keep people young, spiritual leaders, and coaches), the second cluster includes mentors who are occasionally active (pastors, teachers, and sponsors), and the third cluster comprises passive mentors (role models, contemporary and historical types of mentor). Those who help to keep people young offer intensive training sessions; the spiritual leader encourages people to debate subjects intensively; and the coach provides support in translating skills into actions.

Sometimes, the mentor assumes the role of the pastor, recommends actions and provides encouragement. As a teacher they impart knowledge and as a sponsor they promote networking and influence. The ideal type of mentor should have greater life and professional experience than the mentee. The mentor can thus fall back on their experience and understand the phases that the mentee is currently going through accordingly, because they themselves have already experienced them.²⁵⁸

The coach is, above all, an active listener and process supervisor. But an intercultural coach provides increased guidance and performs a transfer of knowledge that the coachee doesn't necessarily possess as a result of his or her cultural background. Although the coach is not a trainer or a teacher, they provide recommendations for action, and although they are not a counselor, they provide advice and look out for the mentee's emotional well-being, especially if insecurity and vulnerability are high as a result of an orientation towards shame, due in turn to the mentee's self-concept and "face" being affected (in spite of this, the coach is not a pastor or a therapist). The coach passes on worldly wisdom, because the mentee learns from the whole person.²⁵⁹

The coach is assigned a particularly significant role, for example, in the context of a migration situation, as they must be able to deal appropriately with the respect shown them and not use it to manipulate. Other decisive prerequisites include a distinct ability to reflect on themselves, and the will to interact openly and in a tolerant manner with regard to their own world view when holding discussions with their counterpart. The intercultural coach has to confront this complexity and in doing so not overestimate anyone of the parameters of person, situation or culture. Overall, intercultural coaching is more challenging than coaching in a monocultural context.

²⁵⁸ Cf. Stanley, P./Clinton, J. (1994): *Mentoring*. p. 34

²⁵⁹ Cf. Petry, E. (2012): *MigrantInnen als Führungskräfte*. p. 118-119

The Intercultural Coaching Process

The acronym COACH can be viewed as both a structural model for the entire coaching process and as a guideline for each of the individual meetings. The following phases can be distinguished here:²⁶⁰

- Coming together (getting to know one another and establishing contact)
- Orientation (in terms of content)
- Analysis (examination of the client's concerns and environment)
- Change (turnaround phase)
- Harbor (attainment of goals and completion)

3.3.2 Manager as Development Officer

Personnel development is defined as the "Summe von Maßnahmen [...], die systematisch, positions- und laufbahnorientiert eine Verbesserung der Qualifikationen der Mitarbeiter zum Gegenstand haben mit der Zwecksetzung, die Zielverwirklichung der Mitarbeiter und des Unternehmens zu fördern."²⁶¹ Furthermore, personnel development includes "alle bildungs- und stellenbezogenen Maßnahmen, die zur Qualifizierung aller Mitarbeiter und Führungskräfte dienen."²⁶² "Personalentwicklung umfasst [demnach] alle Maßnahmen der Bildung, der Förderung und der Organisationsentwicklung, die zielgerichtet, systematisch und methodisch geplant, realisiert und evaluiert werden."²⁶³

In the past, one of the main tasks of the bodies within the company headquarters that were responsible for personnel abroad consisted of ensuring the transfer of knowledge from the head office to the foreign companies by seconding experts and managers there.

²⁶⁰ Cf. Petry, E. (2012): MigrantInnen als Führungskräfte. p. 120.

²⁶¹ Conradi, W. (1983): Personalentwicklung. p. 3

²⁶² Thom, N. (1987): Personalentwicklung als Instrument der Unternehmensführung. p. 6

²⁶³ Becker, M. (2005): Systematische Personalentwicklung. p. 9

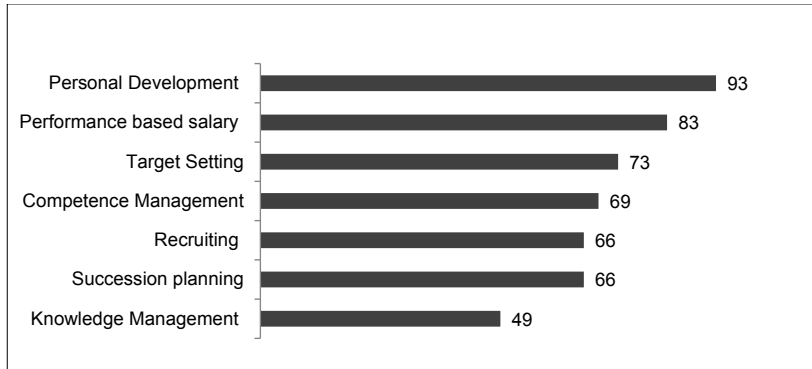


Figure 12: HR trend report²⁶⁴

The more distinct an organization's process orientation, the more individual and specific the requirements are that are made of intercultural personnel development measures. Methodologically, this implies a stronger bias towards the open as opposed to the wide(closed) concept of culture; conceptually, this signifies a preference for coaches that supervise processes and are flexible in terms of their development over structured training sessions off-the-job.²⁶⁵

As international business relations become more and more common, the predictability and controllability of the actions underlying these relations decreases. In intercultural personnel development, too, measures that are planned over the long term, such as training sessions to prepare for foreign secondment, are shelved in favor of occasional assignments such as coaching. This means that questions of intercultural synergies and shaping of identities can no longer be resolved methodically with conventional interventionist planning methods.²⁶⁶

The evaluation of the results of a survey (n = 212; participants: personnel officers from large and medium-sized German companies), presented in Figure 12, on talent management measures that were implemented within their company, showed that the subject of personnel development is, with a score of 93%, of significant importance.

Employee development is so important, because (1) employees care if the manager has an interest in their future, (2) it enhance loyalty and this develops

²⁶⁴ Statistika (2014): Welcher der folgenden Talent-Management-Maßnahmen hat ihr Unternehmen bereits umgesetzt? [Internet]

²⁶⁵ Cf. Bolten, J. (2004): Interkulturelle Personalentwicklung im Zeichen der Globalisierung. p. 8

²⁶⁶ Cf. Bolten, J. (2004): Interkulturelle Personalentwicklung im Zeichen der Globalisierung. p. 16

employee's productivity. (3) Potential employee basically want to growth and to be a important part of the processes, products etc. within the company.²⁶⁷

3.4 Selected Significant Abilities for Managers Acting in a Multicultural Context

In the following chapters, the selected abilities of team building in an international context, sustainable motivation of employees, dealing with organizational change, time management for successful leadership, receiver-based or recipient oriented communication, as well as emotional and cultural intelligence for managers working in a multicultural context, are presented.

3.4.1 Successful Team Building with a View to Multicultural Challenges

The word "team" can be defined as "ein Zusammenschluss von mehreren Personen zur Lösung einer bestimmten Aufgabe oder zur Erreichung eines bestimmten Ziels bezeichnet."²⁶⁸ Additionally, it can be defined with a higher degree of detail "as a distinguishable set of two or more people who interact dynamically, interdependently, and adaptively toward a common and valued goal or objective or mission, who have each been assigned specific roles of functions to perform, and who have a limited life span of membership."²⁶⁹ These definitions do not, however, take into consideration the multicultural components or the challenges resulting from them with respect to successful team building and development. Against the backdrop of globalization, multicultural teams will become a more and more frequently recognizable organizational form in future.²⁷⁰ As the interface between these teams is less distinct, appreciable time resources will be used up in defining common norms and processes for cooperation, task completion and problem solving. On the other hand, teams that are formed from a multitude of cultures have a range of significant capabilities.

Not only is the area of consensus smaller in multicultural teams, notions and specific processes for creating a common working basis diverge too. Communication is either not assured, or only through an individual, divergent development in the working language. Cultural values such as individual responsibility, competition, the ability to take criticism, an atmosphere of constructive debate, or group cohesion that

²⁶⁷ Cf. Lipmann, V. (2013): Why employee development is important, neglected and can cost you talent. [Internet]

²⁶⁸ Möller, S. (2010): Einfach ein gutes Team. p. 4

²⁶⁹ Salas, E. et al. (1992): Toward an understanding of team performance and training. p. 4

²⁷⁰ Cf. Zeuschel, U./Thomas, A. (2004): Zusammenarbeit in multikulturellen Teams. p. 1-2

help to shape the working environment as "secondary virtues", do not have a widely shared interface. Understanding with regard to team roles, for example as part of leadership behavior or the duty to both provide and obtain information, is viewed differently in different cultures. Different cultural styles of working that manifest themselves, for example, during the problem-solving process, in time management or behavior during meetings, must first be identified and then harmonized with one another.²⁷¹

Aside from the aforementioned aspects that should be critically evaluated and reviewed, these heterogeneous teams are able to draw on a great deal of potential as a result of their diversity. The various culturally determined ways of working and communication habits can positively influence and complement one another (synergy effect). Certain independencies from culturally determined norms offer ways of creating new forms of communication and cooperation. Successful cooperation in a multicultural team can be carried over in the organization as an example of the interaction between the team members of the cultural groups involved.

Managers should, in this context, try to avoid making the following mistakes. Namely, they should not make the assumption that culturally specific discrepancies can be ignored because all team members have, despite their various national origins, comparable qualifications (or because all human beings are equal anyway), or because the common professional goal is in the foreground.²⁷² Furthermore necessary for an efficient multicultural team leadership is to overcome stereotype, ethnocentrism and rigidity of thinking.

On the following pages, recommendations for establishing and developing multicultural teams are presented:²⁷³

- Define and explain team assignments and goals
- Kick off teamwork together
- Ensure the flow of information by holding regular work meetings
- Carry out regular reviews and optimize cooperation
- Ensure results and evaluate lessons learned

The significance of complex problem solving in multicultural teams will continue to increase against the backdrop of globalization or the availability of international experts. The goal in leading multicultural teams is to make the most of the potential available when solving problems. A prerequisite for this is, in addition to leadership

²⁷¹ Cf. Zeuschel, U./Thomas, A. (2004): Zusammenarbeit in multikulturellen Teams. p. 2

²⁷² Cf. Zeuschel, U./Thomas, A. (2004): Zusammenarbeit in multikulturellen Teams. p. 5

²⁷³ Cf. Zeuschel, U./Thomas, A. (2004): Zusammenarbeit in multikulturellen Teams. p. 10-14

and team competencies, the strong ability to act in an intercultural context. All current research shows that the ability to act in an intercultural context does not come from gaining international experience in foreign assignments (learning by doing), but rather requires targeted further training. The teaching-learning concept applied should thereby correspond to the state of research of learning and intercultural psychology.²⁷⁴

3.4.2 Sustainable Motivation of Employees

The term motivation can, on the one hand, be defined as "die Abweichung eines angestrebten Zustandes (Sollwertes) von einem aktuellen Zustand (Istwert). Diese Abweichung gibt dem Verhalten Energie, Richtung und Ausdauer."²⁷⁵ Furthermore, work motivation is "a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related behavior and to determine its form, direction, intensity and duration."²⁷⁶ On the other hand, the term motivation can be defined as "an internal process that modifies an organism's responsiveness to a constant stimulus."²⁷⁷ Antoine de Saint-Exupéry pointedly describes the requirement for creating intrinsic motivation with the following sentence: "Wenn du ein Schiff bauen willst, dann trommle nicht die Männer zusammen, um Holz zu beschaffen, Aufgaben zu vergeben und die Arbeit einzuteilen, sondern lehre die Männer die Sehnsucht nach dem weiten, endlosen Meer." This description pinpoints the quintessence of motivation as part of management psychology on an applicable level, i. e. getting employees to support the organization's goals from within so that they can achieve them with their managers and colleagues. The successful initiation of motivation in individuals is one of the primary leadership requirements for a manager, which is why the subject of motivation is highly significant in almost all management theories.²⁷⁸

The various motivation approaches derived from the parameters of perception filters and evaluation/decision filters can be seen in Table 12.

²⁷⁴ Cf. Zeuschel, U./Thomas, A. (2004): Zusammenarbeit in multikulturellen Teams. p. 17

²⁷⁵ Scheffer, D./Kuhl J. (2006): Erfolgreich motivieren. p. 9

²⁷⁶ Latham, G./Pinder, C. (2005). Work motivation theory and research at the dawn of the twenty-first Century. p. 486

²⁷⁷ Numann, M. (2014): Neurobiology of Social Behavior. p. 4

²⁷⁸ Cf. Dreesmann, H. (2002): Motivation im interkulturellen Kontext. p. 137

Assessment/decision-making filter	Perception filter	
	Task motivation	Context motivation
Extrinsic motivation	Results-oriented motivation	Effect-oriented motivation
Intrinsic motivation	Developmental motivation	Integrative motivation

Table 12: Motivation approach cluster²⁷⁹

As individual and social-psychological motivation research has progressed, different approaches and theories have been established that focus on the various forms of motivation. These include goal-oriented (i. e. VIE theory according to Vroom), effect-oriented (e. g. the target theory according to Locke and Latham), developmental (i. e. job design according to Herzberg), and integrative motivation (for example Equity Theory according to Adams).

Results-oriented motivation: Vroom's VIE theory

According to Vroom's VIE theory, an employee is motivated when he or she perceives goals and results to be positive and attractive for him or herself (valence), and sees it as highly probable that his or her personal efforts will lead to high work performance (expectation), and that his or her good work performance leads to the desired success of the actions taken as well as to his or her personal goals being achieved (instrumentality). These three variables form a multiplicative context with a view to motivation.²⁸⁰

Effect-Oriented Motivation: The Target Theory according to Locke and Latham

Determinate and clearly defined goals are more effective than nonspecific ones. Difficult, challenging goals are more effective than individually easy and commonly perceived goals. The goals have to be attainable otherwise non-attainment leads to frustration despite hard efforts. Preference should be given to harmonized and accepted goals.²⁸¹

Developmental Motivation – Job Design according to Herzberg

In this regard, changes to tasks are at the forefront as motivators. These changes should be designed to provide greater stimulation and promote growth. Various work parameters can thereby be derived from which the task development should draw. Differing skills and abilities can be used (diversity of requirements), employees recognize the importance and value of their activities (holism), individuals experience what it is like to be influential and meaningful (autonomy), individual organizational

²⁷⁹ Cf. Scheffer, D./Kuhl J. (2006): Erfolgreich motivieren. p. 10

²⁸⁰ Cf. Kleinbeck, U./Kleinbeck, T. (2009): Arbeitsmotivation. p. 51-54

²⁸¹ Cf. Kleinbeck, U./Kleinbeck, T. (2009): Arbeitsmotivation. p. 66-68

and social values accord (meaningfulness), and qualifications are developed, mental flexibility is boosted, and learning targets are agreed (learning and development opportunities).²⁸²

Integrative Motivation: The Equity Theory according to Adams

The central assumption of this motivation theory is that employees put the results (output) of their contributions in relation to the results and contributions of their colleagues in the same work situation and thereby expect a "fair trade-off". If this relationship between input and output is perceived as advantageous in comparison to other people, these employees will try to preserve this situation. If, however, they perceive themselves to be at a disadvantage, that is to say, unfairly treated, this subjective feeling of inequality will lead to dissatisfaction and medium to long-term demotivation. Where there is an imbalance between input and output, those concerned will try to compensate for this by choosing one of the following options for action: changing the input or output, and influencing or changing the reference person.²⁸³

3.4.3 Change Management within an International Framework

Organizational change (or: change management) subsumes "alle geplanten, gesteuerten, organisierten und kontrollierten Anstrengungen zur zielgerichteten Organisationsgestaltung mit dem Zweck der Effizienzsteigerung."²⁸⁴ Change management is initiated by both exogenous and endogenous parameters.

In every organization, there are forces that drive change ("driving forces") and those that restrain it ("restraining forces"). In order to initiate change, the driving forces should be maximized and the restraining forces minimized.

²⁸² Cf. Scheffer, D./Kuhl, J. (2006): Erfolgreich motivieren. Mitarbeiterpersönlichkeit und Motivations-techniken. p. 26-29

²⁸³ Cf. Stock-Homburg, R. (2009): Der Zusammenhang zwischen Mitarbeitern und Kundenzufriedenheit. p. 66-69

²⁸⁴ Wirtschaftslexikon24 (2014): Organisatorischer Wandel. [Internet]

Phase	Description
Unfreezing	In this phase, the "driving forces" must be maximized while the "restraining forces" must be minimized in order to move away from the current balance. This means on the one hand that employees must be convinced, by way of sound arguments, of the necessity for change, and on the other that resistance to organizational change must be eliminated. The aim of the first phase is to foster a "readiness for change". ²⁸⁵
Changing/ Moving	In the next phase, the changes themselves are implemented and the new modes of behavior conditioned. As uncertainties will arise at this point and employees are required to expend greater energy for the changes, the performance curve will slump to begin with. Towards the end of the successful change process, it will even back out to a higher level. The process of behavioral change thereby follows the classic seven-stage pattern: shock, denial, understanding, acceptance, testing, knowledge, and finally integration. ²⁸⁶
Refreezing	The aim of this phase is to firmly cement the changes implemented over the long term: Employees must not, after a short while, be allowed to "revert back" to the old structures and ways of behaving. To achieve that, the company has to monitor the new current state and implement further changes where necessary. ²⁸⁷

Table 13: Lewin's three-phase model²⁸⁸

According to Lewin's three-phase model, there are three stages to a successful change process: unfreezing, changing/moving, and refreezing. These are explained in brief in the above mentioned section (cf. Table 13).²⁸⁹

The individual is the focus of all considerations regarding activities and therefore plays an important role in change management: structure and processes within an organization can only be changed on a sustained basis if employees are able and willing to support and implement change.

The task for the manager to achieve the mentioned goal is to handle the different ways to overcome the resistant to change. Three major focuses of resistance to change from an employee perspective ("self", "others" and "work environment") can be identified:

Self: Humans basically want to receive information about "What is the individual advantage?" and "What is the individual profit or loss?" When the characteristic of change have a negative impact on people, producing an induced deficiency, people resist the transformation.²⁹⁰

Others: According the mentioned question about what is the individual advantage and realizing that the change have no impact the employee, humans "tend to consider how the change will affect their friends, peers, and colleagues. If employees

²⁸⁵ Cf. Wirtschaftslexikon24 (2014): Organisatorischer Wandel. [Internet]

²⁸⁶ Cf. Wirtschaftslexikon24 (2014): Organisatorischer Wandel. [Internet]

²⁸⁷ Cf. Wirtschaftslexikon24 (2014): Organisatorischer Wandel. [Internet]

²⁸⁸ Cf. e. g. Wirtschaftslexikon24 (2014): Organisatorischer Wandel. [Internet]

²⁸⁹ Cf. e. g. Wirtschaftslexikon24 (2014): Organisatorischer Wandel. [Internet]

²⁹⁰ Cf. Lussier, R. (2008): Management Fundamentals. p. 207

analyze the facts and believe that a change will affect other negatively, they may be resistant to the change."²⁹¹ For the issues "self" and "others" the Manager has to communicate clearly and receiver-based to every employee their individual situation as soon as possible.

Work environment: The employment frame contains the physical structure, the labor itself, and the climate. Employees "like to be in control of their environment, and they resist changes that take away their control."²⁹² The Manager has to transfer the feeling to the employees, that they don't lose the control. A way to perform this task is to involve selected and for the team important employees into working groups.

3.4.4 Time Management for Successful Leadership

Time management or action orientation involves planning one's time in an organized and systematic manner in order to make the most of it, although the term "time management" is in itself absurd, because it is not time per se that is being planned. Rather, it is about self-management.²⁹³ By strictly adhering to the principle of time management, free time is created that can then be used for effective leadership. In the following, an orientation scheme "Objective – Planning – Decision – Implementation – Monitoring" is presented:²⁹⁴

Objective:

A continuous orientation towards targets and results is strived for on an individual level: intentions or goals should be translated into specific courses of action as part of a realistic analysis of the situation that takes into account individual strengths and weaknesses as well as the relevant environmental factors. These actions must be easy to comprehend, measurable, time-phased, and, with a view to their attainment, verifiable.²⁹⁵

Planning:

Diverse organizational goals are an important factor for the success of the manager's individual career and work planning, whereby the importance of planning for efficient and effective work and, as a result, for the optimization of resources is emphatically pointed out here, although the balance between under- and overplanning should be optimized.²⁹⁶

²⁹¹ Lussier, R. (2008): Management Fundamentals. p. 207

²⁹² Lussier, R. (2008): Management Fundamentals. p. 207

²⁹³ Cf. Vollborn, H. (2008): Zeitmanagement. p. 9

²⁹⁴ Cf. Seiwert, L. (2009): Noch mehr Zeit für das Wesentliche. p. 39

²⁹⁵ Cf. Seiwert, L. (1990): Mehr Zeit für das Wesentliche. p. 47-82

²⁹⁶ Cf. Seiwert, L. (1990): Mehr Zeit für das Wesentliche. p. 83-124

Decision:

Deciding means setting clear priorities *ex ante* by defining the action objectives in order of importance as A, B, and C tasks. Three experience theses subsume that A tasks make up 65% of goal attainment, although managers only dedicate 15% of their working time to them, while 65% of time is used for C tasks, which, conversely, only contribute 15% to goal attainment.²⁹⁷

Implementation – Realization and Organization:

In this connection, all recommendations for the timely shaping of specific work processes within the organization are combined.²⁹⁸

Monitoring:

Monitoring, as a concluding function, constitutes reflection on planning. It involves reviewing the implementation and comparing it to the plan, identifying deviations, and initiating any corrective measures.²⁹⁹

Concluding this issue with view to multicultural framework it should be taken into account that handling with time or a derived time management is influenced by the different culture (cf. light approaches by Hofstede (see chapter 1.3), more detailed ideas by Trompenaars (see chapter 1.3) as well as GLOBE cultural dimensions (see chapter 2.1)).

3.4.5 Receiver-Based Communication within the Multicultural Context

Effective communication is, in a general and abstract way, the delivery of the right information to the right person at the right time, and in a cost-effective way.³⁰⁰

Intercultural communication, on the other hand, "ist ein symbolischer, transaktioneller und informationsenthaltender Prozess, in dem das Ausmaß an Unterschieden zwischen den Beteiligten manches Mal so groß ist, dass dadurch Missverständnisse und unterschiedliche Erwartungen entstehen über das, was die Beteiligten als angemessenes Verhalten betrachten."³⁰¹

Communication is a carrier and further proceedings keep track of the interaction between individuals. Ideally, this process involves (a) reducing the loss of information at the interfaces, (b) establishing or deepening a relational context, thereby opening up (c) the possibility of future communication. The stringent goal of this cultural adaptation with regard to business negotiations and the exchange of communication

²⁹⁷ Cf. Seiwert, L. (1990): *Mehr Zeit für das Wesentliche*. p. 125-156

²⁹⁸ Cf. Seiwert, L. (1990): *Mehr Zeit für das Wesentliche*. p. 157-204

²⁹⁹ Cf. Seiwert, L. (1990): *Mehr Zeit für das Wesentliche*. p. 205-218

³⁰⁰ Cf. Kerzner, H. (2008): *Project Management*. p. 227

³⁰¹ Beniers, C. (2005): *Managerwissen kompakt*. p. 58

is ultimately to determine synergies. Badly adapted cultural frameworks can be a good reason for diametrically opposed expectations, even before additional cultural preferences are able to evolve. Cultural preferences can (consciously or unconsciously) become an obstacle to successful negotiation and/or communication in the long term. Language is most likely the biggest hurdle here for successful communication and proceedings, whereby both negotiating parties have an equal duty to minimize such barriers. Managers can, despite language barriers being present, appropriately judge and recognize consensus or cultural differences in terms of preferences if they are sensitive to the varied cultural backgrounds that exist. This desirable acculturation must be manifest and lived in the strategies of the organizations. That way, managers can use these stimuli to draw up their individual plans with which they proactively deal with discrepancies and challenges.³⁰²

Important topics that should be taken into consideration with respect to communication in a multicultural context are presented in conclusion:³⁰³

- Formation of the group of stakeholders in the individual markets as well as their value for and influence on the organizational activity, and their expectations and demands with regard to the communication performance of an organization.
- Regional dimensions and time differences in carrying out communicative activities.
- Analysis and evaluation of the different cultural dimensions and patterns of thought (cf. chapter 1.3).
- The role of active listening, that means message gathering as well as "accurate summarization, and the ability to have the client feel heard"³⁰⁴ is also very important.

3.4.6 Emotional Intelligence

Emotional intelligence "is the capacity for recognizing our own feelings and those of others for motivating ourselves, and for managing emotions well in ourselves and in our relationships."³⁰⁵ A further definition is "the subset of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to

³⁰² Cf. Auer-Rizzi, W. et al (2007): Unternehmenskulturen in globaler Interaktion. p. 165

³⁰³ Cf. Széchenyi, D./Böckenhoff, D. (2004): Organisation der internationalen Unternehmenskommunikation. [Internet]

³⁰⁴ Conte, C. (2009): Advanced Techniques for Counseling and Psychotherapy. p. 19

³⁰⁵ Goleman, D. (1998): Working with Emotional Intelligence. p. 317

discriminate among them and to use this information to guide one's thinking and actions."³⁰⁶ In addition to perceiving cognitive environmental signals, affective information must also be successfully decoded as part of high EQ. It is assumed that emotional signals are perceived and processed differently by individuals.³⁰⁷ Emotional intelligence can be split into three sub-sections (a) recognition and expression of emotions, (b) regulation of emotions, and (c) the harnessing of emotions:

a) The identification of one's own emotions is based on a process that begins when affective contexts are picked up on in the human perception system. EQ enables a person to correctly perceive individual emotional signals on the one hand, and to recognize and therefore express them in an appropriate way on the other. A further important aspect in relation to EQ is the correct perception of emotional situations among fellow human beings, in order to be able to react appropriately to the pattern of behavior being sent out by the third party.³⁰⁸ b) Emotionally intelligent behavior involves the ability to regulate and influence both one's own emotional reactions as well as those of third parties. This includes, for example, people who evoke sympathy from their counterparts. c) The harnessing of emotional intelligence is the ability to make use of emotions strategically to solve determinate problems with the aid of flexible planning, creative thinking and mood-driven awareness.³⁰⁹

In the following, the importance of EQ for managers acting in a global context within multicultural organizations is outlined. An important task for managers is to create and build on trust, solidarity, and motivation in times of frequent organizational adaptation.

According to the trend study "Unternehmensführung 2030" ("Corporate management in 2030") carried out by personnel-consulting agency Signium International, managers are becoming global relations managers whose task it is to create meaning. Intercultural competencies are therefore critical to success. In this context, the manager's task is to strongly reflect themselves and also their external impact. In prime business schools such as the International Institute for Management Development (IMD) in Lausanne, Switzerland, psychoanalysis is listed on the syllabus. This creates new occupational profiles: empathy coach or conflict trainer.³¹⁰

³⁰⁶ Salovey, P./Mayer, J. (1990): Emotional Intelligence. p. 189

³⁰⁷ Cf. Siebert, K. (2006): Zum Einfluss von Emotionaler Intelligenz auf die Übereinstimmung von Selbst- und Fremdeinschätzungen in der Persönlichkeitsforschung. p. 7

³⁰⁸ Cf. Siebert, K. (2006): Zum Einfluss von Emotionaler Intelligenz auf die Übereinstimmung von Selbst- und Fremdeinschätzungen in der Persönlichkeitsforschung. p. 11

³⁰⁹ Cf. Siebert, K. (2006): Zum Einfluss von Emotionaler Intelligenz auf die Übereinstimmung von Selbst- und Fremdeinschätzungen in der Persönlichkeitsforschung. p. 16

³¹⁰ Cf. Terpitz, K. (2011): Neue Manager braucht das Land. [Internet]. p. 2

The increased requirements made with regard to the emotional intelligence of managers are, above all, the result of globalization and the transition to becoming more flexible versus security (employment relationship on a temporary basis; one has to adapt to new people quickly).³¹¹ Emotional intelligence is therefore essential for successfully managing a company: only those who understand their own emotions as well as those of their fellow human beings are in a position to influence their employees in such a way as to achieve corporate goals on a sustainable basis, and thus act in the best interests of the company. Managers with a highly distinct emotional intelligence surpass the annual sales targets of other managers by up to 20 percent.³¹²

An important subarea in the context of EQ is empathy. This ability is important for perceiving stress, psychological strain and resulting individual demands on colleagues and oneself, among other things. Against this backdrop, the skill of empathy is defined and explained in the next step and perception measures are presented. Rogers formulated a suitable definition for this management instrument from the area of conversational therapy literature. According to him, being empathetic means "den inneren Bezugsrahmen des anderen möglichst exakt wahrzunehmen, mit all seinen emotionalen Komponenten und Bedeutungen, gerade so, als ob man die andere Person wäre, jedoch ohne jemals die ‚als ob‘-Position aufzugeben."³¹³ Further approaches come from Hogan "empathy means the intellectual or imaginative apprehension of another's condition or state of mind without actually experiencing that person's feelings,"³¹⁴ from Hoffmann "empathy as a vicarious affective response to others,"³¹⁵ from Stotland, Mathews, Sherman, Hansson & Richardson "empathy as a state in which an observer reacts emotionally because he perceives another experiencing or about to experience an emotion,"³¹⁶ and from Schmitt "stellvertretende Übernahme des anderen Erlebensausdruckes, gleichsam [...] das erfassende Fühlen eines am anderen wahrnehmbaren Gefühls, das aber – wohlwissend - dem anderen gehört und nicht zu meiner originär-eigenen Empfindung wird."³¹⁷

³¹¹ Cf. Pinnow, D. (2011): Unternehmensorganisationen der Zukunft. p. 14

³¹² Cf. Pinnow, D. (2011): Unternehmensorganisationen der Zukunft. p. 187

³¹³ Rogers, C. (1987): Eine Theorie der Psychotherapie, Persönlichkeit und der zwischenmenschlichen Beziehungen. p. 37

³¹⁴ Hogan, R. (1969): Development of an empathy scale. p. 308

³¹⁵ Hoffmann, M. (1977): Empathy, its development and prosocial implications. p. 169

³¹⁶ Stotland, E. et al. (1978): Empathy, fantasy and helping. p. 7

³¹⁷ Schmitt, H. (2003): Empathie und Wertkommunikation. Theorie des Einfühlungsvermögens in theologisch-ethischer Perspektive. p. 159

Depending on cultural background and socio-cultural norms, one finds varying stages of emotional development in the professional environment.³¹⁸ Past trends show, however, that the rational (professional) components were more developed than the emotional ones. But it is precisely emotions as well as the appropriate handling of feelings that constitute an important positive factor in the professional context.³¹⁹ With the aid of empathy, they can help one to perceive the situations of third parties and act in a supportive manner where necessary. This ability is therefore seen as a decisive emotional competency in daily working life, especially for managers. In this context, empathetic people are mostly perceived as likeable, whereas individuals who are not interested in the situations and emotions of third parties are often categorized as emotionally cold and socially incompetent. Empathy can serve as a means of support in perceiving individual, affective changes in daily working life (of a psychological nature, etc.) or, for example, in recognizing interpersonal discrepancies, taking preventive measures to avoid them or deescalating enduring conflicts. Against this backdrop, the ability to empathize can contribute to a harmonious organizational environment. Listening on the one hand and showing understanding for the situation of one's counterpart on the other help in understanding others' circumstances and problems and in coming up with suitable possibilities for solutions. Consequently, minimizing interpersonal problems and escalation within working hours results in an increase in work satisfaction and motivation, and ultimately productivity. The skill of empathy can be learned via training measures, whereby the following factors must be taken into account: active listening and communication; training one's active listening skills as well as iteratively practicing questioning techniques and developing an understanding for the motives and motivational reasons of one's communication partner. Insight into human nature: form an initial assessment of one's conversation partner. Obtain a first impression of a person and see whether this is confirmed.³²⁰

3.4.7 Cultural Intelligence

Cultural intelligence can be defined as an individual's capability to adapt effectively to new cultural contexts, and therefore highlights the ability to adapt one's behavior appropriately in new cultural situations.³²¹ A further definition presents CQ

³¹⁸ Cf. Müller-Seitz, G. (2007): Positive Emotionalität in Organisationen. p. 110

³¹⁹ Cf. Scherke, K. (2009): Emotionen als Forschungsgegenstand der deutschsprachigen Soziologie. p. 11-13

³²⁰ Cf. Hiller, G./Vogler-Lipp, S. (2010): Schlüsselqualifikation Interkulturelle Kompetenz an Hochschulen. p. 279

³²¹ Cf. Genkova, P./Ringeisen, T. (2013): Handbuch Stress und Kultur. p. 483

as a "strategisches Steuerungs- und Führungsinstrument für international tätige Unternehmen [...]"³²² which determines "Maßnahmen zur Sicherung und Ausbaus des Erfolges auf einer neuen Stufe der Globalisierung."³²³ Cultural intelligence signifies the personal quality of being able to act in a variety of cultural contexts.³²⁴ CQ is essentially based on the personal ability to rapidly adapt to different cultural contexts. Important drivers in this are sovereignty and appropriateness in the area of verbal and non-verbal communications behavior in a multicultural context. Consequently, people with high cultural intelligence can adapt more rapidly and are therefore more effective.³²⁵ Cultural intelligence is thus an important driver for the organization's future orientation.

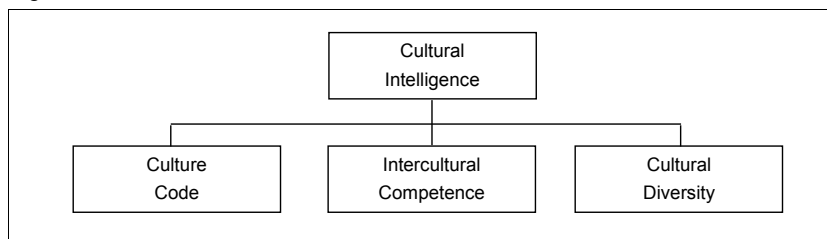


Figure 13: Three pillars of cultural intelligence³²⁶

The position and perspectives of the organization in the global world have to be analyzed, previous experiences reflected upon and evaluated, one's own strengths defined, and necessary steps for action formulated and implemented: against this backdrop, a cultural intelligence process may, according to the three-pillar model, look as follows (cf. Figure 13).³²⁷

a) Culture codes: interaction with cross-cultural partners presupposes a priori knowledge of their ways of thinking and acting as well as of their societal values and norms. This is why, in the first step, basic information about the rules of play and the signs and strategies of the target market is communicated.³²⁸

b) Intercultural competence: in this cluster, theoretical knowledge about cross-cultural programming is operationalized for the organizational decision-making and action levels.³²⁹

³²² Seelmann-Holzmann, H. (2010): Cultural Intelligence. p. 25

³²³ Seelmann-Holzmann, H. (2010): Cultural Intelligence. p. 25

³²⁴ Cf. Kammhuber, S. (2014): Kulturelle Intelligenz. [Internet]

³²⁵ Cf. Genkova, P./Ringeisen, T. (2013): Handbuch Stress und Kultur. p. 483

³²⁶ Seelmann-Holzmann, H. (2010): Cultural Intelligence. p. 85

³²⁷ Cf. Seelmann-Holzmann, H. (2010): Cultural Intelligence. p. 82-95

³²⁸ Cf. Seelmann-Holzmann, H. (2010): Cultural Intelligence. p. 82-83

³²⁹ Cf. Seelmann-Holzmann, H. (2010): Cultural Intelligence. p. 83-84

c) Cultural diversity: for companies operating globally, making use of the strengths of their cross-cultural employees constitutes a significant competitive advantage.³³⁰

The four steps, or dimensions, of cultural intelligence can be split into CQ drive, CQ knowledge, CQ strategy, and CQ action.³³¹

CQ drive refers to motivation, i. e. whether being in the company of people from different cultures gives someone pleasure. CQ knowledge zeroes in on knowledge and cognition, including an understanding of the legal and economic systems of other cultures. CQ strategy subsumes meta-knowledge and poses the question of whether one is aware of which cultural basis of knowledge is being used when one works with individuals with different cultural abilities. CQ action signifies the capacity to adapt one's speed of speech, for example, to one's counterpart if the specific cultural situation requires it.

³³⁰ Cf. Seelmann-Holzmann, H. (2010): Cultural Intelligence. p. 84

³³¹ Cf. Genkova, P./Ringeisen, T. (2013): Handbuch Stress und Kultur. p. 483

4. Empirical Research: Analysis of Multicultural Leadership Approaches

This chapter presents the object of the investigation, the objectives and hypotheses, the methods, and the respondents, and evaluates the peer groups, reviews the hypotheses, derives a leadership model for managers operating on a global level, and outlines a development program for finance managers in selected organizations.

4.1 Object of the Analysis

The object of investigation can be split into content, concept, and method-related as well as abstract/specific parameters. The content-related component focuses on the correlation between the variables in a multicultural or cross-cultural context (finance managers and finance employees). The concept-related reference framework looks at the direct relationships between the variables without using mediating variables. The methodological basis is subdivided into the type of study, the type of data basis, the organizational context and the cultural background as well as the size of the sample. In terms of the type of study, it is a cross-sectional study that has a temporal limit of one month. The type of data basis with regard to key data focuses, like organizational context, on large companies and corporations. In composing the sample, finance managers and finance employees in multicultural teams (GE, SP and FR) are considered. Based on an estimate, out of approximately 600 potential participants within a European multi-national company being examined, approximately 45% are affected. This results in a possible participant number of 270. 75% of this should be achieved, which means a response rate of 203. Added to this is an assumed margin of error of 10% as a result of spreading the supporting online questionnaire (a prerequisite for the survey was anonymity), which results in a total number of participants of 214. The data is recorded by means of two questionnaires (top-down and bottom-up), each with correlating questions. Finally, the abstract/specific parameters are considered, whereby the focus here lies on finance managers and finance employees in a multicultural context (GE, SP and FR).

4.2 Objectives and Hypotheses

Objectives

The main objective is to analyse selected attributes (ROSKAB) of finance managers in chosen organizations. On the basis of the research, sub goals are:

- to develop a leadership model (ROSKAB leadership model)

- to derive a proposal for a development program for finance managers in a multicultural context (Germany, Spain and France).
- verify stated four hypotheses
- on the basis of the research to suggest recommendation for the chosen organization

Hypotheses

Against the backdrop of this work, the four hypotheses will be defined and then proved or disproved (cf. Table 14).

Hypothesis (H)	Description
H1	In the selected ten attributes, managers tend to evaluate themselves better than their employees do.
H2	The degree of similarity in evaluation of selected ten managerial attributes between German managers and their subordinates is smaller than the similarity of managers from other countries.
H3	Communication skills displays the biggest difference in perception of effectivity of communication between managers and employees.
H4	By the means of the manager and subordinate views to the peculiarities of the ten attributes (roles, skills and abilities) a cascaded leadership development recommendation is possible.

Table 14: Four hypotheses of this research project³³²

4.3 Methodic and Methods

In chapter 1, current studies were theoretically evaluated by means of a literature analysis. The decision for one or possibly more determinate research strategies depends, against the backdrop of the empirical study, which research questions should be answered in light of the researcher’s possibilities of monitoring and the topicality of the circumstances. Table 15 shows the study strategies of experiment, survey, archive analysis, historical data and cases.

All strategies illustrated demonstrate advantages and disadvantages and must be selected with respect to the specific research objective. The scope of work looks at leadership in multicultural organizations in general, and at optimizing leadership skills of finance managers specifically, taking into consideration cross-cultural framework conditions. The questions that therefore need to be resolved are: "Who influences

³³² Source: Compiled illustration by the author of this research project (2014) - Four hypothesis of this research project

what and where?" (via finance managers and employees), and "How much can be optimized?" (with regard to finance managers and employees). The strategies for the survey are applied over the course of this paper with a view to these factors.

Strategy	Research question	Check possibility for the researcher	Analysis of current trends
Experiment	How? Why?	Yes	Yes
Survey	Who? What? Where? How much?	No	Yes
Archive analysis	Who? Was? Where? How much?	No	Yes / No
Historical data	How? Why?	No	No
Cases	How? Why?	No	Yes

Table 15: Presentation of different research strategies³³³

The strategy for the survey is carried out in four phases: explorative interviews, expert interviews, pre-test, and finally empirical research study (cf. Figure 14). The results of the literature analysis (strategy: archive analysis) were incorporated between phases 2 and 3.

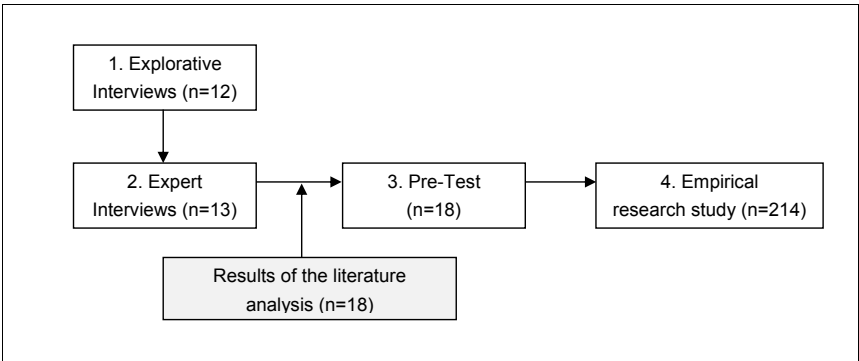


Figure 14: Process of the empirical research study³³⁴

The explorative interviews (participants shown in Table 19) are open and mostly unstructured survey interviews that set out to obtain subjectively important and relevant information, attitudes and corresponding opinions on the set of issues.³³⁵ In this case, a brainwriting session was carried out with the multicultural participants (CFO, finance managers, finance employees and a finance professor).

The expert interviews (participants shown in Table 20) constitute a determinate method in the field of social research, with whose help as part of interviews, "das

³³³ Cf. Yin, R. (1994): Case Study Research. p. 6

³³⁴ Compiled illustration by the author of this research project (2014)

³³⁵ Cf. Buber, R./Holzmüller, H. (2009): Qualitative Marktforschung. p. 422

Wissen von Experten über einen bestimmten sozialen Sachverhalt erschlossen werden soll.³³⁶ In this case, the written results of the explorative interviews were presented to experts such as CFOs, personnel development officers in the field of finance, finance managers, finance employees, HR and finance professors, headhunters, and discussed, and the recommendations combined in a draft questionnaire.

The actual empirical study is preceded by the pre-test (participants shown in Table 21), the purpose of which is to verify whether the questions are understandable and coherent as well as to review the criteria and determine how long is needed to fill out the questionnaire.³³⁷ Feedback from the participants from the pre-test phase (finance managers, finance employees, a commercial employee, personnel development officers, a marketing manager, an organization consultant, HR professors, and a business administration student) was incorporated into the final questionnaire.

The actual empirical study (participants shown in Table 22) is carried out with the adapted questionnaires (based on the results from the pre-test phase). Against the background of this paper, the questionnaire criteria (top-down and bottom-up) can be seen in Table 16 below:

Cluster	Application in this thesis
Purpose	To survey finance managers and employees in multicultural organizations with the aim of improving leadership roles, skills, and abilities
Method	Structured questionnaire (top-down und bottom-up)
Sections	11 sections, one part of which is general and ten specialized
Types of questions	Dichotomy and classification questions as well as those with scaled responses
Questions	A total of 30 questions per paper questionnaire for which the five-part Likert scale is used in answering 22 of the questions
Specifications	strongly disagree, disagree, neither, agree and strongly agree
Form	Paper format and supporting digital format
Language	English

Table 16: Questionnaire criteria within this thesis³³⁸

Table 17 shows the general questions that every participant (managers and employees from finance departments) should answer. The main group of participants was multicultural finance teams within a European multi-national company. As it could not be ruled out that respondents from other organizations and functions would

³³⁶ Gläser, J./Laudel, G. (2009): Experteninterview und qualitative Inhaltsanalyse. p. 12

³³⁷ Cf. Bortz, J./Döring, N. (2006): Forschungsmethoden und Evaluation für Human- und Sozialwissenschaftler. p. 130

³³⁸ Compiled illustration by the author of this research project (2014)

also take part, filtering was carried out accordingly for question numbers (QNr) 1 to 3 in order to keep the error of margin low in favor of high validity.

QNr	Question	Selection of answers
1	How big is the company you work for?	big company (> 250 employees); medium company; small company
2	In which area do you work?	Finance; Other
3	What is your national background?	German; Spanish; French; Other
4	Are you male or female?	M; F
5	How old are you?	19-25; 26-40; 41-60; 61+
6	What is your level of education?	Non-academic; Academic
7	How long is your professional work experience in years (in total)?	0-5; 6-10; 11-20; more
	Do you want to review a (former) boss or a (former) employee?	Current or former employee; current or former boss

Table 17: General questionnaire catalog³³⁹

The special questions (cf. Table 18) are each constructed in such a way that, apart from QNr 8 and QNr 31, the top-down questions each have a corresponding bottom-up question with the specifications strongly disagree, disagree, neither, agree, and strongly agree. The cluster, the question numbers, the questions for the managers as well as the corresponding ones for the employees are shown in each line.

ROSKAB attribute	QNr	Top-down view questions (Manager Survey)	QNr	Corresponding bottom-up questions (Employee Survey)
	8	Which nationality has the (former) employee(s) you consider?	31	What nationality has your (former) boss you want to review?
Personnel Development	9	I have the feeling that the work for my subordinates is challenging, stimulating and rewarding.	32	My work is challenging, stimulating and rewarding.
Personnel Development	10	I identify the needs of my talented subordinates for development and implement solutions.	33	I believe my boss identifies my needs for development and implements solutions.
Mentoring / Coaching	11	I give my subordinates feedback regularly.	34	I receive feedback and appreciation from my supervisor regularly.
Mentoring / Coaching	12	I take a supportive role in the subordinates' professional growth and development.	35	My boss takes a supportive role in my professional growth and development.

³³⁹ Compiled illustration by the author of this research project (2014)

Team / Team building	13	My subordinate has good working relationships within the team.	36	I have good working relationships with my team members.
Team / Team building	14	My subordinate has good working relationships within the team.	37	I believe there is a feeling of team spirit.
EQ	15	I have excellent empathic skills in dealing with my subordinates.	38	My boss knows about my feelings, wishes and moods.
EQ	16	I have excellent empathic skills in dealing with my subordinates.	39	We have a trustful culture within the team.
CQ	17	Employees are treated fairly regardless of race, gender, religion etc.	40	Employees are treated fairly regardless of race, gender, religion etc.
CQ	18	I feel there is a good cultural fit between my subordinates within the team.	41	I feel there is a good cultural fit between me and our team.
CQ	19	I value the contributions of all of my subordinated regardless of their cultural background.	42	My boss considers all contributions as valuable regardless of my cultural background.
Trust & Empowerment	20	My subordinates can disagree with me without fear of getting in trouble.	43	I can disagree with my boss without fearing of getting into trouble.
Trust & Empowerment	21	I trust my subordinates that they will do a good job when delegating tasks.	44	My work contributes considerably to the company in achieving its goals.
Trust & Empowerment	22	I empower my subordinates to enable them to take effective decisions.	45	My boss empowers me to enable effective decision-making.
Communication	23	I listen to my subordinates.	46	My boss listens to me.
Communication	24	I provide my subordinates with regular information about the company's mission and its goals.	47	My boss provides me with regular information about the company's mission and its goals.
Time Management	25	I am very busy and therefore I don't have enough time for my subordinate.	48	My boss is very busy and doesn't have any time for me.
Change Management	26	I explain clearly to my subordinates why plans change.	49	My boss explains clearly to me why plans change (e. g. new strategy).
Change Management	27	I explain clearly to my subordinates what are the changes and the next steps (roadmap).	50	My boss explains clearly to me what are the changes and the next steps (roadmap).

Change Management	28	I involve my subordinates before making significant changes (e. g. new strategy).	51	My manager involves me before making significant changes.
Mental stress	29	In a typical working week, my subordinates feel stressed every day at work.	52	In a typical working week, I feel stressed out every day at work.
Mental stress	30	My subordinates enjoy coming to work every morning.	53	I enjoy coming to work every morning.

Table 18: Corresponding questionnaire catalog³⁴⁰

After the data basis has been collected via the "survey" strategy, by means of the questionnaires, the data is evaluated, whereby there are different statistical approaches and methods for doing so. In empirical social research, the processes are split up into qualitative and quantitative methods. In this paper, the single-factor analysis of variance (ANOVA), which belongs to the group of univariate analysis, is applied for the empirical part. This analysis examines the effects of the independent variables on the continuous variables. An important basic prerequisite for this is statistical significance and correlation.³⁴¹

4.4 Presentation of the Respondents

The selected respondents can be split into four different phases: explorative interviews, expert interviews, pre-test and the empirical research study.

The roles of the respondents who took part in phase 1 (explorative interviews) are shown in Table 19. The roles and cultural backgrounds are distributed correspondingly so as to include different rational tendencies. A brainstorming session (personal conversations, telephone conversations and emails) aimed at posing open questions about the roles, skills, and abilities that make a successful manager, took place. The results served as a basis for the expert interviews.

³⁴⁰ Compiled illustration by the author of this research project (2014)

³⁴¹ Cf. Backhaus, K. et al. (2006): Multivariate Analysemethoden. p. 122-130

Role	Company size	Cultural background	Number n	Percent
CFO	> 250	German	1	8,3%
Finance Manager	> 250	German	2	16,7%
Finance Manager	> 250	Spanish	1	8,3%
Finance Manager	> 250	French	2	16,7%
Finance Employee	> 250	German	2	16,7%
Finance Employee	> 250	Spanish	1	8,3%
Finance Employee	> 250	French	2	16,7%
Professor Finance	> 250	German	1	8,3%
Sum			12	100,0%

Table 19: Respondents Phase 1 - Explorative Interviews³⁴²

In the context of phase 2 of the empirical study, experts (see Table 20 for their roles) were questioned in a semi-structured manner. The results were assimilated into the questionnaire for the pre-test phase.

Role	Company size	Cultural background	Number n	Percent
HR Business Partner	> 250	German	2	15,4%
CFO	> 250	Spanish	1	7,7%
CFO	> 250	German	1	7,7%
Finance Manager	> 250	French	1	7,7%
Professor Finance	> 250	German	2	15,4%
Professor HR	> 250	German	1	7,7%
Personal Developer	> 250	German	1	7,7%
Finance Employee	> 250	Spanish	1	7,7%
Headhunter Finance	< 250	German	3	23,1%
Sum			13	100%

Table 20: Respondents Phase 2 - Expert Interviews³⁴³

As part of the pre-test phase, a draft of the prepared questionnaire was send to the appropriate participants (see Table 21) for them to discuss. These respondents were required to go through this questionnaire and provide feedback. Their suggestions for improvement were then incorporated into the final questionnaire.

Role	Cultural background	Number n	Percent
Finance Manager	German	1	5,6%
Finance Manager	Spanish	1	5,6%
Finance Manager	French	1	5,6%
Finance Employee	German	2	11,1%
Finance Employee	Spanish	1	5,6%
Finance Employee	French	2	11,1%

³⁴² Compiled illustration by the author of this research project (2014)³⁴³ Compiled illustration by the author of this research project (2014)

Commercial	British	1	5,6%
Personal Developer	German	2	11,1%
Marketing manager	German	1	5,6%
Organization Consultant	German	1	5,6%
Professor HR	German	2	11,1%
Business Student	German	3	16,7%
Sum		18	100,0%

Table 21: Respondents Phase 3 - Pre-Test³⁴⁴

As part of the questionnaire, finance managers and subordinate employees operating in a multicultural³⁴⁵ environment within the company (> 250 employees) were surveyed. The distribution of the respondents with respect to their roles and cultural backgrounds can be seen in Table 22.

Role	Cultural background	Number n	Percent
Finance Manager	German	53	24,7%
Finance Manager	Spanish	9	4,2%
Finance Manager	French	3	1,4%
Finance Employee	German	110	51,4%
Finance Employee	Spanish	15	7,0%
Finance Employee	French	24	11,2%
Finance Manager	Sum	65	30,4%
Finance Employee	Sum	149	69,6%
Sum	German	163	76,2%
Sum	Spanish	24	11,2%
Sum	French	27	12,6%
Overall Sum		214	100,0%

Table 22: Respondents Phase 4 - Empirical Study (first overview)³⁴⁶

4.5 Results of the Research and Review of the Hypotheses

In the following sections, a detailed discussion of the results of the empirical study – the two questionnaire types will be analysed by the statistical analysis software Microsoft Excel and IBM SPSS. The results of the data will be presented in tables and figures and discussed in detail – and a review of the four hypotheses put forward are presented.

³⁴⁴ Compiled illustration by the author of this research project (2014)

³⁴⁵ With special view to Germany, Spain and France

³⁴⁶ Compiled illustration by the author of this research project (2014)

4.5.1 Evaluation of the Empirical Results

After the data was collected from the questionnaires the first step of the analysis was the coding of the data for the statistical analysis. In Table 23 the coding of each item and one created variables is presented.

QNr	Question/Variable	Coding of Answer Option	Scale
0	Position	1 = Employee; 2 = Manager	Ordinal
1	Company size	1 = Big (>250 employees); 2 = Medium; 3 = Small	Ordinal
2	Work Area	1 = Finance; 2 = Other	Nominal
3	Nationality	1= German; 2 = Spanish; 3 = French; 4 = Other	Nominal
4	Gender	1 = M; 2= F	Nominal
5	Age Group	1 = 19-25; 2 = 26-40; 3 = 41-60; 4 = 61+	Ordinal
6	Education	1 = Non-academic; 2 = Academic	Nominal
7	Experience Group	1 = 0-5; 2 = 6-10; 3 = 11-20; 4 = 20+	Ordinal
8	Reviewed Nationality	1 = German; 2 = Spanish; 3 = French; 4 = Other	Nominal
22 ROSKAB Questions	Questions 9 - 53	1 = strongly disagree; 2 = disagree; 3 = neither; 4 = agree; 5 = strongly agree	Ordinal
CultPos	Building the variable "CultPos" from the variables Position, Nationality and Review	1 = GEEmp>SPMgr; 2 = GEEmp>FRMgr 3 = SPEmp>GEMgr; 4 = SPEmp>FRMgr 5 = FREmp>GEMgr; 6 = FREmp>SPMgr 7 = GEMgr>SPEmp; 8 = GEMgr>FREmp 9 = SPMgr>GEEmp; 10 = SPMgr>FREmp 11 = FRMgr>GEEmp; 12 = FRMgr>SPEmp	Nominal

Table 23: Data coding for statistical analysis³⁴⁷

The socio-demographic indications from the first 8 questions were coded on a nominal and if feasible on an ordinal scale. In order to connect the two questionnaires the variable Position was created, with 1 expressing that the questionnaire was filled out from employees and 2 from managers of the researched company.

The first question in the questionnaire, the CompanySize variable, was anchored with 1 for big companies up to 3 for small companies on an ordinal scale. For the variable WorkArea just two scales were necessary because in case a respondent didn't had a financial profession he or she was automatically excluded from the survey, since just participants with financial background were the focus group.

For the national background the variable Nationality was coded into a 4 nominal scales but just three were necessary for the reason that just German (GE), Spanish

³⁴⁷ Compiled illustration by the author of this research project (2014)

(SP) and French (FR) nationalities were of interest in this study. Participants with other nationalities were as well excluded.

The gender of the participants was coded on a two point, nominal scale with 1 for male and two for female participants. The age was coded on a four point ordinal scale, anchored in 1 for the youngest age group (19-25 years) and 4 for participants with 61 and older ones (61+).

For the education item, participants had the opportunity to identify themselves as non-academics or academics. The first were coded with 1 and the second with 2. The last socio-demographic indication referred to the work experience, which was coded with 1 for an experience from 0-5 years up to 4 for an experience with more than 21 years, 21+. In the 8th item, participants should indicate if they will rate a German, Spanish or a French opposite, i. e., employees rated a manager of a certain nationality or vice versa. The code for the nationalities was 1 for Germans, 2 for Spanish and 3 for French.

For the next 22 questions derived from the 10 attributes of the ROSKAB model, the participants could rate statements on a 5 point ordinal scale. Number one was anchored in "strongly disagree" and 5 in "strongly agree" to the certain attribute-statement.

The last variable in Table 23 is the variable Cultural Position "CultPos" which was compound from the variables Position, Nationality and Review, in order to analyze the top-down and bottom-up difference between managers and employees. Since there are in total 12 possible combinations from these 3 variables, 12 levels were coded with 1 for German employees rating Spanish manager "GEEmp>SPMgr" to 12 for French manager rating Spanish employees "FRMgr>SEmp".

After coding the data, the socio demographic indications were analyzed with cross table using the variable position as analysis variable. In the descriptive results of this analysis are shown in Table 24:

Nr.	Item	Level	Position		Total	Percent
			Employee	Manager		
1	Company Size	Big	147	61	208	97,2%
		Medium	0	3	3	1,4%
		Small	2	1	3	1,4%
2	Work Area	Finance	149	65	214	100,0%
3	Nationality	German	110	53	163	76,2%
		Spanish	15	9	24	11,2%
		French	24	3	27	12,6%
4	Gender	Male	100	43	143	66,8%
		Female	49	22	71	33,2%
5	Age Group	19-25y	10	2	12	5,6%
		26-40y	75	32	107	50,0%
		41-60y	60	31	91	42,5%
		60+	4	0	4	1,9%
6	Education	Non-Academic	17	10	27	12,6%
		Academic	132	55	187	87,4%
7	Experience Group	0-5y	28	12	40	18,7%
		6-10y	28	12	40	18,7%
		11-20y	51	21	72	33,6%
		20+	42	20	62	29,0%
8	Reviewed Nationality	German	26	7	33	15,4%
		Spanish	66	28	94	43,9%
		French	57	30	87	40,7%
	Sum		149	65	214	100,0%

Table 24: Distribution of socio-demographic items to item position³⁴⁸

With view on the first item the majority of the participants were employees (69.6%) working in big companies. In general, the majority of the participants worked in big companies (97.2%) in the field of finance (100%). The largest nationality group were Germans 76.2%.

The gender distribution shows that 66.8% of the respondents are males and 33.2% females. 92.5% of them were in an age group between 26 and 60 years. 87.4% of the participants had an academic background and the majority possessed 11 and more years of professional experience (62.6%).

The last variable shows the largest reviewed nationality and position were Spanish employees (66) followed from French employees (57). The smallest reviewed group were German manager (7).

³⁴⁸ Compiled illustration by the author of this research project (2014)

Question	Position	Gender	Age	Education	Experience
QNr9_32	0.084	-0.063	0.23**	0.15*	0.17*
QNr10_33	0.33**	-0.002	0.18**	0.016	0.113
QNr11_34	0.36**	0.115	0.080	0.004	0.073
QNr12_35	0.41**	0.077	0.073	-0.069	0.049
QNr13_36	-0.18**	-0.020	0.092	0.21**	0.16**
QNr14_37	0.019	-0.15**	0.109	0.20**	0.111
QNr15_38	0.33**	0.100	0.043	0.062	0.055
QNr16_39	0.26**	-0.099	0.086	0.069	0.14*
QNr17_40	0.23**	0.015	0.063	0.036	0.025
QNr19_42	0.27**	-0.038	0.100	0.077	0.15*
QNr20_43	0.39**	0.038	0.016	0.072	-0.040
QNr21_44	0.14*	-0.018	0.23**	0.013	0.24**
QNr22_45	0.36**	-0.044	0.115	0.092	0.086
QNr23_46	0.44**	0.071	-0.011	0.037	-0.015
QNr25_48	-0.24**	-0.065	0.044	-0.16*	0.070
QNr26_49	0.35**	0.043	0.033	-0.078	0.084
QNr27_50	0.39**	0.079	0.052	-0.036	0.088
QNr28_51	0.29**	-0.020	0.108	0.025	0.106
QNr29_52	-0.36**	-0.075	0.081	0.084	0.115
QNr30_53	0.113	-0.063	0.087	0.104	0.14*
** Significance at the 0.01 level (2-tailed); * Significance at the 0.05 level (2-tailed)					

Table 25: Correlation between socio-demographical items and the 22 Questions³⁴⁹

In order to show a significant influence of the independent socio-demographic variables on the 22 dependent items derived from the 10 attributes of the ROSKAB model, a complete Pearson correlation analysis was executed but in Table 25 just variables with significant influence are shown. Stronger correlations ($r \Rightarrow \pm 0,3$) are bolded and their significance is expressed with one or two asterisk.

As presented in Table 25 the independent variables Position and Experience have the biggest influence on the 22 dependent variables. The highest positive and significant influence ($r = 0.44^{**}$) has the variable Position on ROSKAB questions 23_46, affirming that managers are listening to their employees. Further high and significant coincidence were made from the group of managers to statements like playing a supportive role in their subordinates' professional growth ($r = 0.41^{**}$) and explaining clearly the roadmap of the company ($r = 0.39^{**}$).

The highest significant congruence expressed from employees was to the statement "In a typical working week, I feel stressed out every day at work" ($r = -0.36^{**}$) with a significance level of 0.05 (2-tailed), i. e., managers have less affirmed

³⁴⁹ Compiled illustration by the author of this research project (2014)

the statement that "in a typical working week, my subordinates feel stressed every day at work".

Nr.	ROSKAB Abilities	Question	N	M	SD	Var
1	Personnel Development (PD)	QNr9_32	212	3.77	0.942	0.887
2	Personnel Development (PD)	QNr10_33	214	3.45	1.094	1.197
3	Mentoring & Coaching (M&C)	QNr11_34	214	3.68	1.032	1.065
4	Mentoring & Coaching (M&C)	QNr12_35	214	3.43	1.131	1.278
5	Team / Team building (TB)	QNr13_36	214	4.08	0.821	0.674
6	Team / Team building (TB)	QNr14_37	214	3.88	0.834	0.695
7	Emotional Intelligence (EQ)	QNr15_38	214	3.29	1.069	1.144
8	Emotional Intelligence (EQ)	QNr16_39	214	3.77	0.781	0.609
9	Cultural Intelligence (CQ)	QNr17_40	214	4.12	0.890	0.793
10	Cultural Intelligence (CQ)	QNr18_41	214	3.87	0.768	0.590
11	Cultural Intelligence (CQ)	QNr19_42	214	3.83	0.980	0.961
12	Trust & Empowerment (T&E)	QNr20_43	214	3.62	1.110	1.233
13	Trust & Empowerment (T&E)	QNr21_44	214	3.88	0.772	0.595
14	Trust & Empowerment (T&E)	QNr22_45	214	3.43	1.013	1.026
15	Communication (Com)	QNr23_46	214	3.70	1.055	1.114
16	Communication (Com)	QNr24_47	214	3.70	1.015	1.029
17	Time Management (TM)	QNr25_48	214	2.70	1.037	1.074
18	Change Management (CM)	QNr26_49	214	3.43	0.951	0.904
19	Change Management (CM)	QNr27_50	214	3.43	0.900	0.810
20	Change Management (CM)	QNr28_51	214	2.92	0.989	0.979
21	Mental stress (MS)	QNr29_52	214	2.78	0.847	0.717
22	Mental stress (MS)	QNr30_53	214	3.39	0.880	0.774

Table 26: Descriptive Statistic for the 22 ROSKAB Questions³⁵⁰

For an overall overview, Table 26 shows the mean results for the variable Position over the 22 statements of the ROSKAB leadership model. The results show that high conformity were made from all participants to the ninth statement ($M = 4.12$) stating that "employees are treated fairly regardless of race, gender, religion, etc." and to the fifth statement which expressed a good working relation to the team ($M = 4.08$).

The lowest affirmations were made to the statements 17 and 21, which mean that the participants disagree to the presented statement. Number 17 referred to the time the manager has for his subordinates, i. e. the participants disagree with this statement, stating that managers have time for their subordinates. Statement number 21 enquired managers' awareness that subordinates are stressed during the week. Since the overall mean was low ($M = 2.78$) one could state that all participants

³⁵⁰ Compiled illustration by the author of this research project (2014)

disagree that they are stressed but the previously executed Correlation analysis revealed that this is not the case for the subgroup of employees.

One of the main analyses of this scientific research was the execution of a single-factor analysis of variance (ANOVA), with the 22 questions of the ROSKAB model as dependent variable and the variable Position as independent variable. The ANOVA examines the significant difference between groups of the independent variable.

In the next figures the mean (M) differences and standard deviations (SD) are depicted for the two subgroups of the variable Position. Each figure depicts the results of one attribute of the ROSKAB leadership model. In Table 31, for example, two questions for the attribute Personnel Development (PD) are shown. The asterisk after a question reveals a significant difference between the subgroup of the variable Position at a 0.01 level (**) and at the 0.05 level (*). More details are presented in Table 63, in the appendix of this work.

In Figure 15, it is to observe that the top-down result of the managers' group result higher for both PD questions. The first expressed that managers are more likely to think that their subordinates have a challenging, stimulation and rewarding work (Question QNr9_32; M = 3.89) and that they identify the needs of their subordinates for development and implement solutions (Question QNr10_33; M = 4.00). ANOVA analysis revealed for the second statements a significant difference between the two groups at a 0.01 level.

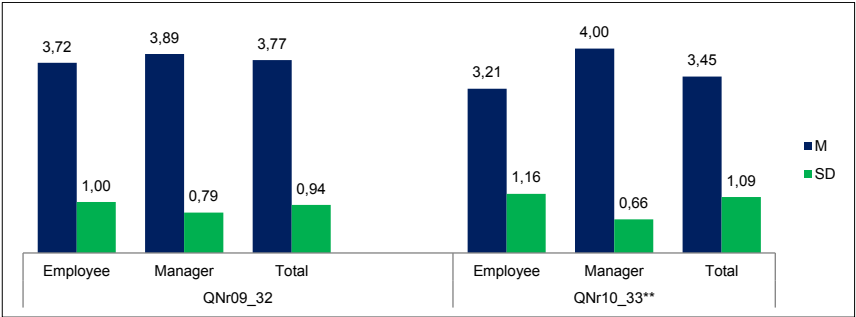


Figure 15: Mean and standard deviation of Personnel Development (PD)³⁵¹

For the second attribute (see Figure 16, Mentoring & Coaching (M&C), again the sub-group of manager expressed a higher affirmation to the two postulated questions, expressing for the first that they think to give regular feedback to their subordinates (M = 4.25) and that they take a supportive role in the subordinates'

³⁵¹ Compiled illustration by the author of this research project (2014)

professional growth and development ($M = 4.12$). ANOVA analysis revealed for both PD statements a significant difference at a 0.01 level.

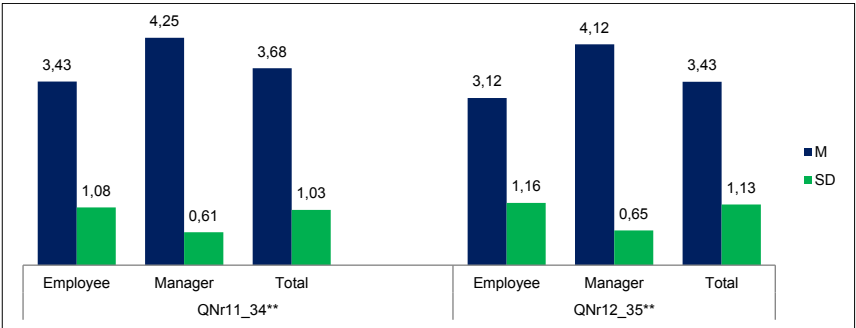


Figure 16: Mean and standard deviation of Mentoring & Coaching (M&C)³⁵²

On the contrary to the last two abilities the Team Building (TB) attribute (see Figure 17) disclose that question QNR13_36 was more positively and significantly affirmed from the subgroup of employees ($M = 4.17$). In general, for this question employees attest the highest congruence, expressing that they have a good working relation with their team members. To the "team spirit" statements of the second question both groups agreed but the difference was very small and furthermore insignificant.

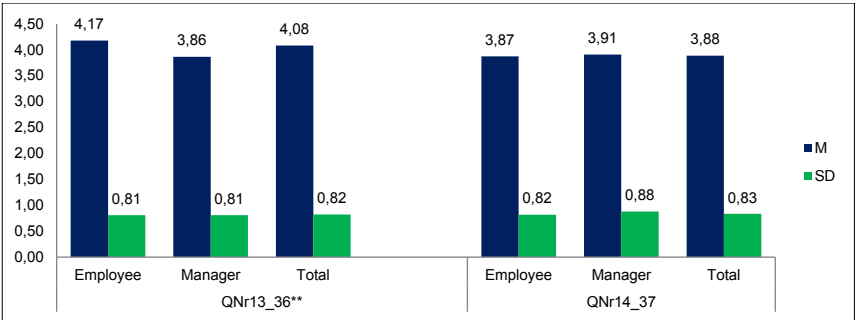


Figure 17: Mean and standard deviation of Team/Team Building (TB)³⁵³

For the Emotional Intelligence (EQ) again manager expressed higher and very significant affirmations to both questions with very low SD values (see Figure 18). For the first questions manager expressed that they agree to the statement that they

³⁵² Compiled illustration by the author of this research project (2014)

³⁵³ Compiled illustration by the author of this research project (2014)

have "excellent empathic skills in dealing with their subordinates" (M = 3.82) and even higher for the statement that they "foster an environment where diverse individuals can work together trustfully and effectively (M = 4.08).

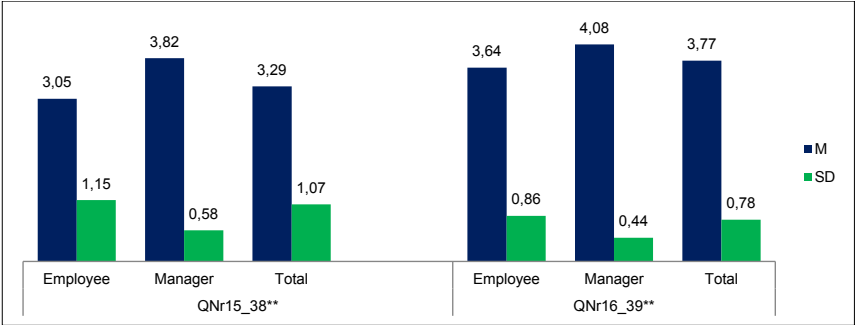


Figure 18: Mean and standard deviation of Emotional Intelligence (EQ)³⁵⁴

From the 3 statements of the Cultural Intelligence (CQ) attribute two were highly significant for the manager subgroup but the means of all participants were very affirming. The highest coincidence for the whole survey was expressed from managers to the statement that "employees are treated fairly regardless of race, gender, religion, etc." (M = 4.43).

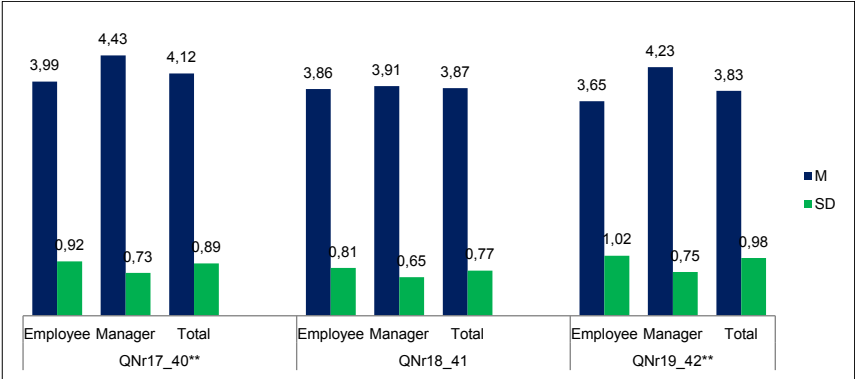


Figure 19: Mean and standard deviation of Cultural Intelligence (CQ)³⁵⁵

The second-highest value from the same group was reached for the third question of the CQ attribute (M = 4.23) (see Figure 19), expressing that they value the

³⁵⁴ Compiled illustration by the author of this research project (2014)

³⁵⁵ Compiled illustration by the author of this research project (2014)

contribution of all subordinates regardless of their cultural background. For the third ranked statement managers expressed agreement to the statement that there is a good cultural fit between their subordinates within the team ($M = 3.91$) but the between group difference for this statement was small and insignificant.

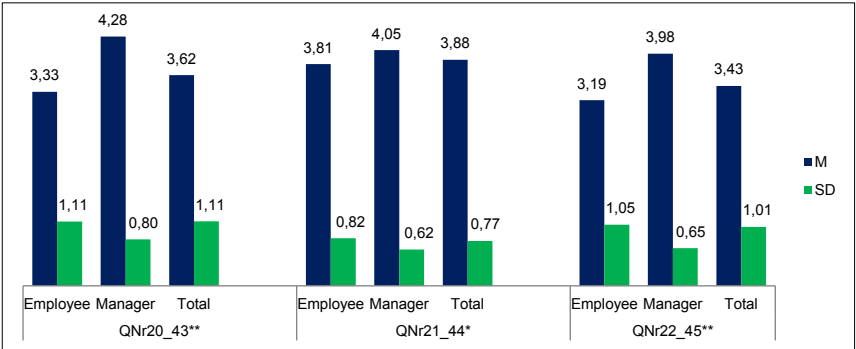


Figure 20: Mean and standard deviation of Trust & Empowerment (T&E)³⁵⁶

For the Trust & Empowerment (T&E) attribute (see Figure 20), managers expressed throughout high agreement to each of the three questions. The highest agreement was expressed for the first statement which stated that "subordinates can disagree with me without fear of getting in trouble" ($M = 4.28$). Since there is a mean difference of 0.95 points, there must be a big disagreement between manager and employees regarding this statement.

A mutual agreement, with slightly higher agreement from the manager group ($M = 4.05$), was found for the second statement of the T&E attribute, which stated that manager trust their subordinates when delegating tasks. A high significant difference was found for the third question, were managers affirmed that they empower their employees to take effective decisions ($M = 3.98$). Employees didn't agree nor disagree to this statement but had with a mean difference of 0.79 a high disagreement in comparison to the group of manager.

In Figure 21 the abilities Communication (Com) & Time Management (TM) are depicted. For all attributes' questions significant mean difference was found for all statements at a 0.01 level. Among the Com attribute manager express higher affirmation with low standard deviation and among the TM attribute the group of employees. The highest congruence was expressed from managers to the statement "I listen to my subordinates" ($M = 4.40$). This sub-group had also the impression that

³⁵⁶ Compiled illustration by the author of this research project (2014)

they provide their subordinates regular information about the company’s mission and its goals (M = 4.37). As to see in this figure, employees differ from managers’ impression strongly.

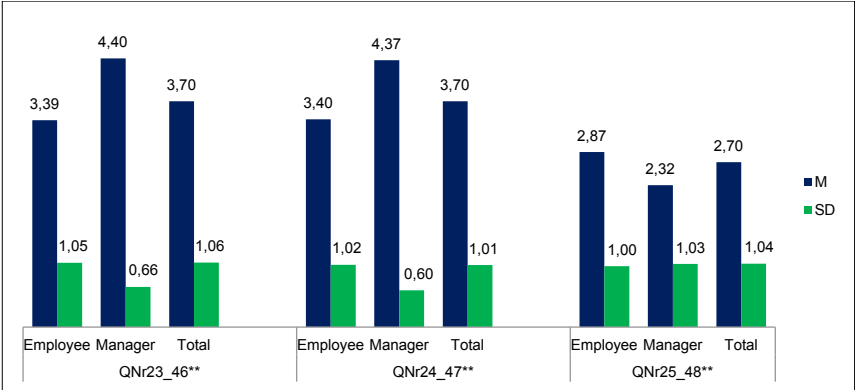


Figure 21: Mean and standard deviation of Communication & Time Management (Com&TM)³⁵⁷

For the TM attribute "My boss is very busy and doesn't have any time for me" the employees scored higher (M = 2.87) but in general the expressed mean was very low (M = 2.70) and for the group of managers it was the lowest expressed value at all (M = 2.32) with higher standard deviation as for other questions (SD = 1.03). ANOVA analysis revealed for the Com as for the TM statements a significant difference at a 0.01 level.

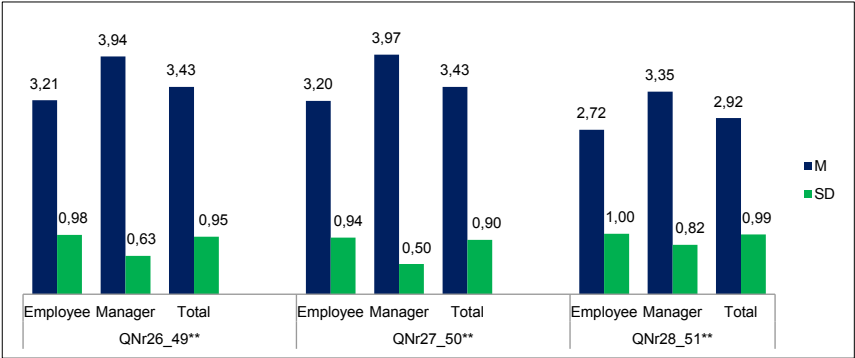


Figure 22: Mean and standard deviation of Change Management (CM)³⁵⁸

³⁵⁷ Compiled illustration by the author of this research project (2014)

³⁵⁸ Compiled illustration by the author of this research project (2014)

Regarding the Change Management (CM) attribute (cf. Figure 22) managers had throughout the highest affirmation. They had the impression that they explain clearly to their subordinates what are the changes and the next steps ($M = 3.97$) and why plans change ($M = 3.94$).

Slightly indifferent, with higher standard deviation ($SD = 0.82$), were managers to the statement "I involve my subordinates before making significant changes" ($M = 3.35$). Employees tended to disagree or be indifferent to this statement ($M = 2.72$). ANOVA analysis revealed for all CM statements a significant difference at a 0.01 level.

For the last attribute, Mental Stress (MS) (see Figure 23), employees were indifferent to the statement "In a typical working week, I feel stressed out every day at work" ($M = 2.98$) and managers even expressed disagreement that their subordinates "feel stressed every day at work" ($M = 2.32$). On the other hand managers affirmed the statement that their "subordinates enjoy coming to work every morning" ($M = 3.54$). ANOVA analysis show just for the first statement a significant difference on 0.01 level.

From the descriptive results of the ANOVA analysis the mean differences between the two subgroups of the variable Position could be depicted as presented in the above figures. In the following table (see Table 27) the absolute mean differences for each statement ($|M|_{\text{Statement}}$), between the two subgroups are ranked in order to depict highest disagreements between the top-down view (manager survey) and the bottom-up view (employee survey).

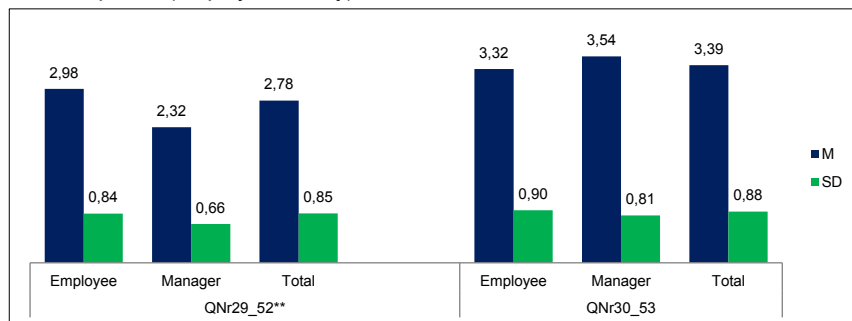


Figure 23: Mean and standard deviation of Mental Stress (MS)³⁵⁹

The absolute mean differences ($|MD|$) was calculated as the difference between the mean of employees and managers indications related to one of the 22

³⁵⁹ Compiled illustration by the author of this research project (2014)

statements. For question "QNr23_46" the absolute mean difference was $|MD| = 1.011$ ($M_{\text{Manager}} = 4.40 - M_{\text{Employees}} = 3.39$).

Rank	ROSKAB	Question	$ MD _{\text{Statement}}$
1	Com	QNr23_46**	1,011
2	M&C	QNr12_35**	1,002
3	Com	QNr24_47**	0,967
4	T&E	QNr20_43**	0,948
5	M&C	QNr11_34**	0,817
6	T&E	QNr22_45**	0,797
7	PD	QNr10_33**	0,785
8	CM	QNr27_50**	0,768
9	EQ	QNr15_38**	0,762
10	CM	QNr26_49**	0,724
11	MS	QNr29_52**	0,657
12	CM	QNr28_51**	0,629
13	CQ	QNr19_42**	0,580
14	TM	QNr25_48**	0,543
15	CQ	QNr17_40**	0,444
16	EQ	QNr16_39**	0,439
17	TB	QNr13_36**	0,313
18	T&E	QNr21_44*	0,241
19	MS	QNr30_53	0,216
20	PD	QNr9_32	0,171
21	CQ	QNr18_41	0,049
22	TB	QNr14_37	0,035
** Significance at the 0.01 level (2-tailed); * Significance at the 0.05 level (2-tailed)			

Table 27: Abilities' absolute mean differences for variable position³⁶⁰

As to see from the above Table 27 the first question of the Communication attribute has the biggest absolute mean difference ($|MD|_{\text{Com}} = 1.011$) and the lowest one was revealed for the last Team Building attribute ($|MD|_{\text{Com}} = 0.035$), i. e., for statement QNr14_37 the lowest disagreement was found between the two subgroups of the independent variable Position.

In order to be able to compare the differences by attribute the mean of the absolute differences per attribute ($M|MD|_{\text{Attribute}}$) were calculated and presented in Table 28. The biggest disagreement between the groups of the variable Position can be found for the attribute Communication ($M|MD|_{\text{Com}} = 0.989$), followed by the attribute Mentoring and Coaching ($M|MD|_{\text{M\&C}} = 0.909$).

³⁶⁰ Compiled illustration by the author of this research project (2014)

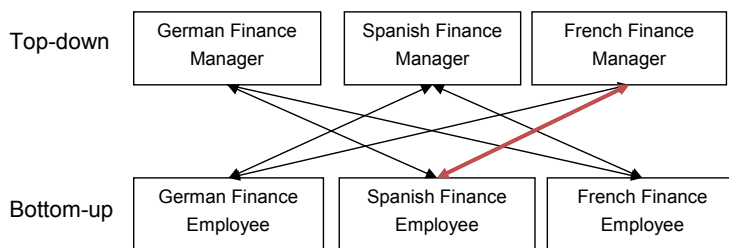
Rank	ROSKAB	Question	M MD Attribute
1	Com	QNr23_46**	0,989
2	M&C	QNr12_35**	0,909
3	CM	QNr27_50**	0,707
4	T&E	QNr20_43**	0,662
5	EQ	QNr15_38**	0,601
6	TM	QNr25_48**	0,543
7	PD	QNr10_33**	0,478
8	MS	QNr29_52**	0,437
9	CQ	QNr19_42**	0,358
10	TB	QNr13_36**	0,174
** Significance at the 0.01 level (2-tailed); * Significance at the 0.05 level (2-tailed)			

Table 28: Sum of abilities mean absolute differences for the variable position³⁶¹

As to see the attribute Team/Team Building (TB) displayed the lowest mean absolute difference value over all 10 attributes, $(M|MD|_{TB} = 0.174)$, expressing that for this attribute the participants show the lowest between group disagreement.

Since one of the main goals of this research is to design a leadership model based on cultural differences between managers and their subordinates, a more in-depth analysis of the cultural differences was executed. In order to be able to execute this analysis the variable CultPos was created in order to be able to examine participants' bottom-up and top-down reciprocal evaluations.

The variable CultPos was built from three variables (Position, Nationality and Review). Level 1 represents: "a German employee evaluates a Spanish manager" (see coding system Table 23). The variable CultPos had in total 12 levels, which was the number of possible evaluation combinations for the two subgroups:

Figure 24: Schematic overview of the top-down and bottom-up questionnaire return quote³⁶²³⁶¹ Compiled illustration by the author of this research project (2014)³⁶² Compiled illustration by the author of this research project (2014)

For this analysis an analysis of variances (ANOVA) was applied with the variable CultPos as independent variable and the 22 statements of the two questionnaires as dependent variables. The differences between the two groups will enable the researcher to find differences between the groups of managers and employees and derive a sustainable leadership model.

From the pool of participants there were 110 employees (see Table 29) who could evaluate Spanish or French managers and just 3 French managers who could evaluate their Spanish or German subordinates. In total there were 4 Spanish employees who evaluated French manager but no French manager who evaluated Spanish employees (see Figure 24; cf. bold arrow). For this reason the absolute mean difference between managers and employees of these two Nations couldn't be displayed in the following tables (cf. Table 30 until Table 40). For further details, the descriptive variables in Table 64, especially the means of each of the 12 subgroups are shown.

		Position		Total
		Employee	Manager	
Nationality	German	110	53	163
	Spanish	15	9	24
	French	24	3	27
Sum		149	65	214

Table 29: Absolute amount of rated combinations³⁶³

In the following 10 tables the mean difference per attribute statement was calculated and presented in one table. The Mean Difference (MD) was calculated $MD = M_{\text{Manager}} - M_{\text{Employees}}$, hence a positive outcome means that the mean of managers was higher and a negative one the opposite.

Reference	Description
ROSKAB 1	Personnel Development
ROSKAB 2	Mentoring and Coaching
ROSKAB 3	Team / Teambuilding
ROSKAB 4	Emotional Intelligence
ROSKAB 5	Cultural Intelligence
ROSKAB 6	Trust and Empowerment
ROSKAB 7	Communication
ROSKAB 8	Time Management
ROSKAB 9	Change Management
ROSKAB 10	Mental stress

Table 30: ROSKAB number reference overview³⁶⁴

³⁶³ Compiled illustration by the author of this research project (2014)

In the last two rows the mean of the absolute mean differences ($M|MD|$) were calculated for one attribute of the ROSKAB model.

The results in Table 31 display that the smallest difference was found between French manager and German employees ($MD = 0.12$). These two groups disagree least for the first statement of the PD attribute, expressing that their work is "challenging, stimulating and rewarding".

MD		GE Mgr		SP Mgr		FR Mgr
QNr9_32	SP Emp	0,15	GE Emp	0,78	GE Emp	0,12
	FR Emp	0,24	FR Emp	0,67	SP Emp	n/a
QNr10_33	SP Emp	0,55	GE Emp	1,09	GE Emp	0,46
	FR Emp	0,93	FR Emp	0,67	SP Emp	n/a
ROSKAB 1	SP Emp	0,35	GE Emp	0,94	GE Emp	0,29
	FR Emp	0,59	FR Emp	0,67	SP Emp	n/a

Table 31: Mean of absolute differences between attribute PD³⁶⁵

Spanish manager and German employees are the two groups which disagree most for the second PD statement, that managers identify the needs of talented employees ($MD = 1.09$), i. e., German employees have the opinion that their Spanish superior don't identify their talents for development and implementing solutions. Overall, one can see that French manager have the lowest disagreement between their German employees ($M|MD| = 0.29$) and the highest between Spanish manager and German employees ($M|MD| = 0.94$).

For the M&C attribute (cf. Table 32) the highest agreement could be found for the first statement "give/receive positive feedback" between Spanish manager and French employees ($MD = 0.09$) and the lowest agreement between German manager and French employees for the second statement, stating that manager take a "supportive role for professional growth and development" ($MD = 1.25$).

MD		GE Mgr		SP Mgr		FR Mgr
QNr11_34	SP Emp	0,94	GE Emp	0,81	GE Emp	0,21
	FR Emp	1,23	FR Emp	0,09	SP Emp	n/a
QNr12_35	SP Emp	1,05	GE Emp	0,88	GE Emp	0,53
	FR Emp	1,25	FR Emp	0,96	SP Emp	n/a
ROSKAB 2	SP Emp	1,00	GE Emp	0,84	GE Emp	0,37
	FR Emp	1,24	FR Emp	0,53	SP Emp	n/a

Table 32: Mean of absolute differences between attribute M&C³⁶⁶

³⁶⁴ Compiled illustration by the author of this research project (2014)

³⁶⁵ Compiled illustration by the author of this research project (2014)

³⁶⁶ Compiled illustration by the author of this research project (2014)

As overall result it could be revealed that the highest agreement can be again found between French manager and German employees ($M|MD| = 0.37$) and the lowest one for the opposite constellation ($M|MD| = 1.24$).

For the TB attribute very high agreement between managers and employees (see Table 33, $|MD| < 0.69$) was detected. The highest agreements could be found between French employees and German manager ($MD = -0.03$), as well as for the opposite constellation ($MD = 0.03$) for the statement that there is a "good working relationship within the team". For the first constellation the employees rated slightly higher and for the second the managers in the same but opposite direction.

MD		GE Mgr		SP Mgr		FR Mgr
QNr13_36	SP Emp	-0,38	GE Emp	-0,69	GE Emp	0,03
	FR Emp	-0,03	FR Emp	-0,20	SP Emp	n/a
QNr14_37	SP Emp	0,13	GE Emp	-0,13	GE Emp	-0,04
	FR Emp	0,29	FR Emp	0,22	SP Emp	n/a
ROSKAB 3	SP Emp	0,25	GE Emp	0,41	GE Emp	0,03
	FR Emp	0,16	FR Emp	0,21	SP Emp	n/a

Table 33: Mean of absolute differences between attribute TB³⁶⁷

The lowest agreement was found for the same statement between Spanish manager and German employees ($MD = -0.69$). Since the mean difference is negative, it can be stated that employees have a more positive impression of the relationship within the team.

For the TB attribute the overall result depict, that again between French manager and German employees the highest agreement was detected ($M|MD| = 0.03$) and the lowest between Spanish manager and German employees ($M|MD| = 0.41$).

Comparing the two statements of attribute EQ in Table 34 one can see that manager rate themselves higher than their subordinates have done ($MD > 0$). The biggest disagreement can be found for the statement that manager have "excellent empathic skills" ($MD = 1.20$) between Spanish manager and French employees. The highest agreement could be found for the same two groups for the second statement, stating that manager "foster an environment where diverse individuals can work together trustful and effectively" ($MD = 0.33$).

³⁶⁷ Compiled illustration by the author of this research project (2014)

MD		GE Mgr		SP Mgr		FR Mgr
QNr15_38	SP Emp	0,53	GE Emp	0,45	GE Emp	0,65
	FR Emp	0,59	FR Emp	1,20	SP Emp	n/a
QNr16_39	SP Emp	0,44	GE Emp	0,37	GE Emp	0,65
	FR Emp	0,48	FR Emp	0,33	SP Emp	n/a
ROSKAB 4	SP Emp	0,48	GE Emp	0,41	GE Emp	0,65
	FR Emp	0,53	FR Emp	0,77	SP Emp	n/a

Table 34: Mean of absolute differences between attribute EQ³⁶⁸

The overall result for the emotional intelligence displays that low mean deviations could be found between the EQ attribute. The lowest disagreement could be detected between Spanish manager and German employees ($M|MD| = 0.41$) and the highest one between Spanish manager and French employees ($M|MD| = 0.77$).

As in Table 35 displayed manager predominantly gave higher rates to the 3 statements of the CQ abilities. Just for the second statement Spanish employees rated higher than their German manager, expressing that there is a good cultural fit between the employee and their team ($MD = -0.11$). The highest disagreement could be found for the last statement ("My boss considers all contributions as valuable regardless of my cultural background") between the Spanish manager and French employees ($MD = 1.04$). The lowest over the CQ and over all 10 abilities, was detected between German manager and Spanish employees ($MD = 0.00$). With this result it can be stated that there is a non-existing difference for the third statement between these two groups.

MD		GE Mgr		SP Mgr		FR Mgr
QNr17_40	SP Emp	0,19	GE Emp	0,29	GE Emp	0,70
	FR Emp	0,60	FR Emp	0,29	SP Emp	n/a
QNr18_41	SP Emp	-0,11	GE Emp	0,43	GE Emp	0,37
	FR Emp	0,12	FR Emp	0,62	SP Emp	n/a
QNr19_42	SP Emp	0,00	GE Emp	0,62	GE Emp	0,36
	FR Emp	0,99	FR Emp	1,04	SP Emp	n/a
ROSKAB 5	SP Emp	0,10	GE Emp	0,44	GE Emp	0,48
	FR Emp	0,57	FR Emp	0,65	SP Emp	n/a

Table 35: Mean of absolute differences between attribute CQ³⁶⁹

For the overall rate of the CQ attribute one can see that the highest disagreement is between the cultural groups of Spanish manager and French employees ($M|MD| =$

³⁶⁸ Compiled illustration by the author of this research project (2014)³⁶⁹ Compiled illustration by the author of this research project (2014)

0.65) and the lowest one between German manager and Spanish employees ($M|MD| = 0.10$).

The results of the T&E attribute in Table 36 displays that predominantly manager rated higher. Just for the second statement "My work contributes considerably to the company in achieving its goals", German employees rated higher than French manager ($MD = -0.33$). Spanish employees rated also higher than their German manager but the difference is negligible and the lowest difference over all three statements ($MD = -0.02$). The biggest difference was found for the first statement, expressing that managers' subordinates can disagree with their superior without fear of getting in trouble ($MD = 1.40$). This statement was found to be the second-biggest disagreement over all statements.

MD		GE Mgr		SP Mgr		FR Mgr
QNr20_43	SP Emp	0,54	GE Emp	1,40	GE Emp	0,75
	FR Emp	1,24	FR Emp	0,24	SP Emp	n/a
QNr21_44	SP Emp	-0,02	GE Emp	0,35	GE Emp	-0,33
	FR Emp	0,31	FR Emp	0,98	SP Emp	n/a
QNr22_45	SP Emp	0,56	GE Emp	0,77	GE Emp	0,50
	FR Emp	1,12	FR Emp	0,58	SP Emp	n/a
ROSKAB 6	SP Emp	0,37	GE Emp	0,84	GE Emp	0,53
	FR Emp	0,89	FR Emp	0,60	SP Emp	n/a

Table 36: Mean of absolute differences between attribute T&E³⁷⁰

Over all 3 statements the biggest disagreement could be found in the mean of the absolute differences between German manager and French employees ($M|MD| = 0.$) and the lowest one between German manager and Spanish employees ($M|MD| = 0.37$).

MD		GE Mgr		SP Mgr		FR Mgr
QNr23_46	SP Emp	1,01	GE Emp	1,43	GE Emp	0,94
	FR Emp	0,91	FR Emp	0,82	SP Emp	n/a
QNr24_47	SP Emp	0,67	GE Emp	1,01	GE Emp	1,05
	FR Emp	1,29	FR Emp	0,53	SP Emp	n/a
ROSKAB 7	SP Emp	0,84	GE Emp	1,22	GE Emp	0,99
	FR Emp	1,10	FR Emp	0,68	SP Emp	n/a

Table 37: Mean of absolute differences between attribute Com³⁷¹

Comparing the 22 statements in this survey one can see many high mean differences between manager and employees of different culture constellations for

³⁷⁰ Compiled illustration by the author of this research project (2014)

³⁷¹ Compiled illustration by the author of this research project (2014)

the communication attribute. The lowest, but still high disagreement was found between French employees and Spanish manager for the second statement (see Table 37), stating that manager provide their employees "with regular information about the company's mission and its goals" (MD= 0.53).

The highest disagreement over the communication attribute and over all 22 statements as well, was detected for the statement that manager listen to their subordinates (MD = 1.43) followed by the second-highest disagreement between French employees and their superiors, German manager (MD = 1.29) for the second statement.

For the overall differences of attribute Com it can be seen that the highest disagreement was between Spanish manager and German employees ($M|MD| = 1.22$) and the lowest one between Spanish manager and French employees ($M|MD| = 0.68$).

The time management attribute was the only one containing just one statement. It expressed from employees point of view that their superior "is very busy and doesn't have any time for me". As the results in Table 38 show, all employees scored higher (MD < 0) than their superiors, which makes this statement the only one over all 22 where all employees had higher mean values than their superior.

MD	QNr25_48	GE Mgr		SP Mgr		FR Mgr
QNr25_48	SP Emp	-0,82	GE Emp	-0,77	GE Emp	-0,57
ROSKAB 8	FR Emp	-0,31	FR Emp	-0,91	SP Emp	n/a

Table 38: Mean of absolute differences between attribute TM³⁷²

The highest agreement was found between French manager and German employees (MD = -0.31) and the lowest one between Spanish manager and French employees (MD = -0.91).

For the change management attribute in Table 39 the opposite result was found. All managers rated higher than their subordinates, resulting in just positive mean differences over all statements and cultural constellations (MD > 0). Among these issues the highest agreement was detected between German manager and Spanish employees, as well as between Spanish manager and French employees (MD = 0.36). The first comparison group revealed high agreement for the first statement (managers explain clearly to their subordinates why plans change) and the second group for the second statement which stated that superior explains clearly to their subordinates what are the changes and the next steps.

³⁷² Compiled illustration by the author of this research project (2014)

MD		GE Mgr		SP Mgr		FR Mgr
QNr26_49	SP Emp	0,36	GE Emp	0,82	GE Emp	0,53
	FR Emp	0,68	FR Emp	0,78	SP Emp	n/a
QNr27_50	SP Emp	0,75	GE Emp	0,79	GE Emp	0,85
	FR Emp	0,84	FR Emp	0,36	SP Emp	n/a
QNr28_51	SP Emp	0,99	GE Emp	0,96	GE Emp	0,62
	FR Emp	0,52	FR Emp	0,87	SP Emp	n/a
ROSKAB 9	SP Emp	0,70	GE Emp	0,86	GE Emp	0,67
	FR Emp	0,68	FR Emp	0,67	SP Emp	n/a

Table 39: Mean of absolute differences between attribute CM³⁷³

The highest disagreement was found between German manager and Spanish employees for the last statement of the CM attribute, which stated that managers involve employees before making significant changes (MD = 0.99).

For the overall differences, it can be seen that the biggest disagreement could be found between Spanish Managers and German employees ($M|MD| = 0.86$) and the lowest one for two comparison groups. The first one being Spanish manager rating French employees and French manager rating German employees ($(M|MD| = 0.67)$).

The last attribute in this analysis was the assessment of the mental stress between the 6 evaluated groups. As to observe in Table 40 employees rated for the first statement overall higher than the managers they needed to evaluate (MD < 0). For the second statement the highest mean values alternate for different employer and manager constellations.

MD		GE Mgr		SP Mgr		FR Mgr
QNr29_52	SP Emp	-0,52	GE Emp	-0,68	GE Emp	-0,72
	FR Emp	-0,55	FR Emp	-1,11	SP Emp	n/a
QNr30_53	SP Emp	0,10	GE Emp	-0,46	GE Emp	0,14
	FR Emp	0,64	FR Emp	0,56	SP Emp	n/a
ROSKAB 10	SP Emp	0,31	GE Emp	0,57	GE Emp	0,43
	FR Emp	0,59	FR Emp	0,84	SP Emp	n/a

Table 40: Mean of absolute differences between attribute MS³⁷⁴

A very high agreement could be found between German manager and Spanish employees for the second statement, which stated that "I enjoy coming to work every morning" (MD = 0.10). The highest disagreement could be detected for the first statement saying that "In a typical working week, I feel stressed out every day at

³⁷³ Compiled illustration by the author of this research project (2014)³⁷⁴ Compiled illustration by the author of this research project (2014)

work" ($MD = -1.11$). Hence, it can be stated that employees feel more stressed out at work as their managers think.

For the overall comparison it can be stated that the lowest disagreement can be found between German manager and Spanish employees ($M|MD| = 0.31$) and the highest one between Spanish manager and French employees ($M|MD| = 0.84$).

In order to have a full comparison between the 6 groups of respondents, the sum over all 22 absolute mean differences ($\Sigma|MD|$) was calculated. In general, the results in the previous tables show that there is not a cultural manager and employee constellation which have the best fit. Employees of different cultures agree or disagree with managers for different statements. Summing up the absolute mean differences Table 41 displays that the highest agreement could be found between German manager and Spanish employees ($\Sigma|MD| = 10.81$) followed by French manager and German employees ($\Sigma|MD| = 11.14$).

	GE Mgr		SP Mgr		FR Mgr
SP Emp	10,81	GE Emp	15,98	GE Emp	11,14
FR Emp	15,14	FR Emp	14,03	SP Emp	n/a

Table 41: Sum of statements' absolute mean differences for the variable CultPos³⁷⁵

The highest disagreement was detected if Spanish manager rated German employees and vice versa ($\Sigma|MD| = 15.98$). Since there was no French manager who could rate Spanish employees, no overall comparison between the GE, SP and FR manager can be made. It just can be said that between German manager and their subordinates a lower sum of absolute mean differences could be found than between Spanish manager and their subordinates.

4.5.2 Review of the Hypotheses

For the present scientific study four hypotheses were postulated. The two questionnaire delivered valuable data which was analysed in the previous subchapter and will build the base of the hypotheses assessment. The four hypotheses to be assessed are:

H1: In the selected ten attributes, managers tend to evaluate themselves better than their employees do.

H2: The degree of similarity in evaluation of selected ten managerial attributes between German managers and their subordinates is smaller than the similarity of managers from other countries.

³⁷⁵ Compiled illustration by the author of this research project (2014)

H3: Communication skills display the biggest difference in perception of effectivity of communication between managers and employees.

H4: By the means of the manager and subordinate views to the peculiarities of the ten attributes, a cascaded leadership development recommendation is possible.

The outcome for the first hypothesis (H1) was expected because each manager has an advantage if he presents himself in the best way possible. From the results presented in Figure 15 to Figure 23 it was shown that 19 of 22 statements were higher assessed from managers than from the employees group. For this reason the first hypotheses is approved.

H2 was postulated because compared with Spain and France, Germany is the biggest exporting country.³⁷⁶ It was expected that German manager have higher cultural experience and therefore can better manage intercultural teams.

From the results of Table 41 one can see that between German managers and one subordinates group the lowest disagreement could be found. Since a full manager comparison was not possible H2 just partly can be accepted.

H3 as to see in Table 27 the Communication attribute displayed the biggest statement difference between managers and employees. For this reason the third hypothesis can be approved.

H4 could be anticipated and is proved with view to the operational ROSKAB leadership deficiency assessment (see Table 66). The main improvement potential is embedded within the attributes time management and multicultural communications. Medium improvement possibilities are within emotional intelligence, trust and empowerment, mental stress, mentoring/coaching, personnel development as well as change management. No huge potential is seen in cultural intelligence and team/team building.

4.6 Deduction of a Leadership Model for Finance Managers

The evaluation of the results of the literature analysis as well as of the empirical study (cf. single questions related answers Table 27 and ROSKAB cluster analysis Table 28 as well as the employee and manager questionnaires in the appendix) leads to the following ROSKAB leadership model (Figure 25) being derived.

Description of the Model

The starting point of the model describes the manager's basic and compelling attitude and wish to even want to lead people. Knowledge of leadership theories and experience are not in themselves sufficient as a basis. The goal is to motivate

³⁷⁶ Cf. Statistika (2014): Die 20 größten Exportländer weltweit im Jahr 2012 [Internet]

employees on a sustainable basis (cf. chapter 3.4.2) so that the likelihood of their being committed and therefore productive is high. With respect to maximizing this productivity, this goal can be achieved via the direct and indirect methods that are shown as steps in Figure 25. The direct method can lead to short but also long-term success, whereas the indirect method tends to lead more to medium and long-term success.

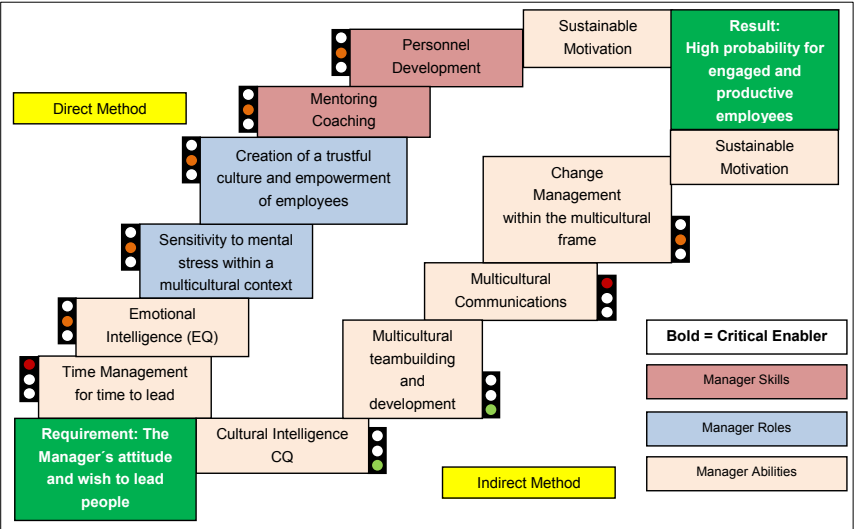


Figure 25: ROSKAB Leadership Model³⁷⁷

In the mentioned illustration of the ROSKAB leadership model (Figure 25), the results of the critical enablers for effective leadership are presented firstly in bold and secondly by means of a stylized traffic light signaling their abilities or meaning. Red means that action to improve leadership is absolutely necessary (the perceptions of managers and employees correlate either in the strongly disagree or disagree category (negative characteristic) or deviate significantly from one another (manager's own perception and the employee's external perception)). Yellow should be seen as critical, i. e. as an area for the development of leadership (roles, skills, abilities), and should be addressed in a timely manner. The green light signifies that there is a positive consensus of perception between the manager and employee for each of the roles, skills or abilities considered.

³⁷⁷ Compiled illustration by the author of this research project (2014)

The first step within the scope of the direct method is having the basic time for leadership (ability). This can be achieved through good time management (cf. chapter 3.4.4). The next step is emotional intelligence (ability), which serves as a basis for emotional perception (cf. chapter 3.4.6). These fine antennae constitute the prerequisites for sensitivity to mental stress (role) in a multicultural context (cf. chapter 3.2.1). On the way to becoming motivated, employees need to feel in control in their area. This can be achieved by creating a trusting environment and by empowering employees (role) (cf. chapter 3.2.2). The next two steps and embedded skills follow the individual psychological aspects of mentoring and coaching (cf. chapter 3.3.1) and personnel development (cf. chapter 3.3.2). In observing these steps, which should not necessarily be viewed selectively as individual steps, motivation and, as a result, commitment and productivity can be maximized.

For the indirect method, all steps can be attributed to manager abilities. The first step shows basic cultural intelligence (cf. chapter 3.4.7). The knowledge, experience and attitude for perceiving different cultural abilities and how best to deal with them. This is followed by the ability and flair for forming and developing multicultural teams (cf. chapter 3.4.1). A further important topic is adapted multicultural communication in a cross-cultural environment. The final step with respect to the indirect method is dealing with change management in a multicultural context so as to achieve a maximum level of employee motivation, commitment and productivity (cf. chapter 3.4.5).

Managers should use both of the methods illustrated convincingly to achieve effective leadership on both a sustainable and authentic basis. In observing both the short-term (direct method) and medium and long-term courses of action, the probability of maximizing employees' motivation and commitment and consequently their productivity in multicultural contexts and teams on a sustainable basis is sufficiently high.

4.7 Scheme for a Development Program for Finance Managers

As part of these study results, the deficiencies in the leadership roles, skills and abilities of finance managers are illustrated in Table 42. After the leadership roles, skills, and abilities, there are traffic signals for visualization according to cultural background that illustrate the discrepancies from Figure 25 in more detail (based on Table 66). Development program recommendations for the leadership roles, skills, and abilities that have been assessed as yellow and red are listed next to this.

Role, Skill or Ability of the Manager	Deficiency assessment			Development program recommendation
	GE	SP	FR	
Personnel Development ³⁷⁸				Strengthen the manager awareness of the development needs as well as the career and personal wishes of the employees.
Mentoring and Coaching ³⁷⁹				Sharpen the willingness of manager to be a business and sparring partner for the subordinates. Training the established methods.
Teambuilding ³⁸⁰				
Emotional Intelligence ³⁸¹				Training of the financial manager to be aware of them as prerequisite and further to be empathic for the subordinates.
Cultural Intelligence ³⁸²				Special training with view on the related cultural dimensions (Hofstede, Trompenaars and GLOBE) and specific separabilities.
Trust and Empowerment ³⁸³				Learn to trust the subordinates. Thinking positive and have a good attitude with view on the ability of the employees.
Communication ³⁸⁴				Learning a sustainable receiver-based and listening communication - in the multicultural frame (do's and don'ts).
Time Management ³⁸⁵				Training of workload optimization and delegation of issues. The important aim is to have time to lead the subordinates.
Change Management ³⁸⁶				Study the different change management theories and models with view on the phases of the change process.
Mental Stress ³⁸⁷				Improving the own antenna for the psychological exposure in the frame of the employees and the manager (burn out prevention).

Table 42: Deficiency assessment and development recommendations for leadership ROSKAB³⁸⁸

The recommendations presented in Table 42 draw on the current simplified training measures for managers in a multicultural environment presented in chapter 2.2.

4.8 Recommendations

The literature analysis was based on sufficiently general and broadly structured studies whose main focus was not the functional focus of managers and employees

³⁷⁸ Referring to Table 31

³⁷⁹ Referring to Table 32

³⁸⁰ Referring to Table 33

³⁸¹ Referring to Table 34

³⁸² Referring to Table 35

³⁸³ Referring to Table 36

³⁸⁴ Referring to Table 37

³⁸⁵ Referring to Table 38

³⁸⁶ Referring to Table 39

³⁸⁷ Referring to Table 40

³⁸⁸ Compiled illustration by the author of this research project (2014)

in a financial environment within large organizations (large companies and concerns). The empirical study placed the focus on the latter parameters mentioned as well as on the examination within the French, German, and Spanish cultures. The author of this scientific study hereby puts forward two recommendations for discussion:

The first recommendation is to contrast the results of this study with principles for other functional groups in further scientific studies in order to discover which of the two objects of investigation stated (cross-functional vs. cultural focus) is, for example, more dominant.

Furthermore, and as a second recommendation, specific development programs for finance managers in multicultural teams (France, Germany, and Spain) should be worked out from the scheme for a development program for finance managers (cf. chapter 4.7) and developed.

5. Summary

The aim of this research paper was to derive a leadership model and an outline for a leadership development program with respect to managers and employees in (multicultural) finance teams in profit-based organizations (large companies and organizations) in France, Germany, and Spain.

To this end, a literature analysis of the current scientific discussion relevant to this topic was carried out in the initial theoretical section. The result was that the scientific debate with regard to optimizing leadership in a multicultural framework has not yet reached the degree of maturity that is currently desired for this paper and consequently for the target organization. This leads to the conclusion that, according to the literature assessment of the cultural studies and multicultural leadership, culturally related discrepancies that could lead to a decrease in productivity, among other things, if they are not taken into consideration during team cooperation, prevail between the countries in question. Furthermore, from today's perspective, there are no further indications and/or correlation with regard to cultural differences and functional differences in general, nor specifically for the multicultural frameworks of Germany, Spain and France.

In the next theoretical section an overview of the following roles, skills, and abilities from the literature and empirical studies were presented with a view to topicality and internationality: personnel development, mentoring and coaching, sensitivity to mental stress within a multicultural context, creation of a trustful culture and empowerment of employees, cultural intelligence, sustainable motivation, change management within a multicultural framework, multicultural team building and development, time management for time to lead, multicultural communication, and emotional intelligence.

The empirical study was based on a questionnaire for finance managers and finance employees in multicultural teams ($n = 214$), the questions for which were structured correlatively and the results derived from them illustrated in the ROSKAB leadership model (roles, skills, and abilities) and in the leadership development program.

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Appendix

Questionnaire Finance Manager

Dear participant,

Thank you very much for taking part in my survey. By sharing your point of view, you contribute significantly to my PhD thesis which is investigating the critical enablers for an effective multicultural leadership. I kindly ask you to answer the following anonymous questionnaire, which will only take 5 minutes. As the main focus of my PhD thesis relates to the examination of

- Manager and subordinates relationships (only in finance environment)
- in a multicultural context (only relationships between German, French and Spanish nationalities).

So when you responding to the questionnaire please reference a relationship with a manager or a subordinate in the finance role who is of a different nationality to yourself (German, French or Spanish).

Thank you very much for your contribution which is much appreciated. Best regards, Reinhold Kohler

How big is the company you work for?

☐ big company (> 250 employees) ☐ medium company ☐ small company

In which area do you work?

☐ Finance: ☐ Other:

What is your national background?

☐ German ☐ Spanish ☐ French ☐ Other:.....

Are you male or female?

☐ M

☐ F

How old are you?

☐ M

☐ F

☐ 19-25

☐ 26-40

☐ 41-60

☐ 61+

What is your level of education?

☐ Non-academic

☐ Academic

How long is your professional work experience in years (in total)?

☐ 0-5

☐ 6-10

☐ 11-20

☐ more

Which nationality has the (former) employee(s) you consider?

☐ German

☐ Spanish

☐ French

☐ Other:.....

1. Personal Development

I have the feeling that the work for my subordinates is challenging, stimulating and rewarding.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I identify the needs of my talented subordinates for development and implement solutions.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Mentoring / Coaching

I give my subordinates feedback regularly.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I take a supportive role in the subordinates' professional growth and development.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. Team / Team building

My subordinate has good working relationships within the team.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I believe there is a feeling of team spirit.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. EQ – Emotional Intelligence

I have excellent empathic skills in dealing with my subordinates.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I foster an environment where diverse individuals can work together trustful and effectively.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. CQ – Cultural Intelligence

Employees are treated fairly regardless of race, gender, religion etc.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel there is a good cultural fit between my subordinates within the team.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I value the contributions of all of my subordinated regardless of their cultural background.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Trust & Empowerment

My subordinates can disagree with me without fear of getting in trouble.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I trust my subordinates that they will do a good job when delegating tasks.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I empower my subordinates to enable them to take effective decisions.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Communication

I listen to my subordinates.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I provide my subordinates with regular information about the company's mission and its goals.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Time Management

I am very busy and therefore I don't have enough time for my subordinate.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Change Management

I explain clearly to my subordinates why plans change.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I explain clearly to my subordinates what are the changes and the next steps (roadmap).

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I involve my subordinates before making significant changes (e. g. new strategy).

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Mental stress

In a typical working week, my subordinates feel stressed every day at work.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My subordinates enjoy coming to work every morning.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questionnaire Employee:

Dear participant,

Thank you very much for taking part in my survey. By sharing your point of view, you contribute significantly to my PhD thesis which is investigating the critical enablers for an effective multicultural leadership. I kindly ask you to answer the following anonymous questionnaire, which will only take 5 minutes. As the main focus of my PhD thesis relates to the examination of

- Manager and subordinates relationships (only in finance environment)
- in a multicultural context (only relationships between German, French and Spanish nationalities).

So when you responding to the questionnaire please reference a relationship with a manager or a subordinate in the finance role who is of a different nationality to yourself (German, French or Spanish).

Thank you very much for your contribution which is much appreciated. Best regards, Reinhold Kohler

How big is the company you work for?

☐ big company (> 250 employees) ☐ medium company ☐ small company

In which area do you work?

☐ Finance: ☐ Other:

What is your national background?

☐ German ☐ Spanish ☐ French ☐ Other:.....

Are you male or female?

☐ M

☐ F

How old are you?

☐ 19-25

☐ 26-40

☐ 41-60

☐ 61+

What is your level of education?

☐ Non-academic

☐ Academic

How long is your professional work experience in years (in total)?

☐ 0-5

☐ 6-10

☐ 11-20

☐ more

What nationality has your (former) boss you want to review?

☐ German

☐ Spanish

☐ French

☐ Other:.....

1. Personal Development

My work is challenging, stimulating and rewarding.

☐ strongly disagree

☐ disagree

☐ neither

☐ agree

☐ strongly agree

☐

☐

☐

☐

☐

I believe my boss identifies my needs for development and implements solutions.

☐ strongly disagree

☐ disagree

☐ neither

☐ agree

☐ strongly agree

☐

☐

☐

☐

☐

2. Mentoring / Coaching

I receive feedback and appreciation from my supervisor regularly.

☐ strongly disagree

☐ disagree

☐ neither

☐ agree

☐ strongly agree

☐

☐

☐

☐

☐

My boss takes a supportive role in my professional growth and development.

☐ strongly disagree

☐ disagree

☐ neither

☐ agree

☐ strongly agree

☐

☐

☐

☐

☐

3. Team / Team building

I have good working relationships with my team members.

☐ strongly disagree

☐ disagree

☐ neither

☐ agree

☐ strongly agree

☐

☐

☐

☐

☐

I believe there is a feeling of team spirit.

☐ strongly disagree

☐ disagree

☐ neither

☐ agree

☐ strongly agree

☐

☐

☐

☐

☐

4. EQ – Emotional Intelligence

My boss knows about my feelings, wishes and moods.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

We have a trustful culture within the team.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. CQ – Cultural Intelligence

Employees are treated fairly regardless of race, gender, religion etc.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel there is a good cultural fit between me and our team.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My boss considers all contributions as valuable regardless of my cultural background.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Trust & Empowerment

I can disagree with my boss without fearing of getting into trouble.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My work contributes considerably to the company in achieving its goals.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My boss empowers me to enable effective decision-making.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Communication

My boss listens to me.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My boss provides me with regular information about the company's mission and its goals.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Time Management

My boss is very busy and doesn't have any time for me.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Change Management

My boss explains clearly to me why plans change (e. g. new strategy).

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My boss explains clearly to me what are the changes and the next steps (roadmap).

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My manager involves me before making significant changes.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Mental stress

In a typical working week, I feel stressed out every day at work.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I enjoy coming to work every morning.

strongly disagree	disagree	neither	agree	strongly agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cultural dimensions (Hofstede)

Table 43: Power distance index (Hofstede)³⁸⁹

Land/Region	Punktwert	Position	Land/Region	Punktwert	Position
Malaysia	104	1 /2	Portugal	63	37/38
Slowakei	104	1 /2	Belgien Flämisch	61	39/40
Guatemala	95	3 /4	Uruguay	61	39/40
Panama	95	3 /4	Griechenland	60	41/42
Philippinen	94	5	Südkorea	60	41/42
Russland	93	6	Iran	58	43/44
Rumänien	90	7	Taiwan	58	43/44
Serbien	86	8	Tschechien	57	45/46
Surinam	85	9	Spanien	57	45/46
Mexiko	81	10/11	Malta	56	47
Venezuela	81	10/11	Pakistan	55	48
Arabische Länder	80	12/14	Kanada Quebec	54	49/50
Bangladesh	80	14/14	Japan	54	49/50
China	80	15/16	Italien	50	51
Ecuador	78	15/16	Argentinien	49	52/53
Indonesien	78	17/18	Südafrika	49	52/53
Indien	77	17/18	Trinidad	47	54
Westafrika	77	19	Ungarn	46	55
Singapur	74	20	Jamaika	45	56
Kroatien	73	21	Estland	40	57/59
Slowenien	71	22/25	Luxemburg	40	57/59
Bulgarien	70	22/25	USA	40	57/59
Marokko	70	22/25	Kanada gesamt	39	60
Schweiz Französisch	70	22/25	Niederlande	38	61
Vietnam	70	26	Australien	36	62
Brasilien	69	27/29	Costa Rica	35	63/65
Frankreich	68	27/29	Deutschland	35	63/65
Hongkong	68	27/29	Großbritannien	35	63/65
Polen	68	30/31	Finnland	33	66
Belgien Franz.	67	30/31	Norwegen	31	67/68
Kolumbien	67	32/33	Schweden	31	67/68
Salvador	66	32/33	Irland	28	69
Türkei	66	34/36	Schweiz Deutsch	26	70
Ostafrika	64	34/36	Neuseeland	22	71
Peru	64	34/36	Dänemark	18	72
Thailand	64	34/36	Israel	13	73
Chile	63	37/38	Österreich	11	74

³⁸⁹ Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 56

Table 44: Individualism index (Hofstede)³⁹⁰

Land/Region	Punktwert	Position	Land/Region	Punktwert	Position
USA	91	1	Russland	39	37/38
Australien	90	2	Arabische Länder	38	39/40
Großbritannien	89	3	Brasilien	38	39/40
Kanada gesamt	80	4/6	Türkei	37	41
Ungarn	80	4/6	Uruguay	36	42
Niederlande	80	4/6	Griechenland	35	43
Neuseeland	79	7	Kroatien	33	44
Belgien Flämisch	78	8	Philippinen	32	45
Italien	76	9	Bulgarien	30	46/48
Dänemark	74	10	Mexiko	30	46/48
Kanada Französisch	73	11	Rumänien	30	46/48
Belgien Französisch	72	12	Ostafrika	27	49/51
Frankreich	71	13/14	Portugal	27	49/51
Schweden	71	13/14	Slowenien	27	49/51
Irland	70	15	Malaysia	26	52
Norwegen	69	16/17	Hongkong	25	53/54
Schweiz Deutsch	69	16/17	Serbien	25	53/54
Deutschland	67	18	Chile	23	55
Südafrika	65	19	Bangladesh	20	56/61
Schweiz Französisch	64	20	China	20	56/61
Finnland	63	21	Singapur	20	56/61
Estland	60	22/24	Thailand	20	56/61
Luxemburg	60	22/24	Vietnam	20	56/61
Polen	60	22/24	Westafrika	20	56/61
Malta	59	25	Salvador	19	62
Tschechien	58	26	Südkorea	18	63
Österreich	55	27	Taiwan	17	64
Israel	54	28	Peru	16	65/66
Slowakei	52	29	Trinidad	16	65/66
Spanien	51	30	Costa Rica	15	67
Indien	48	31	Indonesien	14	68/69
Surinam	47	32	Pakistan	14	68/69
Argentinien	46	33/35	Kolumbien	13	70
Japan	46	33/35	Venezuela	12	71
Marokko	46	33/35	Panama	11	72
Iran	41	36	Ecuador	8	73
Jamaika	39	37/38	Guatemala	6	74

³⁹⁰ Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 105

Table 45: Masculinity index (Hofstede)³⁹¹

Land/Region	Punktwert	Position	Land/Region	Punktwert	Position
Slowakei	110	1	Singapur	48	38
Japan	95	2	Israel	47	39/40
Ungarn	88	3	Malta	47	39/40
Österreich	79	4	Indonesien	46	41/42
Venezuela	73	5	Westafrika	46	41/42
Schweiz Deutsch	72	6	Kanada Quebec	45	43/45
Italien	70	7	Taiwan	45	43/45
Mexiko	69	8	Türkei	45	43/45
Irland	68	9/10	Panama	44	46
Jamaika	68	9/10	Belgien Flämisch	43	47/50
China	66	11/13	Frankreich	43	47/50
Deutschland	66	11/13	Iran	43	47/50
Großbritannien	66	11/13	Serbien	43	47/50
Kolumbien	64	14/16	Peru	42	51/53
Philippinen	64	14/16	Rumänien	42	51/53
Polen	64	14/16	Spanien	42	51/53
Südafrika	63	17/18	Ostafrika	41	54
Ecuador	63	17/18	Bulgarien	40	55/58
USA	62	19	Kroatien	40	55/58
Australien	61	20	Salvador	40	55/58
Belgien Französisch	60	21	Vietnam	40	55/58
Neuseeland	58	22/24	Südkorea	39	59
Schweiz Französisch	58	22/24	Uruguay	38	60
Trinidad	58	22/24	Guatemala	37	61/62
Tschechien	57	25/27	Surinam	37	61/62
Griechenland	57	25/27	Russland	36	63
Hongkong	57	25/27	Thailand	34	64
Argentinien	56	28/29	Portugal	31	65
Indien	56	28/29	Estland	30	66
Bangladesh	55	30	Chile	28	67
Arabische Länder	53	31/32	Finnland	26	68
Marokko	53	31/32	Costa Rica	21	69
Kanada gesamt	52	33	Slowenien	19	70
Luxemburg	50	34/36	Dänemark	16	71
Malaysia	50	34/36	Niederlande	14	72
Pakistan	50	34/36	Norwegen	8	73
Brasilien	49	37	Schweden	5	74

³⁹¹ Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 166

Table 46: Uncertainty avoidance index (Hofstede)³⁹²

Land/Region	Punktwert	Position	Land/Region	Punktwert	Position
Griechenland	112	1	Schweiz Französisch	70	35/38
Portugal	104	2	Taiwan	69	39
Guatemala	101	3	Arabische Länder	68	40/41
Uruguay	100	4	Marokko	68	40/41
Belgien Flämisch	97	5	Ecuador	67	42
Malta	96	6	Deutschland	65	43
Russland	95	7	Thailand	64	44
Salvador	94	8	Bangladesh	60	45/47
Belgien Französisch	93	9/10	Kanada Quebec	60	45/47
Polen	93	9/10	Estland	60	45/47
Japan	92	11/13	Finnland	59	48/49
Serbien	92	11/13	Iran	59	48/49
Surinam	92	11/13	Schweiz Deutsch	56	50
Rumänien	90	14	Trinidad	55	51
Slowenien	88	15	Westafrika	54	52
Peru	87	16	Niederlande	53	53
Argentinien	86	17/22	Ostafrika	52	54
Chile	86	17/22	Australien	51	55/56
Costa Rica	86	17/22	Slowakei	51	55/56
Frankreich	86	17/22	Norwegen	50	57
Panama	86	17/22	Neuseeland	49	58/59
Spanien	86	17/22	Südafrika	49	58/59
Bulgarien	85	23/25	Kanada gesamt	48	60/61
Südkorea	85	23/25	Indonesien	48	60/61
Türkei	85	23/25	USA	46	62
Ungarn	82	26/27	Philippinen	44	63
Mexiko	82	26/27	Indien	40	64
Israel	81	28	Malaysia	36	65
Kolumbien	80	29/30	Großbritannien	35	66/67
Kroatien	80	29/30	Irland	35	66/67
Brasilien	76	31/32	China	30	68/69
Venezuela	76	31/32	Vietnam	30	68/69
Italien	75	33	Hongkong	29	70/71
Tschechien	74	34	Schweden	29	70/71
Österreich	70	35/38	Dänemark	23	72
Luxemburg	70	35/38	Jamaika	13	73
Pakistan	70	35/38	Singapur	8	74

³⁹² Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 234

Table 47: Long-term orientation (Hofstede)³⁹³

Land/Region	Punktwert	Position	Land/Region	Punktwert	Position
China	118	1	Slowakei	38	20/21
Hongkong	96	2	Italien	34	22
Taiwan	87	3	Schweden	33	23
Japan	80	4/5	Polen	32	24
Vietnam	80	4/5	Österreich	31	25/27
Südkorea	75	6	Australien	31	25/27
Brasilien	65	7	Deutschland	31	25/27
Indien	61	8	Kanada Quebec	30	28/30
Thailand	56	9	Neuseeland	30	28/30
Ungarn	50	10	Portugal	30	28/30
Singapur	48	11	USA	29	31
Dänemark	46	12	Großbritannien	25	32/33
Niederlande	44	13/14	Zimbabwe	25	32/33
Norwegen	44	13/14	Kanada	23	34
Irland	43	15	Philippinen	19	35/36
Finnland	41	16	Spanien	19	35/36
Bangladesh	40	17/18	Nigeria	16	37
Schweiz	40	17/18	Tschechien	13	38
Frankreich	39	19	Pakistan	0	39
Belgien gesamt	38	20/21			

³⁹³ Hofstede, G. (2009): Lokales Denken, globales Handeln. p. 294

Selection of current studies regarding leadership within a multicultural context

Table 48: Studies about the direct influence to the precepted leadership to the ideal leadership within the cultural context³⁹⁴

Autor(en) (Jahr) / Journal	Daten-grundlage ¹	Theoretische Grundlage ² / Analyse- methode ³	Unabhängige Variable(n)	Abhängige Variable(n)	Zentrale Ergebnisse
Abdalla/Al- Homoud (2001)/APIR	N = 11, n _{Katar} = 101, n _{Kuwait} = 78, Führungskräfte, Banken, Tele- kommunikation, staatliche Behörden, QS, KWT, Q	CEILT, ILT/ KorrA, FA	Betrachtete Variablen: Führungskräftestile: - Charismatic/value-based - Considerate - Autocratic - Self-protective - Traditional-tribalistic		- Überprüfung der Führungskräftemerkmale aus der GLOBE-Studie auf ihren Einsatz in arabischen Ländern - Entwicklung einer neuen Führungskräfte skala für Kuwait und Katar bzw. für arabische Länder
Brodbeck et al. (2000)/ JOOP	N = k.A., n = 6.052, Führungskräfte, Konsum- güterindustrie, Banken, Telekommu- nikation, QS, 22 europäische Länder	CEILT, ILT/CA	Betrachtete Variablen: Leadership prototype abilities		- Unterscheidung europäischer Führungskräftekonzepte - Fünf verschiedene europäische Cluster
Den Hartog et al. (1999)/LQ	N = 3, n = 15.022, Führungskräfte, Banken, Konsumgüter- industrie, Telekommu- nikation, QS, 60 Länder	CEILT, ILT/DS	Betrachtete Variablen: Führungskräftestile: - Charismatic/transformational - Team-oriented - Participative leadership		- Bestimmte Führungskräftemerkmale sind in verschiedenen Ländern gleichermaßen einsetzbar - Bestimmte Führungskräftemerkmale werden eher mit Top- Managementebenen in Verbindung gesetzt als mit niedrigeren Managementebenen
	N = k.A., n = 2.161, Internet-User, -, QS, NL	CEILT, ILT/VA	Leadership prototype abilities		-
Eden/Leviatan (1975)/JAP	N = 1, n = 235, Studenten,	IPT/FA	Betrachtete Variablen: Führungskräftemerkmale: -Support		Berechnung von vier Führungskräftemerkmalen anhand von zwölf Items

³⁹⁴ ÖzbeK-Potthof, G. (2013): Implizite Führung im interkulturellen Kontext. p. 44-45

	Universität, QS, IL		-Work facilitation -Interaction facilitation -Goal emphasis	
Epitropaki/Martin (2004)/JAP	N = -, n = 500, Bürger, -, QS, GB	ILT/KorrA, FA	Betrachtete Variablen: - Leadership prototype abilities (sensitivity, intelligence, dedication, charisma, strength) - Leadership antiprototype abilities (tyranny, masculinity)	- Überprüfung der Führungskräfte skala von Offermann/Kennedy/Wirtz (1994) - Die Konstrukte der Führungskräfte skalen unterscheiden sich
	N = 7, n _{Studie1} = 439, n _{Studie2} = 271, Mitarbeiter, Fertigungsindustrie, Dienstleistung, LS, GB	ILT/KorrA, FA	Betrachtete Variablen: - Leadership prototype _{neu} abilities (sensitivity, intelligence, dedication, dynamism) - Leadership antiprototype _{neu} abilities (tyranny, masculinity)	- Leadership prototype _{neu} : sensitivity, intelligence, dedication, dynamism - Leadership antiprototype _{neu} : tyranny, masculinity
Holmberg/Åkerblom(2006)/SJM	N = 14, n = 900, Führungskräfte, Banken, Kosumgüterindustrie, Telekommunikation, QS, S	CEILT, ILT/DS	Betrachtete Variablen: Leadership prototype abilities	- Überprüfung der Führungskräfte merkmale der GLOBE-Studie für Schweden - Ergebnis der Studie zeigt, dass typische schwedische Führungskräfte merkmale vorhanden sind
Ling/Chia/Fang (2000)/JSP	N = k.A., n = 622, Studenten, Arbeiter, Lehrer, -, QS, CN	ILT/FA	Betrachtete Variablen: - Personal morality - Goal effectiveness - Interpersonal competency - Versatility	- Entwicklung einer Führungsskala für China - Berechnung neuer Führungsmerkmale, die für die chinesische implizite Führungstheorie von Relevanz sind

Remark:¹ N = Anzahl der Unternehmen, n = Anzahl der Befragten, Position der Befragten, Branche der Befragten, Typ der Befragung (QS = Querschnittstudie, LS = Längsschnittstudie), Land: GB = Großbritannien, IL = Israel, KWT = Kuwait, NL = Niederlande, Q = Katar, S = Schweden; ²CEILT = Culturally Endorsed Implicit Leadership Theorie, ILT = Implizite Führungstheorie, IPT = Implizite Persönlichkeitstheorie; ³CA = Clusteranalyse, DS = Deskriptive Statistiken, FA = Faktorenanalyse, KorrA = Korrelationsanalyse, VA = Varianzanalyse.

Table 49: Studies about the direct influence of ideal leadership to the leadership success within the cultural context³⁹⁵

Autor(en) (Jahr) / Journal	Daten- grundlage ¹	Theoretische Grundlage ² / Analyse- methode ³	Unabhängige Variable(n)	Abhängige Variable(n)	Zentrale Ergebnisse
Ah Chong/Thomas (1997)/LQ	N = 4, n = 156, Mitarbeiter, Banken, Dienstleistung, QS, NZ	ILT/FA	Betrachtete Variablen: - Leadership perceptions - Satisfaction		- Überprüfung der Führungskräfte- erwartungen von Mitarbeitern aus einem Land mit zwei verschiedenen ethnischen Gruppen - Beide Gruppen haben andere Vorstellungen von Führungskräftemerk- malen
Bryman (1987)/ JSP	N = 1, n = 132, Studenten, Universität, QS, GB	ILT/FA, VA	Consideration (+)	Performance cue	-
			Initiating structure (+)		
			Tolerance of freedom (+)		
Ensari/Murphy (2003)/OBHDP	N = 2, n = 187, Studenten, Universität, QS, TR, USA	CL, ILT/VA	Prototypicality USA (+)	Effectiveness	- Untersuchung, ob sich die Wahrnehmung von amerikanischen und türkischen Studenten bzgl. der charismatischen Führungskräfte unterscheiden - Ergebnis der Studie zeigt, dass es keine Unterschiede gibt
			Antiprototypicality USA (n.s.)		
			Prototypicality TR (+)		
			Antiprototypicality TR (n.s.)		

Anmerkungen: ¹ N = Anzahl der Unternehmen, n = Anzahl der Befragten, Position der Befragten, Branche der Befragten, Typ der Befragung (QS = Querschnittstudie, LS = Längsschnittstudie), Land: GB = Großbritannien, NZ = Neuseeland, TR = Türkei, USA = die Vereinigten Staaten; ²CL = Charismatische Führung, ILT = Implizite Führungstheorie; ³FA = Faktorenanalyse, VA = Varianzanalyse.

³⁹⁵ Özbeke-Potthof, G. (2013): Implizite Führung im interkulturellen Kontext. p. 51

Table 50: Studies about the direct influence of culture to the precepted leadership³⁹⁶

Autor(en) (Jahr) / Journal	Daten- grundlage ¹	Theoretische Grundlage ² / Analyse- methode ³	Unabhängige Variable(n)	Abhängige Variable(n)	Zentrale Ergebnisse
Den Hartog et al. (1997)/EJWOP	N = 6, n _{NL} = 287, n _{PL} = 277, Führungskräfte, Konsum- güterindustrie, Telekomm- unikation, QS, 21 europäische Länder	CEILT, ILT/ MWV	Betrachtete Variablen: - GLOBE culture dimensions - Leadership abilities/ behaviors		- Untersuchung, ob sich die Führungskräfte- erwartungen zwischen den niederländischen und polnischen Führungskräften unterscheiden - Ergebnis der Studie zeigt, dass unterschiedliche Erwartungen vorhanden sind
Koopman et al. (1999)/EJWOP	N = 2, n = 279, Mitarbeiter, -, QS, RI	CEILT, ILT/ MWV	Betrachtete Variablen: - GLOBE culture dimensions - Leadership abilities		- Überprüfung der Führungskräfteeigen- schaften entsprechend der Kulturdimensionen ergibt, dass keine einheitliche europäische Kultur vorhanden ist - Europäische Länder unterscheiden sich in ihren Erwartungen von Führungskräfteeigen- schaften
Pekerti/Sendjaya (2010)/IJHRM	N = 2, n = 279, Mitarbeiter, -, QS, RI N = 4, n = 190, Mitarbeiter, -, QS, AUS	CEILT, ILT/VA	Culture (Australian, Indonesian) (n.s.;+;n.s.; n.s.;+;+;n.s.)	Voluntary subordination Authentic self Convenantal relationship Transcendent al spirituality Responsible morality Transforming influence	- Überprüfung, ob australische und indonesische Mitarbeiter die Führungskräfte- merkmale unterschiedlich bewerten - Beide Kulturen haben die gleichen Vorstellungen von den Führungskräfte- merkmalen - Unterschiede sind bei der Gewichtung einiger Merkmale vorhanden

Anmerkungen: N = Anzahl der Unternehmen, n = Anzahl der Befragten, Position der Befragten, Branche der Befragten, Typ der Befragung (QS = Querschnittstudie, LS = Längsschnittstudie), Land:

³⁹⁶ Özbek-Potthof, G. (2013): Implizite Führung im interkulturellen Kontext. p. 58-59

AUS = Australien, NL = Niederlande, PL = Polen, RI = Indonesien; ²CEILT = Culturally Endorsed Implicit Leadership Theorie, ILT = Implizite Führungstheorie; ³MWV = Mittelwertvergleich, VA = Varianzanalyse.

Typology of management studies in the cultural frame

Table 51: Overview of typology of management studies in the cultural frame³⁹⁷

Ansatz	Objekt	Annahme über kulturelle Differenzen	Annahme zum Gültigkeitsbereich	Art der Studie
beschränkt-vergleichender Ansatz	Studie in einer Kultur	Identität angenommen	Universalismus unterstellt	nationale Studien
ethno-zentrischer Ansatz	Studie in einer zweiten Kultur	Suche nach Gemeinsamkeiten	Universalismus in Frage gestellt	Wiederholungsstudien
polyzentrischer Ansatz	Studie in mehreren Kulturen	Suche nach Differenzen	Universalismus verneint	Einzelstudien in mehreren Kulturen
vergleichender Ansatz	Studie in mehreren Kulturen	Suche nach Differenzen und Gemeinsamkeiten	sich entwickelnder Universalismus	Vergleich mehrerer Kulturen
geozentrischer Ansatz	multinationale Organisationen	Suche nach Gemeinsamkeiten	nicht ausdehnender Universalismus	Studie des Managements in mehreren Kulturen
synergetischer Ansatz	interkulturelle Interaktionen	Benutzung von Gemeinsamkeiten und Differenzen als Ressource	Zu schaffender Universalismus	Studie der interkulturellen Interaktion im Arbeitsbereich

³⁹⁷ Holzmüller, H. (1995): Konzeptionelle und methodische Probleme in der interkulturellen Management- und Marketingforschung. p. 59

Results and overviews: GLOBE-Study

Table 52: Involved countries in the GLOBE Study³⁹⁸

1. Albania	32. Japan
2. Argentina	33. Kazakhstan
3. Australia	34. Kuwait
4. Austria	35. Malaysia
5. Bolivia	36. Mexico
6. Brazil	37. Morocco
7. Canada[English-speaking]	38. Namibia
8. China	39. The Netherlands
9. Columbia	40. New Zealand
10. Costa Rica	41. Nigeria
11. Czech Republic	42. The Philippines
12. Denmark	43. Poland
13. Ecuador	44. Portugal
14. Egypt	45. Qatar
15. El Salvador	46. Russia
16. England	47. Singapore
17. Finland	48. Slovenia
18. France	49. South Africa [Black Sample]
19. Georgia	50. South Africa [White Sample]
20. German-East [former GDR]	51. South Korea
21. German-West [former FRG]	52. Spain
22. Greece	53. Sweden
23. Guatemala	54. Switzerland [German-speaking]
24. Hong Kong	55. Switzerland [French-speaking]
25. Hungary	56. Taiwan
26. India	57. Thailand
27. Indonesia	58. Turkey
28. Iran	59. United States
29. Ireland	60. Venezuela
30. Israel	61. Zambia
31. Italy	62. Zimbabwe

³⁹⁸ Cf. Dorfman, P. et al. (2004): Leadership and Cultural Variation. p. 669-719

Table 53: GLOBE Study. Societal clusters³⁹⁹

Eastern Europe	Albania, Georgia, Greece, Hungary, Kazakhstan, Poland, Russia, Slovenia
Germanic	Austria, Germany [former GDR East], Germany [former FRG West], the Netherlands, Switzerland
Latin Europe	France, Israel, Italy, Portugal, Spain, Switzerland [French-speaking]
Nordic Europe	Denmark, Finland, Sweden
Latin America	Argentina, Bolivia, Brazil, Columbia, Costa Rica, El Salvador, Guatemala, Mexico, Venezuela
Anglo	Australia, Canada [English-speaking], Ireland, New Zealand, South Africa [White-sample], United Kingdom, United States
Confucian Asia	China, Hong Kong, Japan, Singapore, South Korea, Taiwan
Southern Asia	India, Indonesia, Iran, Malaysia, Philippines, Thailand
Middle East	Egypt, Kuwait, Morocco, Qatar, Turkey
Sub-Saharan Africa	Namibia, Nigeria, South Africa [Black sample], Zambia, Zimbabwe

Table 54: Leadership prototype scales. First order factors and leader attribute items⁴⁰⁰

<u>Administratively Competent</u>	<u>Decisive</u>	<u>Nonparticipative</u>
Orderly	Wilful	Nondelegator
Administratively Skilled	Decisive	Micromanager
Organized	Logical	Nonegalitarian
Good Administrator	Intuitive	Individually Oriented
<u>Autocratic</u>	<u>Diplomatic</u>	<u>Performance Oriented</u>
Autocratic	Diplomatic	Improvement-Oriented
Dictatorial	Worldly	Excellence-Oriented
Bossy	Win-Win Problem	Performance-Oriented
Elitist	Solver	
	Effective Bargaining	
<u>Autonomous</u>	<u>Face Saver</u>	<u>Procedural</u>
Individualistic	Indirect	Ritualistic
Independent	Avoids Negatives	Formal
Autonomous	Evasive	Habitual
Unique		Procedural
<u>Charismatic I: Visionary</u>	<u>Human Orientation</u>	<u>Self-Centered</u>
Foresight	Generous	Self-Centered

³⁹⁹ Cf. Dorfman, P. et al. (2004): Leadership and Cultural Variation. p. 669-719⁴⁰⁰ Hanges, P./Dickson, M. (2004): The Development and Validation of the GLOBE Culture and Leadership Scales. p. 131

Prepared Anticipatory Plans Ahead	Compassionate	Nonparticipative Loner Asocial
<u>Charismatic II: Inspirational</u> Enthusiastic Positive Morale Booster Motive Arouser	<u>Integrity</u> Honest Sincere Just Trustworthy	<u>Status Consciousness</u> Status Conscious Class-Conscious
<u>Charismatic III: Self-Sacrificial</u> Risk Taker Self-Sacrificial Convincing	<u>Malevolent</u> Hostile Dishonest Vindictive Irritable	<u>Team I: Collaborative Team</u> Orientation Group-Oriented Collaborative Loyal, Consultative
<u>Conflict Inducer</u> Normative Secretive Intra-Group Competitor	<u>Modesty</u> Modest Self-Effacing Patient	<u>Team II: Team Integrator</u> Communicative Team Builder Informed, Integrator

Table 55: Global Culturally Endorsed Implicit Leadership [CLT] Dimensions⁴⁰¹

[1] Charismatic/Value Based Charismatic 1: Visionary Charismatic 2: Inspirational Charismatic 3: Self-sacrifice Integrity Decisive Performance oriented	[2] Team Oriented Team 1: Collaborative team orientation Team 2: Team integrator Diplomatic Malevolent [reverse scored] Administratively competent
[3] Self-Protective Self-centred Status conscious Conflict inducer Face Saver Procedural	[4] Participative Autocratic [reserve scored] Administratively competent
[5] Human Oriented Modesty Human oriented	[6] Autonomous Autonomous

⁴⁰¹ Hanges, P./Dickson, M. (2004): The Development and Validation of the GLOBE Culture and Leadership Scales. p. 137

Table 56: Universal positive leader abilities⁴⁰²

Leader Attribute Questionnaire Items	Corresponding Primary Leadership Dimension
Trustworthy	Integrity
Just	Integrity
Honest	Integrity
Foresight	Charisma 1: Visionary
Plans ahead	Charisma 1: Visionary
Encouraging	Charisma 2: Inspirational
Positive	Charisma 2: Inspirational
Dynamic	Charisma 2: Inspirational
Motive arouser	Charisma 2: Inspirational
Confidence builder	Charisma 2: Inspirational
Motivational	Charisma 2: Inspirational
Dependable	Malevolent [reverse scored]
Intelligent	Malevolent [reverse scored]
Decisive	Decisiveness
Effective bargaining	Diplomatic
Win-Win problem solver	Diplomatic
Administrative skilled	Administratively competent
Communicative	Team 2: Integrator
Informed	Team 2: Integrator
Coordinator	Team 2: Integrator
Team builder	Team 2: Integrator
Excellence oriented	Performance oriented

⁴⁰² Dorfman, P. et al. (2004): Leadership and Cultural Variation. p. 677

Table 57: Universal negative leader abilities⁴⁰³

Leader Attribute Questionnaire Items	Corresponding Primary Leadership Dimension
Loner	Self-protective
Asocial	Self-protective
Noncooperative	Malevolent
Irritable	Malevolent
Nonexplicite	Face saver
Egocentric	
Ruthless	
Dictatorial	Autocratic

Table 58: Ranking of societal clusters using absolute CLT scores⁴⁰⁴

Charismatic Value-Based	Team Oriented	Participative	Human Oriented	Autonomous	Self-Protective
higher	higher	higher	higher	higher	higher
Anglo L. America Southern Asia Germanic E Nordic E	L. America	Germanic E Nordic E Anglo	Southern Asia Sub-Sahara A Anglo	E. Europe Germanic E Confucian A Southern Asia Nordic E Anglo Middle East L. Europe Sub-Sahara A L. America	Southern Asia Middle East Confucian A E. Europe
Sub-Sahara A L. Europe E. Europe Confucian A.	E. Europe Southern Asia Nordic E Anglo Sub-Sahara A Germanic E Confucian A	L. America L. Europe Sub-Sahara A	Confucian A.L. America Middle East E. Europe Germanic E		L. America Sub-Sahara A L. Europe

⁴⁰³ Dorfman, P. et al. (2004): Leadership and Cultural Variation. p. 678

⁴⁰⁴ Dorfman, P. et al. (2004): Leadership and Cultural Variation. p. 682

Middle East	Middle East	E. Europe Southern Asia Confucian A. Middle East	L. Europe Nordic E		Anglo Germanic E Nordic E
lower	lower	lower	lower	lower	lower

Prevention of mental stress at the workplace

Table 59: Measures to improve the work situation (behavioral prevention)⁴⁰⁵

Entspannung und Organisationsentwicklung	Körperlich	Arbeitsplatzgestaltung
		Geregelte Dienstzeiten
		Angebot zur entlastenden Körperarbeit
		Massageangebote
		Minipausen, Ruheräume, Pausenkultur
	Seelisch/geistig	Organisations- und Teamkultur
		Führungsstil
		Konfliktkultur
		Stresskultur
		Arbeitsumfeldgestaltung
		Systematische Suchtprophylaxe
Ernährung und Stärkung	Körperlich	Gesundheitsaktionen
		Gesundheitsfördernde Ernährungsangebote
		Geeignetes Getränkeangebot
		Pausenkultur und zeitliche Struktur
		Räumliche Bedingungen für Pausen
	Seelisch/geistig	Sinnstiftung/gemeinsame Werte
		Klausurtag
		Fallbesprechungen
		Supervision
		Kollegiale Beratung
		Mitarbeitergespräche
		Zielvereinbarungen
		Feste und Feiern
		Wertschätzung und Dank
Bewegung und Entlastung	Körperlich	Betriebssport
		Gesundheitszirkel in Zusammenarbeit mit Kassen
		Arbeitssicherheit
		Hilfsmiteinsatz
		Training in Kinästhetik und Rückenschule
	Seelisch/geistig	Arbeit an gemeinsamen Zielen
		Kreativität fördern
		Mitarbeitende beteiligen, z.B. über Gesundheitszirkel

⁴⁰⁵ Berger, G. et al. (2006): Erfolgsfaktor Gesundheit. p. 67-71

Table 60: Individual measures (behavioral prevention)⁴⁰⁶

Entspannung	In der Situation	Kurzentspannung statt Zigarette
		Mentale Hilfen
		Balance Distanz/Nähe
		Atemtechnik/-übungen
		Aromen einsetzen
		Musik
	Lebenshaltung	Meditation
		Atemarbeit
		Andacht
		Progressive Muskelrelaxation nach Jacobsen
		Autogenes Training
		Augenentspannung
Ernährung	In der akuten Belastung	Kohlenhydrat-, eiweiß- und vitaminreiche Kost
		Getränkekonsum erhöhen
		Aromatische Tees statt Alkohol
		Süßes mit Verstand
	Lebenshaltung	Essen und Trinken mit allen Sinnen
		5x am Tag Gemüse und Obst
Bewegung und Entlastung	In der Situation	2 Liter Getränke am Tag
		Rückengerechtes Verhalten
		Richtiger Hilfsmiteinsatz
		Kinästhetisches Arbeiten
		Unterstützung einholen
		Entlastende Übungen
	Lebenshaltung/ Bewegung	Positive Selbstgespräche
		Schwimmen
		Walking/Jogging
		Rad fahren
		Wandern
		Gymnastik
		Massagen

⁴⁰⁶ Berger, G. et al. (2006): Erfolgsfaktor Gesundheit. p. 67-71

Table 61: Descriptive statistic for socio-demographic items⁴⁰⁷

Socio-Demographics	N	Min	Max	M	SD	Variance
Position	214	1	2	1.30	0.461	0.212
Company Size	214	1	3	1.04	0.262	0.069
Work Area	214	1	1	1.00	0.000	0.000
Nationality	214	1	3	1.36	0.697	0.486
Gender	214	1	2	1.33	0.472	0.223
Age Group	214	1	4	2.41	0.627	0.393
Education	214	1	2	1.87	0.333	0.111
Experience Group	214	1	4	2.73	1.075	1.156
Reviewed Nationality	214	1	3	2.25	0.707	0.499

Table 62: ANOVA descriptives with dependent variable "Reviewed Nationality"⁴⁰⁸

10 ROSKAB	Questions	Position	N	M	SD
PD	QNr9_32	Employee	147	3.72	0.999
		Manager	65	3.89	0.793
		Total	212	3.77	0.942
PD	QNr10_33	Employee	149	3.21	1.160
		Manager	65	4.00	0.661
		Total	214	3.45	1.094
M&C	QNr11_34	Employee	149	3.43	1.080
		Manager	65	4.25	0.613
		Total	214	3.68	1.032
M&C	QNr12_35	Employee	149	3.12	1.162
		Manager	65	4.12	0.650
		Total	214	3.43	1.131
TB	QNr13_36	Employee	149	4.17	0.812
		Manager	65	3.86	0.808
		Total	214	4.08	0.821
TB	QNr14_37	Employee	149	3.87	0.816
		Manager	65	3.91	0.879
		Total	214	3.88	0.834
EQ	QNr15_38	Employee	149	3.05	1.150
		Manager	65	3.82	0.583
		Total	214	3.29	1.069
EQ	QNr16_39	Employee	149	3.64	0.856
		Manager	65	4.08	0.444
		Total	214	3.77	0.781
CQ	QNr17_40	Employee	149	3.99	0.923

⁴⁰⁷ Compiled illustration by the author of this research project (2014)⁴⁰⁸ Compiled illustration by the author of this research project (2014)

		Manager	65	4.43	0.728
		Total	214	4.12	0.890
CQ	QNr18_41	Employee	149	3.86	0.814
		Manager	65	3.91	0.655
		Total	214	3.87	0.768
CQ	QNr19_42	Employee	149	3.65	1.020
		Manager	65	4.23	0.745
		Total	214	3.83	0.980
T&E	QNr20_43	Employee	149	3.33	1.106
		Manager	65	4.28	0.801
		Total	214	3.62	1.110
T&E	QNr21_44	Employee	149	3.81	0.819
		Manager	65	4.05	0.623
		Total	214	3.88	0.772
T&E	QNr22_45	Employee	149	3.19	1.049
		Manager	65	3.98	0.649
		Total	214	3.43	1.013
Com	QNr23_46	Employee	149	3.39	1.051
		Manager	65	4.40	0.657
		Total	214	3.70	1.055
Com	QNr24_47	Employee	149	3.40	1.020
		Manager	65	4.37	0.601
		Total	214	3.70	1.015
TM	QNr25_48	Employee	149	2.87	0.998
		Manager	65	2.32	1.032
		Total	214	2.70	1.037
CM	QNr26_49	Employee	149	3.21	0.983
		Manager	65	3.94	0.634
		Total	214	3.43	0.951
CM	QNr27_50	Employee	149	3.20	0.937
		Manager	65	3.97	0.499
		Total	214	3.43	0.900
CM	QNr28_51	Employee	149	2.72	0.999
		Manager	65	3.35	0.818
		Total	214	2.92	0.989
MS	QNr29_52	Employee	149	2.98	0.842
		Manager	65	2.32	0.664
		Total	214	2.78	0.847
MS	QNr30_53	Employee	149	3.32	0.902
		Manager	65	3.54	0.812
		Total	214	3.39	0.880

Table 63: ANOVA results for independent variable position⁴⁰⁹

		SS	df	MS	F	Sig.
QNr9_32	Between	1.321	1	1.321	1.493	0.223
	Within	185.811	210	0.885		
	Total	187.132	211			
QNr10_33**	Between	27.905	1	27.905	26.047	0.000
	Within	227.128	212	1.071		
	Total	255.033	213			
QNr11_34**	Between	30.181	1	30.181	32.550	0.000
	Within	196.572	212	0.927		
	Total	226.752	213			
QNr12_35**	Between	45.463	1	45.463	42.488	0.000
	Within	226.841	212	1.070		
	Total	272.304	213			
QNr13_36**	Between	4.433	1	4.433	6.750	0.010
	Within	139.217	212	0.657		
	Total	143.650	213			
QNr14_37	Between	0.056	1	0.056	0.080	0.777
	Within	148.023	212	0.698		
	Total	148.079	213			
QNr15_38**	Between	26.257	1	26.257	25.610	0.000
	Within	217.355	212	1.025		
	Total	243.612	213			
QNr16_39**	Between	8.735	1	8.735	15.299	0.000
	Within	121.045	212	0.571		
	Total	129.780	213			
QNr17_40**	Between	8.930	1	8.930	11.838	0.001
	Within	159.912	212	0.754		
	Total	168.841	213			
QNr18_41	Between	0.107	1	0.107	0.181	0.671
	Within	125.486	212	0.592		
	Total	125.593	213			
QNr19_42**	Between	15.212	1	15.212	17.028	0.000
	Within	189.391	212	0.893		
	Total	204.603	213			
QNr20_43**	Between	40.678	1	40.678	38.863	0.000
	Within	221.901	212	1.047		
	Total	262.579	213			
QNr21_44*	Between	2.624	1	2.624	4.478	0.035
	Within	124.217	212	0.586		
	Total	126.841	213			

⁴⁰⁹ Compiled illustration by the author of this research project (2014)

Table 64: Descriptives of "CultPos" as dependent variable⁴¹⁰

Question	CultPos	N	M	SD	Min	Max
QNr9_32	GEEmp>SPMgr	57	3.72	1.013	2	5
	GEEmp>FRMgr	52	3.88	0.922	2	5
	SEmp>GEMgr	11	3.64	1.027	2	5
	SEmp>FRMgr	4	3.00	0.816	2	4
	FREmp>GEMgr	14	3.64	1.082	1	5
	FREmp>SPMgr	9	3.33	1.225	2	5
	GEMgr>SEmp	28	3.79	0.957	2	5
	GEMgr>FREmp	25	3.88	0.726	1	5
	SPMgr>GEEmp	4	4.50	0.577	4	5
	SPMgr>FREmp	5	4.00	0.000	4	4
	FRMgr>GEEmp	3	4.00	0.000	4	4
	Total	212	3.77	0.942	1	5
QNr10_33	GEEmp>SPMgr	57	3.16	1.293	1	5
	GEEmp>FRMgr	53	3.21	1.063	1	5
	SEmp>GEMgr	11	3.45	0.820	2	5
	SEmp>FRMgr	4	3.75	0.957	3	5
	FREmp>GEMgr	15	3.07	1.163	1	4
	FREmp>SPMgr	9	3.33	1.414	1	5
	GEMgr>SEmp	28	4.00	0.720	2	5
	GEMgr>FREmp	25	4.00	0.707	1	5
	SPMgr>GEEmp	4	4.25	0.500	4	5
	SPMgr>FREmp	5	4.00	0.000	4	4
	FRMgr>GEEmp	3	3.67	0.577	3	4
	Total	214	3.45	1.094	1	5
QNr11_34	GEEmp>SPMgr	57	3.44	1.069	1	5
	GEEmp>FRMgr	53	3.45	1.030	1	5
	SEmp>GEMgr	11	3.27	1.272	1	5
	SEmp>FRMgr	4	3.00	1.414	2	5
	FREmp>GEMgr	15	3.13	1.125	1	5
	FREmp>SPMgr	9	4.11	0.928	2	5
	GEMgr>SEmp	28	4.21	0.686	2	5
	GEMgr>FREmp	25	4.36	0.569	3	5
	SPMgr>GEEmp	4	4.25	0.500	4	5
	SPMgr>FREmp	5	4.20	0.447	4	5
	FRMgr>GEEmp	3	3.67	0.577	3	4
	Total	214	3.68	1.032	1	5
QNr12_35	GEEmp>SPMgr	57	3.12	1.181	1	5
	GEEmp>FRMgr	53	3.13	1.177	1	5
	SEmp>GEMgr	11	3.09	1.221	1	5

⁴¹⁰ Compiled illustration by the author of this research project (2014)

	SPEmp>FRMgr	4	3.25	1.500	2	5
	FREmp>GEMgr	15	2.87	1.060	1	4
	FREmp>SPMgr	9	3.44	1.130	2	5
	GEMgr>SPEmp	28	4.14	0.705	2	5
	GEMgr>FREmp	25	4.12	0.666	2	5
	SPMgr>GEEmp	4	4.00	0.000	4	4
	SPMgr>FREmp	5	4.40	0.548	4	5
	FRMgr>GEEmp	3	3.67	0.577	3	4
	Total	214	3.43	1.131	1	5
QNr13_36	GEEmp>SPMgr	57	4.19	0.990	1	5
	GEEmp>FRMgr	53	4.30	0.503	3	5
	SPEmp>GEMgr	11	4.27	0.467	4	5
	SPEmp>FRMgr	4	3.50	1.732	1	5
	FREmp>GEMgr	15	3.87	0.915	1	5
	FREmp>SPMgr	9	4.00	0.500	3	5
	GEMgr>SPEmp	28	3.89	0.737	2	5
	GEMgr>FREmp	25	3.84	0.943	2	5
	SPMgr>GEEmp	4	3.50	1.000	3	5
	SPMgr>FREmp	5	3.80	0.447	3	4
	FRMgr>GEEmp	3	4.33	0.577	4	5
	Total	214	4.08	0.821	1	5
QNr14_37	GEEmp>SPMgr	57	3.88	1.001	1	5
	GEEmp>FRMgr	53	4.04	0.553	3	5
	SPEmp>GEMgr	11	3.91	0.539	3	5
	SPEmp>FRMgr	4	3.25	0.957	2	4
	FREmp>GEMgr	15	3.47	0.834	2	5
	FREmp>SPMgr	9	3.78	0.833	2	5
	GEMgr>SPEmp	28	4.04	0.922	2	5
	GEMgr>FREmp	25	3.76	0.879	2	5
	SPMgr>GEEmp	4	3.75	0.500	3	4
	SPMgr>FREmp	5	4.00	0.000	4	4
	FRMgr>GEEmp	3	4.00	1.732	2	5
	Total	214	3.88	0.834	1	5
QNr15_38	GEEmp>SPMgr	57	3.05	1.171	1	5
	GEEmp>FRMgr	53	3.02	1.152	1	5
	SPEmp>GEMgr	11	3.36	1.120	2	5
	SPEmp>FRMgr	4	2.50	1.000	2	4
	FREmp>GEMgr	15	3.13	1.125	1	4
	FREmp>SPMgr	9	3.00	1.323	2	5
	GEMgr>SPEmp	28	3.89	0.629	3	5
	GEMgr>FREmp	25	3.72	0.542	3	5
	SPMgr>GEEmp	4	3.50	0.577	3	4
	SPMgr>FREmp	5	4.20	0.447	4	5

	FRMgr>GEEmp	3	3.67	0.577	3	4
	Total	214	3.29	1.069	1	5
QNr16_39	GEEmp>SPMgr	57	3.63	1.011	1	5
	GEEmp>FRMgr	53	3.68	0.779	1	5
	SEmp>GEMgr	11	3.64	0.809	2	5
	SEmp>FRMgr	4	3.25	0.500	3	4
	FREmp>GEMgr	15	3.60	0.632	2	4
	FREmp>SPMgr	9	3.67	0.866	3	5
	GEMgr>SEmp	28	4.07	0.466	3	5
	GEMgr>FREmp	25	4.08	0.400	3	5
	SPMgr>GEEmp	4	4.00	0.000	4	4
	SPMgr>FREmp	5	4.00	0.707	3	5
	FRMgr>GEEmp	3	4.33	0.577	4	5
	Total	214	3.77	0.781	1	5
QNr17_40	GEEmp>SPMgr	57	3.96	1.052	1	5
	GEEmp>FRMgr	53	3.96	0.876	2	5
	SEmp>GEMgr	11	4.27	0.647	3	5
	SEmp>FRMgr	4	4.25	0.500	4	5
	FREmp>GEMgr	15	3.80	1.014	1	5
	FREmp>SPMgr	9	4.11	0.601	3	5
	GEMgr>SEmp	28	4.46	0.693	2	5
	GEMgr>FREmp	25	4.40	0.866	1	5
	SPMgr>GEEmp	4	4.25	0.500	4	5
	SPMgr>FREmp	5	4.40	0.548	4	5
	FRMgr>GEEmp	3	4.67	0.577	4	5
	Total	214	4.12	0.890	1	5
QNr18_41	GEEmp>SPMgr	57	3.82	0.966	1	5
	GEEmp>FRMgr	53	3.96	0.619	2	5
	SEmp>GEMgr	11	4.00	0.447	3	5
	SEmp>FRMgr	4	3.75	0.957	3	5
	FREmp>GEMgr	15	3.60	0.986	1	5
	FREmp>SPMgr	9	3.78	0.833	2	5
	GEMgr>SEmp	28	3.89	0.629	3	5
	GEMgr>FREmp	25	3.72	0.614	2	5
	SPMgr>GEEmp	4	4.25	0.500	4	5
	SPMgr>FREmp	5	4.40	0.894	3	5
	FRMgr>GEEmp	3	4.33	0.577	4	5
	Total	214	3.87	0.768	1	5
QNr19_42	GEEmp>SPMgr	57	3.63	1.096	1	5
	GEEmp>FRMgr	53	3.70	0.992	1	5
	SEmp>GEMgr	11	4.18	0.603	3	5
	SEmp>FRMgr	4	3.25	1.258	2	5
	FREmp>GEMgr	15	3.33	1.047	2	5

	FRMgr>SPMgr	9	3.56	0.882	2	5
	GEMgr>SPMgr	28	4.18	0.548	3	5
	GEMgr>FRMgr	25	4.32	0.852	1	5
	SPMgr>GEMgr	4	4.25	0.500	4	5
	SPMgr>FRMgr	5	4.60	0.548	4	5
	FRMgr>GEMgr	3	3.33	1.528	2	5
	Total	214	3.83	0.980	1	5
QNr20_43	GEMgr>SPMgr	57	3.35	1.142	1	5
	GEMgr>FRMgr	53	3.25	1.125	1	5
	SPMgr>GEMgr	11	3.64	1.120	2	5
	SPMgr>FRMgr	4	3.25	1.258	2	5
	FRMgr>GEMgr	15	3.20	1.207	1	5
	FRMgr>SPMgr	9	3.56	0.527	3	4
	GEMgr>SPMgr	28	4.18	0.819	2	5
	GEMgr>FRMgr	25	4.44	0.712	3	5
	SPMgr>GEMgr	4	4.75	0.500	4	5
	SPMgr>FRMgr	5	3.80	1.304	2	5
	FRMgr>GEMgr	3	4.00	0.000	4	4
	Total	214	3.62	1.110	1	5
QNr21_44	GEMgr>SPMgr	57	3.65	0.790	1	5
	GEMgr>FRMgr	53	4.00	0.707	3	5
	SPMgr>GEMgr	11	3.91	0.831	2	5
	SPMgr>FRMgr	4	4.00	0.816	3	5
	FRMgr>GEMgr	15	3.93	0.594	3	5
	FRMgr>SPMgr	9	3.22	1.481	1	5
	GEMgr>SPMgr	28	3.89	0.685	3	5
	GEMgr>FRMgr	25	4.24	0.523	3	5
	SPMgr>GEMgr	4	4.00	0.816	3	5
	SPMgr>FRMgr	5	4.20	0.447	4	5
	FRMgr>GEMgr	3	3.67	0.577	3	4
	Total	214	3.88	0.772	1	5
QNr22_45	GEMgr>SPMgr	57	3.23	1.035	1	5
	GEMgr>FRMgr	53	3.17	1.087	1	5
	SPMgr>GEMgr	11	3.36	1.286	1	5
	SPMgr>FRMgr	4	3.00	1.414	2	5
	FRMgr>GEMgr	15	3.00	0.756	2	4
	FRMgr>SPMgr	9	3.22	1.093	2	5
	GEMgr>SPMgr	28	3.93	0.716	2	5
	GEMgr>FRMgr	25	4.12	0.666	2	5
	SPMgr>GEMgr	4	4.00	0.000	4	4
	SPMgr>FRMgr	5	3.80	0.447	3	4
	FRMgr>GEMgr	3	3.67	0.577	3	4
	Total	214	3.43	1.013	1	5

QNr23_46	GEEmp>SPMgr	57	3.32	1.105	1	5
	GEEmp>FRMgr	53	3.40	1.098	1	5
	SEmp>GEMgr	11	3.27	0.786	2	4
	SEmp>FRMgr	4	3.25	1.258	2	5
	FREmp>GEMgr	15	3.53	0.990	1	5
	FREmp>SPMgr	9	3.78	0.833	2	5
	GEMgr>SEmp	28	4.29	0.713	2	5
	GEMgr>FREmp	25	4.44	0.651	3	5
	SPMgr>GEEmp	4	4.75	0.500	4	5
	SPMgr>FREmp	5	4.60	0.548	4	5
	FRMgr>GEEmp	3	4.33	0.577	4	5
	Total	214	3.70	1.055	1	5
QNr24_47	GEEmp>SPMgr	57	3.49	1.037	1	5
	GEEmp>FRMgr	53	3.28	1.026	1	5
	SEmp>GEMgr	11	3.73	1.191	2	5
	SEmp>FRMgr	4	3.50	1.000	3	5
	FREmp>GEMgr	15	3.07	0.961	1	5
	FREmp>SPMgr	9	3.67	0.707	3	5
	GEMgr>SEmp	28	4.39	0.737	2	5
	GEMgr>FREmp	25	4.36	0.490	4	5
	SPMgr>GEEmp	4	4.50	0.577	4	5
	SPMgr>FREmp	5	4.20	0.447	4	5
	FRMgr>GEEmp	3	4.33	0.577	4	5
	Total	214	3.70	1.015	1	5
QNr25_48	GEEmp>SPMgr	57	2.77	1.086	1	5
	GEEmp>FRMgr	53	2.91	0.946	1	5
	SEmp>GEMgr	11	3.18	0.603	2	4
	SEmp>FRMgr	4	3.00	1.414	1	4
	FREmp>GEMgr	15	2.67	1.113	1	4
	FREmp>SPMgr	9	3.11	0.782	2	4
	GEMgr>SEmp	28	2.36	0.826	1	5
	GEMgr>FREmp	25	2.36	1.150	1	5
	SPMgr>GEEmp	4	2.00	0.816	1	3
	SPMgr>FREmp	5	2.20	1.789	1	5
	FRMgr>GEEmp	3	2.33	1.155	1	3
	Total	214	2.70	1.037	1	5
QNr26_49	GEEmp>SPMgr	57	3.18	1.037	1	5
	GEEmp>FRMgr	53	3.13	0.962	1	5
	SEmp>GEMgr	11	3.64	0.809	2	5
	SEmp>FRMgr	4	3.75	0.500	3	4
	FREmp>GEMgr	15	3.20	1.146	1	5
	FREmp>SPMgr	9	3.22	0.833	2	4
	GEMgr>SEmp	28	4.00	0.667	2	5

	GEMgr>FREmp	25	3.88	0.726	2	5
	SPMgr>GEEmp	4	4.00	0.000	4	4
	SPMgr>FREmp	5	4.00	0.000	4	4
	FRMgr>GEEmp	3	3.67	0.577	3	4
	Total	214	3.43	0.951	1	5
QNr27_50	GEEmp>SPMgr	57	3.21	0.921	1	5
	GEEmp>FRMgr	53	3.15	0.988	1	5
	SPEmp>GEMgr	11	3.18	0.874	2	5
	SPEmp>FRMgr	4	3.25	0.500	3	4
	FREmp>GEMgr	15	3.20	1.146	1	5
	FREmp>SPMgr	9	3.44	0.726	2	4
	GEMgr>SPEmp	28	3.93	0.539	3	5
	GEMgr>FREmp	25	4.04	0.539	3	5
	SPMgr>GEEmp	4	4.00	0.000	4	4
	SPMgr>FREmp	5	3.80	0.447	3	4
	FRMgr>GEEmp	3	4.00	0.000	4	4
	Total	214	3.43	0.900	1	5
QNr28_51	GEEmp>SPMgr	57	2.79	0.959	1	4
	GEEmp>FRMgr	53	2.72	1.007	1	5
	SPEmp>GEMgr	11	2.36	0.924	1	3
	SPEmp>FRMgr	4	3.50	1.000	3	5
	FREmp>GEMgr	15	2.80	1.207	1	5
	FREmp>SPMgr	9	2.33	0.866	1	4
	GEMgr>SPEmp	28	3.36	0.870	1	5
	GEMgr>FREmp	25	3.32	0.802	2	4
	SPMgr>GEEmp	4	3.75	0.957	3	5
	SPMgr>FREmp	5	3.20	0.447	3	4
	FRMgr>GEEmp	3	3.33	1.155	2	4
	Total	214	2.92	0.989	1	5
QNr29_52	GEEmp>SPMgr	57	2.93	0.863	1	5
	GEEmp>FRMgr	53	3.06	0.745	2	4
	SPEmp>GEMgr	11	2.91	0.944	1	4
	SPEmp>FRMgr	4	3.00	0.816	2	4
	FREmp>GEMgr	15	2.87	1.125	1	5
	FREmp>SPMgr	9	3.11	0.782	2	4
	GEMgr>SPEmp	28	2.39	0.786	1	4
	GEMgr>FREmp	25	2.32	0.557	2	4
	SPMgr>GEEmp	4	2.25	0.500	2	3
	SPMgr>FREmp	5	2.00	0.707	1	3
	FRMgr>GEEmp	3	2.33	0.577	2	3
	Total	214	2.78	0.847	1	5
QNr30_53	GEEmp>SPMgr	57	3.21	0.818	1	4
	GEEmp>FRMgr	53	3.53	0.992	1	5

	SPEmp>GEMgr	11	3.36	0.674	2	4
	SPEmp>FRMgr	4	3.00	0.816	2	4
	FEmp>GEMgr	15	3.00	1.000	1	4
	FEmp>SPMgr	9	3.44	0.882	2	5
	GEMgr>SPEmp	28	3.46	0.838	2	5
	GEMgr>FEmp	25	3.64	0.810	2	5
	SPMgr>GEEmp	4	2.75	0.957	2	4
	SPMgr>FEmp	5	4.00	0.000	4	4
	FRMgr>GEEmp	3	3.67	0.577	3	4
	Total	214	3.39	0.880	1	5

Table 65: ANOVA Results for independent variable CultPos⁴¹¹

Question		SS	df	MS	F	Sig.
QNr9_32	Between	8.202	10	0.820	0.921	0.515
	Within	178.930	201	0.890		
	Total	187.132	211			
QNr10_33	Between	30.910	10	3.091	2.800	0.003
	Within	224.123	203	1.104		
	Total	255.033	213			
QNr11_34	Between	38.090	10	3.809	4.098	0.000
	Within	188.662	203	0.929		
	Total	226.752	213			
QNr12_35	Between	48.538	10	4.854	4.403	0.000
	Within	223.766	203	1.102		
	Total	272.304	213			
QNr13_36	Between	10.182	10	1.018	1.549	0.124
	Within	133.467	203	0.657		
	Total	143.650	213			
QNr14_37	Between	6.792	10	0.679	0.976	0.466
	Within	141.287	203	0.696		
	Total	148.079	213			
QNr15_38	Between	30.325	10	3.032	2.886	0.002
	Within	213.287	203	1.051		
	Total	243.612	213			
QNr16_39	Between	9.711	10	0.971	1.642	0.097
	Within	120.070	203	0.591		
	Total	129.780	213			
QNr17_40	Between	11.185	10	1.119	1.440	0.165
	Within	157.656	203	0.777		
	Total	168.841	213			

⁴¹¹ Compiled illustration by the author of this research project (2014)

QNr18_41	Between	5.183	10	0.518	0.874	0.559
	Within	120.411	203	0.593		
	Total	125.593	213			
QNr19_42	Between	24.064	10	2.406	2.706	0.004
	Within	180.539	203	0.889		
	Total	204.603	213			
QNr20_43	Between	46.051	10	4.605	4.317	0.000
	Within	216.529	203	1.067		
	Total	262.579	213			
QNr21_44	Between	11.755	10	1.176	2.074	0.028
	Within	115.086	203	0.567		
	Total	126.841	213			
QNr22_45	Between	30.877	10	3.088	3.342	0.000
	Within	187.572	203	0.924		
	Total	218.449	213			
QNr23_46	Between	49.550	10	4.955	5.359	0.000
	Within	187.707	203	0.925		
	Total	237.257	213			
QNr24_47	Between	47.236	10	4.724	5.574	0.000
	Within	172.021	203	0.847		
	Total	219.257	213			
QNr25_48	Between	16.783	10	1.678	1.606	0.107
	Within	212.077	203	1.045		
	Total	228.860	213			
QNr26_49	Between	27.705	10	2.771	3.411	0.000
	Within	164.879	203	0.812		
	Total	192.584	213			
QNr27_50	Between	27.692	10	2.769	3.880	0.000
	Within	144.892	203	0.714		
	Total	172.584	213			
QNr28_51	Between	24.227	10	2.423	2.669	0.004
	Within	184.259	203	0.908		
	Total	208.486	213			
QNr29_52	Between	21.062	10	2.106	3.248	0.001
	Within	131.616	203	0.648		
	Total	152.678	213			
QNr30_53	Between	11.219	10	1.122	1.483	0.148
	Within	153.590	203	0.757		
	Total	164.808	213			
** Significance at the 0.01 level (2-tailed);				* Significance at the 0.05 level (2-tailed)		

Table 66: Operational ROSKAB deficiency assessment⁴¹²

ROSKAB Number	CultPos	M	M MD → Manager	M/M MD → Manager**
ROSKAB 1	--> GEMgr f(M SPEmp + M FREmp)/2	3,45	0,37	9,32
	--> SPMgr f(M FREmp + M GEEmp)/2	3,39	0,81	4,19
	--> FRMgr f(M SPEmp + M GEEmp)/2	3,46	0,29*	11,93
ROSKAB 2	--> GEMgr f(M SPEmp + M FREmp)/2	3,09	1,12	2,76
	--> SPMgr f(M FREmp + M GEEmp)/2	3,53	0,69	5,12
	--> FRMgr f(M SPEmp + M GEEmp)/2	3,21	0,37*	8,68
ROSKAB 3	--> GEMgr f(M SPEmp + M FREmp)/2	3,88	0,21	18,48
	--> SPMgr f(M FREmp + M GEEmp)/2	3,96	0,31	12,77
	--> FRMgr f(M SPEmp + M GEEmp)/2	3,77	0,03*	125,67
ROSKAB 4	--> GEMgr f(M SPEmp + M FREmp)/2	3,43	0,51	6,73
	--> SPMgr f(M FREmp + M GEEmp)/2	3,34	0,59	5,66
	--> FRMgr f(M SPEmp + M GEEmp)/2	3,11	0,65*	4,78
ROSKAB 5	--> GEMgr f(M SPEmp + M FREmp)/2	3,86	0,34	11,35
	--> SPMgr f(M FREmp + M GEEmp)/2	3,81	0,55	6,93
	--> FRMgr f(M SPEmp + M GEEmp)/2	3,81	0,48*	7,94
ROSKAB 6	--> GEMgr f(M SPEmp + M FREmp)/2	3,51	0,63	5,57
	--> SPMgr f(M FREmp + M GEEmp)/2	3,37	0,72	4,68
	--> FRMgr f(M SPEmp + M GEEmp)/2	3,45	0,53*	6,51
ROSKAB 7	--> GEMgr f(M SPEmp + M FREmp)/2	3,40	0,97	3,51
	--> SPMgr f(M FREmp + M GEEmp)/2	3,57	0,95	3,76
	--> FRMgr f(M SPEmp + M GEEmp)/2	3,36	0,99*	3,39
ROSKAB 8	--> GEMgr f(M SPEmp + M FREmp)/2	2,93	-0,57	-5,14
	--> SPMgr f(M FREmp + M GEEmp)/2	2,94	-0,84	-3,50
	--> FRMgr f(M SPEmp + M GEEmp)/2	2,96	-0,57*	-5,19
ROSKAB 9	--> GEMgr f(M SPEmp + M FREmp)/2	3,06	0,69	4,43
	--> SPMgr f(M FREmp + M GEEmp)/2	3,03	0,77	3,94
	--> FRMgr f(M SPEmp + M GEEmp)/2	3,25	0,67*	4,85
ROSKAB 10	--> GEMgr f(M SPEmp + M FREmp)/2	3,04	0,45	6,76
	--> SPMgr f(M FREmp + M GEEmp)/2	3,17	0,71	4,46
	--> FRMgr f(M SPEmp + M GEEmp)/2	3,15	0,43*	7,33
*) M MD --> FRMgr (as mentioned only one value available: GEEmp)				
**) M/M MD . Operational range: red: <4; yellow: 4,01-7,00; green: >7,00				

⁴¹² Compiled illustration by the author of this research project (2014)

Formulas:

$$\text{Mean} = \Sigma x / N$$

$$\text{Mean Deviation} = \Sigma |x - \mu| / N$$

$$\text{Absolute Mean Difference: MD} = E[|X - Y|]$$

$$\text{Pearson Correlation: } r = [n(\Sigma xy) - (\Sigma x)(\Sigma y)] / \{[n\Sigma x^2 - (\Sigma x)^2][n\Sigma y^2 - (\Sigma y)^2]\}^{0.5}$$

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