

UNIVERSITY OF CORVINUS BUDAPEST

LEADERSHIP AND ITS CHARACTERISTICS IN
SLOVAK ORGANIZATIONS

The results of the Slovakian GLOBE study

Ph.D. thesis

Supervisor: Dr. Gyula Bakacsi

Dávid Bauer

Budapest 2014

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Institute of management and organization

Department of organization behaviour

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Management and Business Administration
Doctoral School

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1. Introduction

„Leadership starts in heart, not head” (Dénes Kemény)¹

In the last decade the Slovak labour market, including the superior –subordinate relations, has changed dramatically. Digitalisation and networking in a great extent, as well as appearance of multinational companies have based this formal and psychological relationship system onto new basis.

While in 1993, after the birth of Slovakia, the newly-privatized companies were mostly still in domestic hands and headed by domestic managers - and while the level of foreign investment in 1997 was still about 1 928 million EUR - foreign direct investment (FDI) in 2009 reached 26 803 million EUR².

Probably there has been no such employee who has not experienced the influence of foreign leaders streaming into the country.

After the shift to the market economy, many state owned companies have proved that they cannot stand on their own feet and be competitive in the international markets. A number of these companies were poorly managed that has led to high debts and obsolete technologies. They had two choices: either to attain financial resources to strengthen the domestic presence, improve efficiency with restructuring the companies or do so with external help-through acquisition (Buzády, 2010).

These employees, as strategic resources, faced new challenges with the newly emerging system. Besides privatization itself and acceptance of foreign control, they had to get accustomed with the management style of foreign leaders, the language barriers, the ideas of leaders educated at foreign management schools, and the applied management techniques, and falling apart of the system built on paternalistic, face-saving and intensive power-based culture (Bakacsi & Heidrich, 2011).

On the other hand, the foreign leaders, who took advantage of the new investment possibilities, were put to the test too (Bauer, 2004). Primarily the development of management and leadership styles in Central Europe, as well as the development of the

¹ J. Endrei (2011)

² Expressed in capital assets and reinvested profit, source: the National Bank of Slovakia (Národná Banka Slovenská) 2010

performance management systems directly connected to them, suffered deformation to the largest extent in the communist “market economy” (Vargic, 2002). According to Karoliny, Farkas & Poor’s research (2009), 80% of the Hungarian companies use formalized performance management system while this rate is only 59,1% in average in Eastern-European countries.

The work connections of employees and the leaders were essentially determined by how significant they regarded this connection system to be as an employee, how significant they viewed the leader’s competencies, his achievements within the company, motivation, skills and abilities; accepting that it is important, in what kind of cultural environment are these characteristic features, skills and abilities judged by the employees.

From corporate leaders’ point of view it became a determinative question whether during the achievement-oriented pressure from the foreign stakeholders, how the members of organisations can be made to follow common company goals, how to strengthen their positive relation, connection to the organisation as well as to its leaders. Gradually, the question of how can the profitability of companies be ensured by the satisfaction of the employees even in changing environmental conditions came to front (Silvestro, 2002), and at the same time keep the balance between the personal individuality and the integration of knowledge within the company (Mueller & Dyerson, 1999). Nevertheless numerous examples prove that companies from CEE countries enthusiastically introduced contemporary performance measurement frameworks developed for organizational contexts of the Western (Buhovac & Groff, 2012) that finally did not bring the anticipated success.

In nowadays, there is a more urging need for effective intercultural communication, cooperation, then ever before, and not only for the aim of efficiency but also for the improvement of interpersonal relationships. A corporate leader has to have a virtually natural ability to interpret unknown and ambiguous gestures of a person, just like the said person’s fellow countrymen or co-workers do, moreover he or she has to be able to reproduce the manifestations of others. (Earley & Mosakowski, 2005) What makes this ability even more important in the economic environment of the Central and Eastern European Countries is, that economic growth is unthinkable without foreign investment, because of a constant capital shortage in the area. Due to the political and economical interdependence of the countries of the Visegrad Group (Hungary, Poland,

Czech Republic and Slovakia), it would be important that the corporate leaders of these countries could interpret most precisely the leadership style primarily of the companies of the common economic union.

In spite of the changed environment and of the corporate needs, there have been just a few Slovak researches conducted, based on what they could have rely on while creating their leadership models, and what would reflect the leadership styles preferred by the employees of Slovak companies. This is striking in country, an environment, where several culture researches have been conducted (Vargic, 2002), while we often face the statement, that corporate culture and leadership are interconnected (Schein, 1992). One of such researches is the international GLOBE research, where one of the most important observations is, that operative managerial practices reflect the social orientation, in which they function (House & Javidan, 2004). In Slovakia a comprehensive research, which would connect the questions of leadership styles with the country, or with the determinative factors of corporate culture, has not been conducted yet, in contrast to the Czech Republic, where the results of the GLOBE research – aimed exactly at the research of at corporate leadership and culture – have been known already publicly. In the surrounding countries, including Hungary and Poland, such researches have been carried on too. Kiezun (1991) showed that the Hungarian and Polish corporate leadership is less rigid and autocratic, while managerial decision-making is the less centralized and bureaucratic within the Central European region.

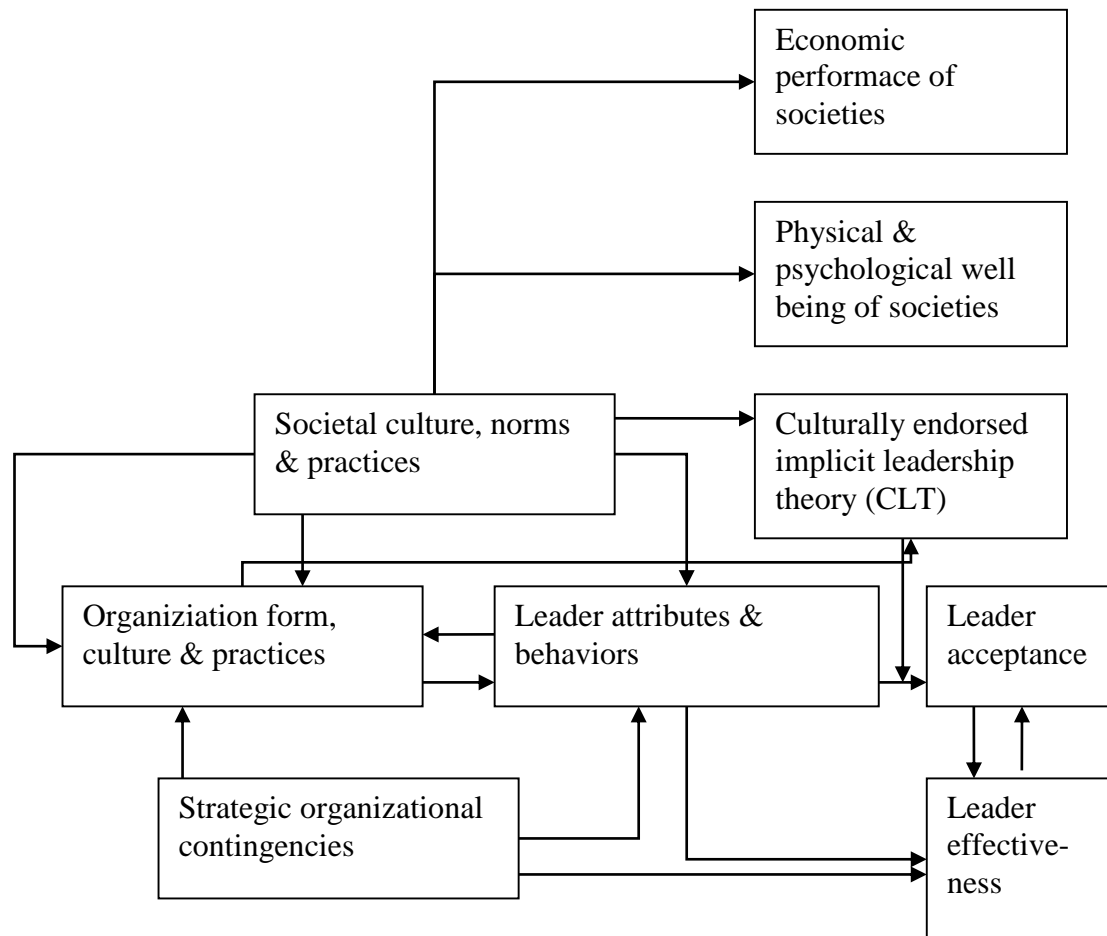
The first part of my thesis proposal I devote to illustrate how leadership is defined in the literature, how to define the differences between leadership and management, than presenting the development of leadership theories and the main definitions and conclusions of the theories introduced. In the following chapters I deal with my research plan, introduce my research questions and hypothesis, whereas at the end I review the methodology of GLOBE research, which serves as the framework of my research.

The framework and the model of my research is the central model of GLOBE research. I illustrate this on figure 1, while the reader can find its detailed description in the chapter dealing with research plan. The research model itself is described in detail after framing the hypothesis.

The aim of my work is to examine the following questions:

1. What kind of implicit leadership theories and leadership types are present in Slovak leadership practices? Can one depict universally endorsed leadership types within the Slovak corporate environment? What are these - and what are their most characteristic features? Is there a correlative connection between them? Is the Charismatic leadership profile universally accepted as contributing to excellent leadership?
2. What are those leadership patterns where there are similarities with Slovak leadership characteristics to a certain extent? What is their nature, and how are they similar to or different from internationally distinguished leadership theories?
3. Do Slovak leadership patterns have any similarities with the Hungarian patterns that have already been examined?

Figure 1: The research model of the GLOBE study



Source : based on House, R.J. at al. (2004)

2. Organization theory approach

Organization theory is about the theory of coordinated action systems of relations between formal organizations, individuals or groups with other preferences, information and aims. Organization theories deal with smooth transforming conflicts to cooperation, mobilization of resources and coordination of efforts that enables surviving of the organization and its members. The organization theories' objective is to explain and understand organizations (Kieser, 1995).

With their help we try to understand how does the community consisting individuals and groups coordinate itself in a rather systematic way.

The nb.1 organization principle of the organizations is not the hierarchy, but the decision making and the information flow within the organization that directs (in order to have the decision making in regulated frames), supplies with information and supports the decision making process (March, 2005).

One of the most interesting questions evolving in relation to the organization theories is the impact of historical and societal environment to the organizations. The results of researches on the field of evolution science, organization learning and population ecology show that it is much more difficult to separate internal organization decision making processes from the historical and societal environment as it was anticipated before. Organization theories therefore highly emphasize on the organization behaviour's interpretative and symbolic environment.

Since my research is conducted on the organization environment I feel inevitable to highlight its organization theory background. For that I use by organization researchers acknowledged Burrell & Morgan's (1979) matrix. Burrell and Morgan found more than 30 years ago during sociological and organizational theory directions' researches that those are based on different economic approaches that can be related to different paradigms.

It is inevitable during defining the scope of my research and also for creating the research process with which I am searching for the answers to my research questions to distinguish between macro, micro and meso level theories and to put my research into their scope.

While in the macro and meso level researches the organization members' behaviour is scrutinized only in simplified form, the research questions of micro level studies are emphasizing particularly on them. Micro level researches are scrutinizing

behaviour and traits of organization members, e.g. in what extent they are motivated or demotivated, when they are content or discontent with they work or leader. My study therefore can be categorized into micro studies.

Nevertheless the organization researchers are representing different approaches towards the methodology of organization researches. Interpretative theories analyze organizations as “worlds” full of intellect and claim that the individuals and their behaviours can be understood through this “world”.

With my research I am not trying to form, but rather to explain individual behaviour ongoing and the “spiritual nature of the world” showing up the items of understanding. Resembling to those approaches of which researchers claim that our perception, explanation and interpretation is on a large scale contingent on the language therefore if we want to understand the process of cognition we should deal with the language as well, in the final version of my thesis I will touch historical processes and development of language too.

Based on two fundamental issues and dimensions of scientific work Burrell and Morgan (1979) developed such a 2x2 matrix scheme in which the four paradigms of sociological theory creation can be distinguished.

One axe of the matrix is subjective-objective axe which is divided along ontology, assumptions of human nature, epistemology and methodological implication. Another axe of the matrix are social theories emphasizing regulation and stability versus radical change.

Figure 2: Burrell & Morgan’s matrix

		Sociology of radical change			
Subjective reality	Radical humanist paradigm		Radical structuralist paradigm		Objective reality
	Interpretative paradigm		Functionalist paradigm		
		Sociology of regulation			

Source: Burrell & Morgan (1977)

I relate my study to the functionalist paradigm. Within this, in contrary to the interpretative paradigm there is no room for qualitative interviews (or the evolution of understanding through case studies) or for the question like how the sociological order is created through the actors' subjective explanation and interpretation process. Because of this I will not examine that the sociological facts can not be considered as the objective reality but rather as formed by the actors' traits and interpretation of rules. However the ideological bases of authority relations and learning can be rooted from the radical humanism as well therefore they have common elements with interpretative theories since this gives answer to the questions why the reality was constructed in such a way and how did the actors' interests influence this processes. Interpretation is reflective, individual is interpreting events already happened. Therefore interpretative paradigm is processing interpretation of already happened events (Isabella, 1990). My descriptive research, concentrating on finding causal relations between regularities does not have in its scope to answer the "why" of the construction of those already happened societal events.

It can be said that both the interpretative and functionalist paradigm and therefore my research too is intended to the description of sociological processes and status quo of the order and not to change to status quo or challenge it.

Nevertheless in my research I strive to reveal those items of explanation that later can become the basis of understanding. At the same time, because of many times contradicting theories and leadership definitions it is necessary to follow two major statements in my research (Connel, Cross & Parry, 2005):

- The variousity of theories and seemingly their not coinciding assumptions does not mean the incomprehensibility of leadership
- The complexity of leadership has to be accepted respectably this complexity is necessary for its better understanding.

3. Overview of basic leadership approaches

I start my theory overview with defining major distinguishing factors between terms management and leadership and afterwards step-by-step introducing leadership studies on historical order. I devote utmost attention to studies that are relevant in respect to my thesis' research model.

3.1 Leadership and management

When typing the word leadership into the Google search engine, we get more than 137,000,000 hits, while after entering the term management, Google shows 703,000,000 hits.

Leadership, as well as management has several synonyms, which define the respective interpretations among everyday users.

To be able to separate the daily usage from the scientific expression, I introduce here the definition from the Hungarian Larousse encyclopedia (Déva et al., 1991). It says, that management is “performing of complicated activities, planning business and leading it through the specialist in order to maintain effectively financial stability”, while the leadership is often depicted through groups, targets and influence with the definition of the former US president, Dwight D. Eisenhower. According to that “leadership is the ability to decide what needs to be done and manage to influence others to want these things to be done by them too”. Nevertheless there is no tangible separation of terms management and leadership in the daily usage. There is a linguistic redundancy visible in the definitions of leadership and management, leadership and management are often mentioned nevertheless their meaning is still overlapping.

Therefore, beyond question, one objective of my dissertation is also, if these expressions, based on the relevant literature, should be divided, and moreover, whether instead of masking the differences, should their revelation be emphasized, to be thus able to deepen the knowledge base connected to leadership and management.

The definitions of leadership and management certainly include such expressions, which require further explanation, moreover these definitions can be divided into several levels of syllogistic hierarchy structure. I do not regard the nominal definition

as an inevitable goal, I rather tend to believe, that if I chose this path, I would find endless number of expressions that need to be defined too. Nevertheless, in this work I suppose that, and I shall demonstrate this later in detail in the chapter on the pluralist view on leadership theories, I shall not find such definition, which is widely accepted, where the theoretical background is united or it is semantically unambiguous, thus, making further definitions unnecessary.

3.1.1 The management

Morphologically, the word management is developed from the combination of the word mano-hand and maneggiare - to lead a horse, later maneggio; followed by such French words as mener - lead and ménage-manage a household or the word ménager - to make efficient.

It is evident from the above-mentioned, that we face a noun, a verb and a scientific discipline as well, at the same time.

Management and management studies are present from the times that people consciously deal with the organisation and creation of work (Kieser, 1995). By now it is unimaginable, to exist without management, since management was necessary even for being able to buy a sack of potatoes in the grocery nearby. Therefore management itself as a verb and as a scientific discipline as well, has become a pioneer of the social development. When talking about management, we make as a starting point the following three suppositions (Parker, 2002):

1. Social development is regarded identical to the ability to control the surrounding environment to the greatest possible extent.
2. Management is necessary because human factor is a potential source of danger leading to development of disorder. Management is always directed to the human resources too, for the sake of abolishing such disorder.
3. Finally, in contrast to the previous centuries, (e.g. building of pyramids and the slavery connected to it) management of the present is democratic and transparent. This is the best way how to avoid aggression and to direct human energies towards the right goals.

The process of management helps to control our life and the lives of others. Such scarce resources can be reached with the help of management that could not be reached or could not be reached so efficiently without it. Moreover, management is an absolute ground-stone of every society, it can be applicable anytime, anyplace. It is no wonder, that it gains ground.

In sum, management is: planning, organizing and leading human, physical, financial and information resources in order to set and achieve organization's targets efficiently and effectively (Pataki, 2005).

Adam Smith in his „An Inquiry into the Nature and Causes of the Wealth of Nations” (1776) showed the benefits of management and division of labour through an example of a pin producing manufacture. He sees management as the generator of the division of labour. Fayol (1916) assumed that the creation of regularity is the main goal of management, while Fayol too –as the father of the management based on rules– recognized the importance of team spirit, and of cooperation in the order. Barnard (1938) viewed corporations as cooperating systems, where an established communication system is inevitable for their efficient functioning. Such communication systems require connection points or centres, which, occupied by leaders or managers, ensure their proper functioning.

Peters and Waterman (2001) present a management approach typical for the nineties of the last century, that is in fact criticism of the rational management approach.

Based on the models of rational management, the two authors write, that according to these theories professional managers can manage anything. These theories from analytic point of view separate all deeds of the managers' decision-making. However, according to these authors, this approach is mistaken, because it does not explain the results of those empirical researches, based on which introduction of quality control is more efficacious if its idea originates from within the organisation, compared to its ordination as a result of an external control. These management schools are characterized by quantitative attitude (the authors illustrate this by „analyses prepared in corporate central ivory towers”).

According to these authors, this rationality is a direct “descendant” of the Taylor management school, and the following statements can be found in both (Peters & Waterman, 2001):

- Big is better because of economies of scale.

- Low-cost produces are the only sure-fire winners.
- Analyzing is above everything.
- The target is to get rid off the disturbers of plans and peace.
- The managers' job is decision making.
- The manager's most important task is to control everything.
- The right incentive system should be developed, therefore the productivity will follow motivating monetary incentives.
- The differentiated attention to tight structured quality control is productive.
- The knowledge of how to read financial data is the success key
- Top managers can move markets by cosmetics of the income statement and balance sheets
- The boundaries of growing are the boundaries of success as well

Another characteristic feature of the literature of management of the nineties is, that the expressions “management” and “leadership” are used in a compound, complementing each other, primarily when describing an efficient leader. Also, when defining an efficient leader, often the characteristics of leadership are omitted (Drucker, P. 2004).

3.1.2 Management or leadership?

The term leadership is a relatively new word in the English language. It appeared approximately 200 years ago, connected to political influences in the British Parliament. However, the symbol of the leader appeared some 5000 years ago in the Egyptian hieroglyphs (Bass, 1990). When defining leadership, the observations of the researchers differ mainly in the characteristic features, behaviour, role that they perceived as standard ones in the times of compiling the theory. Sometimes the establishment of the theory is defined by central processes, as Schein claimed mentioning the connection of leadership and change (Schein, 1992).

Later, the term global leadership appeared which stresses the significance of global economy, and defines global leadership, as „an influence across national and cultural boundaries” (Dorfman & House, 2004).

Although the definitions are different, they all are based on a concept, mentioning influence and objectives: the leaders by their influence contribute to acquire the

objectives of the group or the organization. Nevertheless, the GLOBE research assumes, that the definition of leadership, as a concept, is partially culture-dependent and partially universally accepted.

The connotation of leadership differs in the respective cultures. On one hand, most of the Americans have a positive image of leadership, they regard it necessary and especially appreciated. In Europe, on the other hand, leadership is interpreted less positively compared to the Americans. When the European are told the term leader, they somehow subconsciously associate the term with the Führer or Stalin (Graumann & Moscovici, 1986).

One of the most exciting fields of research is to reveal the differences between a leader and a manager. One of the approaches derives the conclusion from John Kotter's (1990) role differences of the leader and the manager, according to which a leader in a role of the manager deals with the organizational complexity, and the efficiency of his role is determined by how his organisation is regulated, its smooth functioning and internal efficacy. In contrast, a leader in his role concentrates on the necessary changes (Kotter, 1990). Further, leadership is the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members (House & Javidan, 2004). In this work I use the words leadership and leader with this connotation. The differences between these two roles can be seen in organisation targets, methods of ensuring the conditions, execution and success criteria. A leader in the role of a manager, with his impersonal, reactive and almost passive attitudes toward goals (Zaleznik, 1977) differs in a great extent from the leader's active behaviour, evoking changing strategies and new future prospects as well as from his motivating behaviour that enhances the desires of the organisation members. According to this approach these two roles (not leadership types) complement each other, and the leader chooses between these two in accordance with the situation given. Consequently, a leader who wants to be successful has to fulfill both roles, since these two roles do not exclude each other. The other approach concentrates on the efficacy of the leader, and claims that what makes the most efficient leaders different from the "average" leaders is their level of emotional intelligence. This is not the same as the often mentioned IQ, or the presence of technical skills, but the existence of the "famous five" (Goleman, 1998) that is self-knowledge, self-regulation, motivation, empathy and social skills, while some sources add spiritual intelligence to the necessary skills mentioned above (Landale, 2005).

Mayer and Salovey (1990) describe emotional intelligence as a competency and create an EQ - emotional intelligence model. They characterize EQ as a skill, by what the leader understands, controls and makes use of his or her own emotions and the emotions of his fellows.

The difference between management and leadership (often in counselling too) is frequently compared incorrectly with the explanation of differences between the manager and the entrepreneur. In these cases it is said, that the entrepreneur, who directs the managers and values the risks of the company and the corporate environment (Wärneryd, 1988), parallels the characteristics of the leadership.

Zaleznik and Kets de Vries (1975) in their „Power and the Corporate Mind” distinguish two types of corporate leaders: the maximum and the minimum man. The maximum man makes his inferiors react mysteriously, inspires and mesmerizes them. The minimum man is interested in the opinion of his fellows, there is more a brotherly-like relationship than a parent-child relationship between them. The theory of the minimum and the maximum man is often confronted with the once-, and twice-born personalities, appearing in the work of William James (1999), in that respect, that the characteristic features of the twice-born leaders are looked for in the maximum man.

Kotter believes, that management is to be searched for in the solution of complexities (Kotter, 1990). Management elaborates formal plans, organizational structures.

In contrast, leadership focuses on change. Leadership elaborates future visions, while communicating efficiently it convinces and motivates with the aim that its subordinates can surmount difficulties successfully.

Robert House declares somewhat similarly, that the managers use their authority originated in their formal role when they direct the employees into a common direction, prepare a precise and detailed plan, or an efficient organizational structure (2004). To sustain efficiency they solve problems on daily basis. In contrary, the leadership throws a spanner into the status quo, creates future visions.

To make the presence of leadership more evident, Bennis (2004) elaborated such a life cycle model, where the leadership has own characteristic features typically present according to the age of the leader, thus with the leader's age, along with leader's maturity they are present in different ways, while on the other hand, management cannot be described through such model.

Terry (1995) sees the discrepancies of management and leadership in the mechanistic or organistic approach. The mechanistic approach with its positivist attitude, where the details are examined individually and divided from the others, is different from the organistic approach, which is characterized by examining the a phenomena in their complexity, by searching for their context.

To separate the meaning of the term management from leadership is difficult in spite of the several characteristics commonly accepted for leadership. There is no universal consensus on the definition of leadership (Bass, 1990; Yukl, 2002). This redundancy can be seen at Quin (1984) who tried to integrate the theoretical approaches in a way, that he situated them into a two-dimensional coordinate system (flexibility – control vs. inward–outward orientation) and thus created a model determined by three competencies, and consisting of eight roles.

According to Quinn, the variability of the leadership theories is disappointing, and this is exactly the cause that lessens the efficiency our leadership research. Organizational theory experts have been asked to judge the similarities and differences of efficiency criteria. These cognitive maps were rather similar, therefore they supposed, that there is a universally perceived structure existent, which influences the judgment of efficiency of the leadership and the organizations (Quinn, 1984).

Porter defines leadership, as such attribute, which incites the group for achieving common goals (Robbins, 1989). Prentice (1961) claims, that leadership means the realization of the target by directing the followers. The position of leadership can be derived from the position within the organisation structure, while here position does not mean formal post or position of power. Therefore, not all managers are leaders as well. Future vision is not included into this definition on purpose, while Kotter and House use the future vision or visionaries to separate the term leadership form management. However, the literature on leadership of the 80s does not mention the vision itself, and to illustrate the term comprehensively, they regarded it necessary to abstract from the vision. Abraham Zelnik (1977) and Daniel Coleman have changed the conceptions/views of leadership to a great extent, however most of their works had been preceded by Prentice in 1961, who denied the concept, that the Alpha and Omega of leading is force and the existence of a special analytic thinking. Prentice (1961) defined leadership as the realization of objectives with human cooperation in a way, that the objectives of the individuals are merged with the achievement of the group objectives. Leadership is not about being kind and

understanding, but of revelation of personal motifs with the aim to achieve organisational targets. A leader does not have to be inevitably popular or famous. He is not by all means influential, competent in all fields and does not realize plans of others. The leader's uniqueness is hidden in the phenomenon, that he is aware of the objectives of his inferiors and merges these objectives with the aim to achieve organizational targets.

Bennis and Nanus (1985) views the leader as someone who operates with emotional and spiritual values, while the manager leads the people, as they were physical resources. The task of the leader is primarily to achieve that his employees are proud of their work and regard it fulfilling.

I illustrate the difference in the belief systems of management and leadership in the following comprehensive table (table 1.). I have separated the dimensions, which help to explain the difference between the two belief systems. In the graph, I have separated those dimensions, which help to explain the differences between the two belief systems. The demonstration of the differences is necessary to understand the implicit leadership theories examined in social and corporate environment and those attributes which show the success and acceptance of the leader practice (based on Zaleznik, 1977 and Kotter, 1990).

Table 1: Dimensions of management and leadership

Dimension	Management	Leadership
<i>Personality traits</i>	Rationality and control that emerges from the organization position's power	Power emerging from the personality that directs employees towards the targets
<i>Attitudes toward goals</i>	Impersonal, passive attitude. Need is stronger than the wish.	Active, not reactive attitude. Forming wishes is stronger than they fulfilment.
<i>Conception of work</i>	Enabling process involving some combination of people and ideas interacting to establish strategies and make decisions. Continuous bargaining, giving rewards	Projection of ideas onto images that excite people and only then develop choices that give those images substance. Risk taking, seeking out risks especially

	and punishments.	where the chance of opportunity and reward appears promising.
<i>Relations with Others</i>	Collaboration, direction of others stands out as more important than individual work. Relate to people according to the role they play in a sequence of events or in decision making process. Tend to avoid emotional relationships.	Taking individual role, turbulent emotional relations. Continuous judgement of what events and decisions mean for the individual.
<i>Sense of self</i>	See themselves as conservators and regulators of an existing order of affairs with which they personally identify, they part of and from which they gain reward.	They sense of who they are does not depend on they status from the organization. They see themselves separate from the environment and indicators of changes.

Source: based on Zaleznik, (1977) and Kotter (1990)

These characteristics are present also in the contemporary literature. Watkins (2012) states that managers turn from management to leadership through seven “seismic” shifts while the skills that they’ve honed in their previous roles - mastery of their function, organizational know-how, the ability to build and motivate a team – are no longer enough. The shifts in roles can be described as following:

- Specialist to generalist
- Analyst to integrator
- Tactician to strategist
- Bricklayer to architect
- Problem solver to agenda setter
- Warrior to diplomat
- Supporting cast member to lead role.

3.2 Outline of leadership theories

To understand leadership, the main question or central statement is, whether every different leadership theory is based on organisational theory, and if it is so, how and in what way it manifests itself. Therefore, I dedicate a separate chapter to the formation of leadership theories.

However, before we analyse background of leadership theories from the scientific theory's point of view, I regard it necessary to present here the connections of theory and practice. As the methodological constructivism declares, the speech methodologically anticipates the deed. This means – moreover it is reflected in the scientific approach of the corporate leaders from the beginning of the 20th century – that before the creation of the theories the leaders worked in a line with the theories, that were created later on, and without deliberately thinking about them. The question remains, why the leadership theories were created when the later developed theories had been already applied in practice? I believe, that leadership unsuccesses (e.g. because of the change of the external circumstances) are those, which made the leaders and the researchers dealing with leadership to rethink and organise. These experiences of unsucces lead them to the necessity of methodical and systematic improvement. And when it was not only in the competence of leaders to theorize about leadership, the researchers, somewhat being freed from the burden of practice, were able to theorize and develop edifying, learnable, universal knowledge. This path leads to the development of leadership theories too, which often have different points of views to the leading itself and describes leadership from the different aspects. I merge these different theoretical approaches to a system of aspects, according to which the individual theories can be categorised (I shall refer to these viewpoints when describing the theories):

1. When examining theories originated in the traditional and new leadership paradigm, we can detect differences in the approach how they operationalize the phrase leadership, how they define leadership, and what kind of qualities they attribute to it.
2. Respective theories variously describe the superior-and-inferior relationship system, as well as how the leader divides his or her

attention between the group of inferiors and the individual, what kind of leading methods the leader uses, or if he or she applies different leading methods towards the inferiors.

3. There are discrepancies in the methods of measuring of the theories, while differences can be detected in research methodologies too.
4. Dissimilarities can be found in the aspect, how the organisational theory, as the basis of the respective theories, predestine the individual researchers' effort to persist or change the status quo of the leadership.

3.2.1 The theories of traditional leadership paradigm

The traditional leadership paradigm theories are reviewed according to the following grouping:

- The leadership trait theories, which typically attribute the success of leading to the qualities, skills and abilities of the leader,
- The behavioural leadership theories, according to which leading can be most appropriately described viewed from the different aspects of behaviour of the leader,
- The contingency theories, which examine the leader's behaviour in connection to the situational factors.

3.2.1.1 Trait theories of leadership

The leadership trait theories are the only type of leadership theories, where scientific reasonability is mostly doubted by management researchers. We can say, that the results of these theories are greatly diversified, and what is more, they are even opposing each other. The correlation between the traits discovered and the leader's success used to be not strong enough. Another problem with these theories was that researches measured and interpreted the respective traits differently, therefore rarely were their results consistent or even confirming. The most critical attitude against this school is that not all the leaders had qualities of a successful leader, still they could be successful, while on the contrary, existence of the necessary traits was not a guarantee

of successful leadership. They were not able to explain either, why are unsuccessful those leaders who possess all the necessary traits and should be predestined for success at directing their inferiors towards a common goal. According to these leadership theories, the leaders are born rather than educated. (Robbins, 1989).

The media often differentiates leaders from non leaders putting the focus on personal traits into the centre of the comparison. The most often mentioned basic traits of leadership are charisma, braveness and determination. Nevertheless, the scientific approach to leadership based on traits is particularly diversified. Researches on the topic have been conducted since the 1930s, and although in the 1960s there were 20 leadership researches conducted, only 4 of them were able to pick up similar traits. The inspected traits were primarily focused on the leader's height, gender, intelligence, appearance, as well as on his or her motivations for power and achievement (House & Aditya, 1997).

The breakthrough came when the researchers gathered the traits around five trait theories. (Geier, 1967)

The trait theories of leadership, by operationalizing the leadership with particular traits, paved the way of the method of "choosing" the right people for the right positions, and since some traits were identified (Lord De Vader & Alliger, 1986), they prepared the ground for the methodological approaches used at present. While the aim of these theories was not to overthrow, but to consolidate the social system, and since these theories can be placed within the two-dimensional coordinate system into the functional paradigm, the leaders were often viewed as born leaders, and according to the originators of these theories, they either possessed certain traits at birth or did not. This is the background of those speculative trains of thoughts, which were supposed to underpin these theories, primarily by the usage of psychometric tests (e.g. CPI).

3.2.1.2 Behavioural theories of leadership

The imperfection of trait theories led the researchers of the 40s and 60s to follow on their researches putting the behaviour in its centre. They were looking for successful leaders, who directed enterprises in those, especially hard times. The theories inspecting leader behaviour all have a common supposition that the leaders behave relatively consistently with the groups they lead. (Dansereau et al., 1995). There was

something special and common at the same time that could be detected in the leaders' behaviour (Average Leadership Style – ALS), consequently there were three behaviours picked out, which were said to be typical for successful leaders: autocracy, sharp and consistent communication, vehemence. However, it has been proven that the autocratic leadership style is often not preferred.

In the case if the suppositions of the behavioural theories are true, they can be applied in a different way than the trait theories. These theories challenge the the basis of those theories that were oriented to pick the right person the right position. These studies declare that the proper leader is educable, developable, what makes solid grounds for proper behaviour. To prove these theories and to grasp the leaders' behaviour, factor analyses, interviews, research methods based on observation and scales for measuring operationalized leadership behaviour were used. (House & Aditya, 1997) These theories have in common a feature or suggestion for choosing the efficient behaviours to preserve the leader's authority, however there have been only a few commonly and univocally accepted behaviour patterns that were operationalized. Nevertheless many contemporary researches – aimed to depict the influence of leaders' status on the leadership's effectiveness – build on the participative/directive leadership framework's results (Sauer, 2012). They aim to depict gender based leadership specifics was often managed by operationalizing entrepreneurs' characteristics according to psychological and non-psychological motivation factors (Širec & Močnik, 2012).

In the organisational background of the theories, the attributes of interpretative paradigm and the attention directed towards understanding appear, but in spite of this, their descriptiveness based on functionalist paradigm is beyond dispute.

I illustrate here the following behavioural theories:

- Lewin's Autocratic, Democratic and Laissez-faire Leadership Theory
- Likert's leadership typology
- The Ohio University Leadership Study
- Tannenbaum and Schmidt Power-Participation Model
- University of Michigan Studies
- Misumi's Performance-Maintenance Theory
- The Blake-Mouton Managerial Grid
- The Scandinavian Models

Lewin's Autocratic, Democratic and Laissez-faire Leadership Theory

In Lewin's (1975) experiments with schoolchildren, they identified three different styles of leadership, i.e. autocratic, democratic and laissez-faire, in particular experimentally approaching the existence of group life. This theory has more of a descriptive than prescriptive style, however it includes declarations, according to which the democratic and laissez faire leadership style is more effective than the autocratic, while it reveals the level of satisfaction of the group members with the certain leadership styles and the manifestation of aggressiveness, social interactions, group structure in the respective groups. The experiments of Lewin, Lipitt, és White, (1975) done with children groups justified that animosity within the group (which according to the theory naturally influences performance) was thirty times oftener in the autocratic than in the democratic group. Aggressiveness appeared eight times oftener. Out of 20 group members, 19 liked more the democratic leader, than the autocratic and even 7 out of 10 liked the laissez faire leader more compared to the autocratic.

In spite of its observations this model was not used in the corporate sphere and did not really gain share in the management literature. One of the reasons might be, that the experiments were done with children of school age, and the other is the ideological background of Lewin, his German origin and his role during the WW2.

Likert's Leadership Typology

In connection to the introduction of contextual elements of leadership, we can say, that it is always directed towards leading individuals or groups, thus it covers interpersonal connections, it is bound to targets and at the same time it is realized in a framework of communication process. Likert (1961) examined interpersonal connections, where the connection between the superior and the inferior is bidirectional. The inferior is making efforts to influence the superior too. Likert indicated, that exceptionally people, who do not belong to the specific organisation, the so called "informal leaders" can fulfil leading tasks, moreover, some leadership tasks can be fulfilled by group members alternately (Bayer, 1995).

Likert distinguished four leadership styles, exploiting authoritative, benevolent authoritative, consultative and participative-team leading. As an effective leadership style, he suggested the participative style, and at the same time to ensure this in an organization, he proposed setting up a bidirectional information flow structure.

The Ohio University Leadership Theory

Between the behavioural theories the Ohio University leadership theory is the most complex (Stogdill & Coons, 1951). Several thousands of behavioural patterns have been narrowed down to two, independent dimensions of leader behaviour –initiating structure and consideration of subordinates. The initiating structure dimension involves those behaviours, which are directed to work assignment, interpersonal connections at workplace, reaching targets and meeting of deadlines. The consideration dimension is described as oriented to subordinates and cooperation with them based on mutual trust as well as on reaching consensus.

The results of the research showed, that the most efficient style is where high initiating structure is combined at the same time with consideration of subordinates.

Tannenbaum and Schmidt's Power-Participation Model

The authors' research (1966) was originated in the question, how a modern leader can be democratic in relations with his or her subordinates and at the same time how can he/she maintain his/her authority and control in the organisation. They illustrated leadership behaviour along a continuum, where at one end there was leading and attention concentrated on the leader, while on the other end on the subordinates. The leader can choose along this continuum from seven types of leadership styles³. Although the situational factors are missing from this theory, the authors partially considered such factors and forces, which the leader has to consider when deciding

³ Within the continuum of leader and subordinate the leader can choose from the following behaviors::

1. The leader takes the decisions and announces them.
2. The leader gets the decisions accepted.
3. The leader frames thoughts and incites the others for making questions
4. The leader announces the changeable and not final decision
5. The leader frames the problems, gets suggestions, takes the decisions
6. The leader declares the borderlines, and asks the group to take the decision
7. The leader allows the subordinates to be perform and take decisions within the borderlines declared by him or her.

how to lead. From these, the forces of leaders, of subordinates, of the situation are especially important, and had prepared a ground for further research and for the spreading of theories – primarily of contingency theories.

The Michigan Leadership Studies

The research group of the Michigan University, similarly to the Ohio University's Theory, identified two basic dimensions, label employee oriented (support and interaction facilitation) and production oriented (goal emphasis and work facilitation) (House & Aditya, 1997). The conclusions of the researchers were that the employee-oriented leadership style is more favoured due to higher productivity associated with it, compared to the production oriented.

Based on the research, four leadership factors were identified: goal emphasis and work facilitation – these factors compose the performance oriented leadership style, while the employee-centred leadership style is created by the following factors: support and interaction facilitation. The findings of the Michigan University based on the analysis of a large number of interviews, similarly to the Ohio University results, say that generally the employee-centred leadership style is more efficient than the production oriented. The biggest difference between the two theories mentioned above is, that the Ohio University Theory model prefers the simultaneous realization of the two styles on one hand, while on the other, the model of Michigan Leadership Studies describes the two styles as excluding each other (Bakacsi, 1996).

Misumi's Performance-Maintenance Theory

Misumi's (1985) PM⁴ Theory distinguished four leadership types defined by two leadership functions, Performance and Maintenance. Performance function includes two aspects: the planning tasks of the leader, controlling employees, formation and development of work procedures, and performance pressure applied on the subordinates with an aim to have them perform in the required quality and meeting the deadlines. The other function is the Maintenance, where the leaders' tasks, oriented at safety and social processes are emphasised. Misumi's results show that to the success

⁴ The theory is well known as PM (Performance-Maintenance) Theory

of Japanese companies, attention to both of the above mentioned types, the performance and the maintenance functions, are necessary. Nevertheless, it can be detected, that these dimensions resemble to the task-oriented, employee and support-oriented dimensions of the Western theories and it can be declared as their improved version. Primarily because this theory professes the application of both styles simultaneously and secondly their application makes dependent upon external factors. The improved versions of the theory have appeared in Chinese and Indian leadership studies as well. (Dorfman & House, 2004).

The Blake Mouton Managerial Grid

Partially originated in the Ohio University Leadership Theory, the graphic portrayal of two-dimensional view of leadership styles were developed by Blake and Mouton (1964), called the Managerial Grid, or Leadership Grid. The matrix is based on dimensions, namely the “concern for people” and the “concern for production or task”. The grid does not show results, it shows dominating factors in leaders’ thoughts in regard to achievements. The intersections of the dimensions describe five typical leadership styles: Team management, Country club management, Organization management, Authority/Obedience, Impoverished management styles. According to Blake and Mouton, the most effective is the Team oriented style, where the attention to the task and to the employees is the highest (Bakacsi, 1996).

Although this theory shows the differences between the leadership styles conceptually correctly, the hypothesis of the team-oriented style being the most effective from the five above-mentioned has not been proven.

The Scandinavian Models

Compared to the Models of the Universities of Michigan and Ohio, which were born in the stable economic environment of the years following the war, according to the Scandinavian Models, these two-dimensional theories cannot comply with the dynamic environment of the present (Ekvall & Arvonen, 1991).

According to those models, in the changed economic environment the effective leadership behaviour is oriented at people development. The Swedish and Finnish

models say that this third dimension has to be integrated into the theories of the Universities of Michigan and Ohio.

Summary of the behavioural theories of leadership:

1. The theories combined leadership success with organization performance
2. At the basis of each model, were the tasks and relationships, later in the Scandinavian model the term development-oriented behaviour was added, and integrated by researchers into the models.
3. The significant practical result of these theories is, that integration of leaders' behaviour to the models made ground for leadership training, made leadership skills possible to acquire, teach and develop.
4. Neither of the models mentions such external environmental and situational factors, on which the success or unsuccess of the leader's chosen behaviour would depend.
5. The imperfection of these models, criticized most often is laid in their speculativeness and in the imperfectness of their measuring methods (House & Aditya, 1997).

3.2.1.3 Contingency Theories

When management science was at its beginnings, the theoretic literature on organizations was not really concerned about the social, natural environment in which the organizations perform. It is not a coincidence, since in those times the organizational theories were based on the ideas of economic schools, where the biggest goal is profit maximalisation. In this view, human and ecological values appear as foreign elements, and the only question in this regard is, how their recognition influences the realization of the primary goal (of economic character). Nowadays, the social and economic influence of companies along with the relationships of the leaders have grown so significant, that it is reasonable to re-evaluate the role of the organization from the viewpoint of bigger systems and apply the focus from the human side. The contemporary literature on leadership includes a statement, according to which leaders need a context, an environmental background, in which they can take their decisions (Tichy & Bennis, 2007). Therefore, from within the leadership theories of the 20th century, mostly those taking into consideration the external and internal environmental factors gained ground.

In the contingency theories from the 60s and 70s, leadership behaviour is characterised according to the circumstances of the specific situation (external and internal environment) and conditional relationships (contingency appears as a conditional relationship). Since there is no universal concept for handling the constantly changing conditions, the leader has to find the best way of complying with the respective situation.

The leader, having analysed the independent variables (e.g. external environment) and after the examination of the specific situation, decides which leadership methods and principles or their combinations he chooses.

According to the contingency theories, different situational factors require different leader behaviour. However, these theories utilize the dimensions of behavioural and trait leadership, and although being aware of their ineffectiveness and that they are not applicable in all situations, these dimensions have to be adapted to different situational factors.

Howel, Dorfman and Kerr (1986) distinguished the following situational factors:

- Task structure
- Leader-subordinate relationship quality

- Power emerging from the leader's position
- Unambiguity of the roles and tasks of the subordinates
- Group norms
- Information availability
- Subordinate's acceptance of leader's decisions
- Subordinate maturity

Howel, Dorfman and Kerr (1986) grouped the factors mentioned above, based on their effects:

- Variables that neutralise or strengthen the effect of leadership; in some situations they extinguish, and in others strengthen the effect of leadership.
- Variables that substitute or supplement the effect of leadership.
- Variables that transmit the effect of leadership.

Nevertheless, the most problematic is, how to distinguish the effect of the specific variables, and their empirical identification. To distinguish these variables, factor analysis, questionnaire methods as well as observations were applied. Hence, we can say, that besides the groups mentioned, the situational variables can be further grouped if they affect separately and independently from other variables or as a dependent variable, acting as a transmitting agent between the leader and the result of leading process. Descriptive and functional paradigm based organizational theoretical approach is characteristic to the specific theories.

I introduce the following contingency theories:

- Fiedler's LPC contingency model
- Fiedler and Garcia's cognitive resource theory
- Hersey & Blanchard's situational leadership model
- Graen's leader-member exchange (LMX) theory
- House's path-goal theory
- Vroom and Yetton's decision centered, leadership-participation model
- Dortter, Noel and Cahan's leadership pipeline theory

Fiedler's LPC Contingency - Model

The first comprehensive contingency theory is connected to Fred Fiedler. Fiedler declares that effective group performance is dependent upon the question, how leadership style complies with the degree to which the situation gives control to leader (Fiedler, 1967).

The central role in the theory plays the least preferred co-worker (LPC⁵) questionnaire, which, according to Fiedler is assumed to measure if the respondent is task or relationship oriented.

If the least preferred co-worker is in a relatively positive connotation (high LPC scores), the respondent is a relationship oriented person. If, in contradiction, the least preferred co-worker appears in a relatively negative connotation, the respondent is assumed to be task-oriented.

Fiedler claims, that a leader's leadership style is fixed, practically unchangeable (Fiedler, 1980). This statement is important, because if the leader is a relationship oriented person while the situation requires a task oriented leader, either the situation or the leader has to be changed to achieve optimum effectiveness.

Having defined the individual's leadership style according to the LPC questionnaire, it is necessary to match the leader's actions with the situation. In Fiedler's view, there are three such situational factors, which determine leaders' effectiveness. They are as follows:

- Leader-member relations: the degree of trust, confidence and acceptance of the leader by his or her subordinates (can be good or poor)
- Task structure: the degree of task structure (that is structured or unstructured)
- Position power: the degree of influence the leader has over such variables, as hiring, firing, promotions or salary increases (can be strong or weak).

The next step in the Fiedler model is to evaluate the situation according to these contingency variables. Matching the combination of three contingency variables with the definitions connected to them, eight situational variables were created. Fiedler states, that the better the leader-member relation is, the more structured the task and the stronger the leader's position power are, the greater the leader's influence will be.

⁵ The Hungarian equivalent is „Legkevésbé kedvelt munkatárs kérdőív” (LKM)

Due to its results, Fiedler's model gained a generally positive reputation, although the contingency variables are complex and complicated, thus difficult to determine precisely. The model's fundamental statement, saying, that different situations (which are supposed to be stable in the long run) presuppose different leader behaviours - while that is unchangeable within one individual - thus require different leaders. Additionally, in Fiedler's theory (1965) the statement, saying that the adjustment of the leader's work to the individual can be effective too, gains ground too (based on the research of the Office of Naval Research). Although with this attitude Fiedler got back to the behavioural leadership theories, he has contributed to the development of the contingency models.

Fiedler and Garcia's Cognitive Resource Theory

Garcia and Fiedler (Fiedler, 1995) raise their model on Fiedler's LPC Contingency Model. The model focuses on the influences of stress, as a negative situational factor, as well as on the intelligence and experience of the leader and how it influences his or her ability to cope with stress.

The central thesis of the theory is that stress is the enemy of rationality. Hence, the central variable of the model is stress; the others are leader's experience, intelligence and cognitive resources. In case of situations when there is low stress, the leader's intellectual abilities correlate positively with his or her performance, while his or her experience negatively, on the contrary, in high stress situations, intellectual abilities negatively, while experience positively correlate to the leader's performance.

Consequently, Fiedler and Garcia's model states that the stress level decides how leader's intelligence and experience contribute to the leader's performance. The third variable, namely the cognitive resources affect positively the performance if the task is unstructured and the leader has a directive leadership style.

The biggest additional value of the model is that it combines the participative and directive leadership styles with the situational variables (House & Aditya, 1997).

When proving the statements of the model, the most problematic part was to determine the quality and to operationalize the specific variables (e.g. the leader's experience, which was defined by his or her years spent working (Yukl, 1989)).

Hersey and Blanchard Situational Leadership Model

Hersey and Blanchard's theory is renowned widely by leadership coaches. It is included in the leadership training programs in 400 companies of the Fortune 500 (Robbins, 2002) and due to its practical approach it has been widely utilized in praxis.

The theory focuses on followers, subordinates. According to it, the effective leadership style has to be consistent with the followers' abilities and so the effective leadership style is contingent on the level of the followers' readiness (motivation and abilities)..

Pursuant to the model, it is not primarily important, what the leaders do, rather what is the reaction of the followers to these actions, this is what influences effectiveness.

The model depicts two dimensions of leadership. i.e. relation and task orientation. The choice from the two leadership styles depends on the readiness of followers; while the situational theory sees the leader-member relation analogically to the parent-child relation, shows it at the same time as a kind of development process, where the leader's style is a subject to gradual development.

The maturity of followers is seen as an independent variable⁶ (Hersey & Blanchard, 1982) and divided into four levels, while the leader's style has to be adapted to the combination of abilities and willingness along these dimensions:

- M1: subordinates are both unwilling and unable to take responsibility.
- M2: subordinates are willing but unable to do the necessary tasks
- M3: subordinates are able but unwilling to do what the leader expects from them
- M4: subordinates are able and willing to do what the leader expects from them

The leaders have to choose their leading style along these dimensions, and according to the authors it can be:

- S1: Telling
- S2: Selling
- S3: Participating
- S4: Delegating

⁶ Hersey and Blanchard use the term readiness

The four leadership styles of the model show similarities with the leadership styles situated at the Blake Mouton Managerial Grid's four extreme points introduced above, in the chapter on behavioural theories. The telling style, for instance, is equivalent to the leadership style at the 9,1 coordinate. According to Hersey and Blanchard's statement (1982), this does not mean, that the difference between the two models is not more than the replacement of the Blake-Mouton's 9,9 dimension with the contingency suggestion to „adjust the leading style to the maturity of the followers'.. The authors claim, that the grid originates in the dimensions of the leader's attention oriented at the subordinate, which are attitude-based dimensions. On the contrary, in the situational leadership model, the task and relation-oriented dimensions are behavioural dimensions.

Beside its success in praxis, the biggest deficiency of the theory, named by its critics, was the methodology of measurement of the subordinates' abilities and willingness (House & Aditya, 1997), thus, in spite of its popularity gained in leadership trainings, it is less accepted by leadership scholars.

Graen's Leader-Member Exchange (LMX) Theory

While other contingency theories define leader-subordinate relations in one manner, according to the LMX theory, the leader establishes different relationships with his or her subordinates, in other words, he does not behave or relate homogeneously towards them (Dansereau et al., 1973) and he solves the tasks ordered to these relations like a role.

The theory is erected from the idea of subordinates influencing their leaders' behaviour (Vecchio, 2005).

The VDL model analysing the leader-subordinate relationship can be regarded as an antecedent of this model (Vecchio & Gobdel, 1984)

The leader, primarily due to the shortage of time for decision taking, establishes a special relationship with a group of employees (in-group), while not with the others (out-group). According to this theory, the leader implicitly categorizes his or her subordinates according to their personal characteristic features, if those are compatible with the leader's own. Hence, we can declare that a leader is the one who chooses the members of the in-group and the characteristics of the subordinates are those, which

define the leader's decisions. Thus, the leader-subordinate role has the greatest influence on leadership and on the dynamics of leader's role.

The theory operationalizes subordinate roles, which are of two types: based on the intensive support and interactions on one hand, and on little support and interactions, on rather formal relationship on the other. The theory claims the performance of the in-group members to be higher, while their fluctuation smaller and their dissatisfaction level lower.

The researches aimed at testing the LMX theory have been supportive. They provided evidence of the leader paying special attention to specific subordinates, and that this in-group vs. out-group status has an influence on the employees' performance and satisfaction (Novak & Sommerkamp, 1984). The results of the Serbian GLOBE study proved that the cultural dimensions of the research are significant predictors of all facets of job satisfaction and that relations between some GLOBE organizational culture dimensions and facets of job satisfaction are moderated by the leader-member exchange (LMX) variable. The results of the research showed that the high level LMX relation of middle managers enhances their job satisfaction. The GLOBE study's expected cultural dimensions and LMX therefore play an important role in enhancing middle managers' job satisfaction (Vukonjanski, J. et al., 2012).

Although this theory helped to open new horizons in the research of the leader-subordinate relations, its critics claim that the theory did not serve satisfying evidence of its theses; it has proved purely the fulfilment of its own prophecy. Similarly it is claimed, that the connection between good relationship and high performance has not been proved yet (House & Aditya, 1997). Establishment of in-group and out-group presupposes a stable relationship between the leader and the subordinate in a long term, therefore, the proof of the model has not been and could not be conducted in a dynamic environment.

House's Path-Goal Theory

Currently the most often quoted theory is House's Path-Goal Theory. The theory includes several elements from the Ohio University's Model, from the point of view of structure and attention towards employees, as well as it builds on the Expectancy Theory of motivation (House, 1971).

The essence of the theory is: the leader's primary task is to support, inform, and find resources with the aim to help the subordinates to achieve their goals. From this the name Path-Goal was derived. The leader helps his or her subordinates to reach their work objectives by reducing roadblocks from their path. Hence, the performance of the employees depends on how the leader helps them in the realization of their work goals. This presupposition is the ground stone of the Expectancy Theory to (Vroom, 1964), which claims, that the individuals strength of a tendency to act in a certain way depends on the strength of on expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individuals..

House defined four types of behaviour: directive, supportive, participative and achievement-oriented⁷, and by this he overran the duality of relation and task-orientation.

Compared to Fiedler, House assumes, that the leader si flexible enough to chose an adequate behaviour depending on the specific situation. (House, 1971)

The situational variables of the model define the adequate leader behaviour as an environmental variable. If the leader wishes to maximise the performance of his subordinates, he chooses one of these behaviours.

The environmental factors are those which are independent from the subordinates (task structure, formal authority system, work group) or those which are the individual characteristic features of the subordinates (locus of control, experience, perceived abilities). These environmental factors define the adequate leadership style, while the subordinates' characteristics influence how the leadership style and the environment is interpreted.

According to the theory, the leadership style will not be effective in cases, when it is not in accord with the environmental variables or the characteristics of the subordinates⁸ (Mullins, 1996).

⁷ The characteristic features of the four leading styles are as follows:

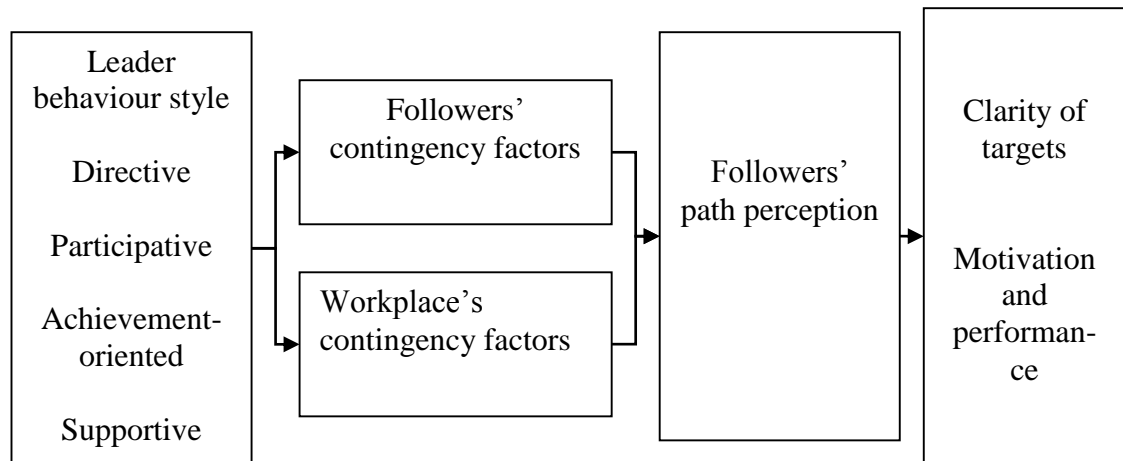
1. The directive leader informs the subordinates of his expectations, makes work schedules, sets the path to the goal
2. The supportive leader is friendly, cares about subordinates' problems
3. The participative leader consults the employees before taking decisions, listens to their opinion
4. The achievement-oriented leader provides the employees with challenging tasks, expects them to perform at their maximum

⁸ We can word the following hypotheses in connection to the path-goal theory:

- Directive leadership style leads to gretaeer satisfaction and performance, when the tasks ar umbiguous and the stress level higher, than when they are structured and well laid out. It is meaningless to utilize the directive leadership among subordinates whith high percieve abilities or considerable experience in solving the specific task

The model is illustrated in the following figure (based on Mullins, 1996, pp. 270):

Figure 3: The Path-Goal Theory



Source: Mullins (1996, pp. 270)

Most of the empirical tests of the theory were mostly supportive, and proved the connection between the contingency factors, thus the model's logical structure was provable. The critical statements were aimed at the fact, that when establishing the model, several elements were not examined thoroughly enough (Yukl, 1989). Also critics say that this model emphasises rather the subordinates' satisfaction and the leader's acceptance than the subordinates' performance. These results were put on paper by researchers, when testing the model in multinational environment. However, it is praised that this model has given up the task and relation-orientation illustrated by the previous theories, and shows the application of the adequate leadership style complexly, preparing the ground for development of the theory in further studies.

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- Supportive leadership style leads to high subordinate satisfaction and performance, if they are presented with structured tasks
 - Those subordinates who regard the individual a leader, will be more satisfied with a participative leadership style
 - Achievement-oriented leadership increases the subordinates' expectancies that its efforts lead to higher performance when the tasks are unstructured

Vroom and Yetton's decision centred, Leadership-Participation model

Vroom and Yetton created the leader-participation model, which related the leadership behaviour to the subordinate's participation in decision-making (Vroom & Yetton, 1973). The model claims, that the leader behaviour has to be chosen in accordance with the task structure. Vroom and Yetton's theory is normative, including several conventions, which have to be followed and in the sequence of it the leader has to decide, how the task structure, its complicity requires participative leadership style, the subordinates' involvement in decision making. Hence this theory is one of the most prescriptive ones.

The model includes 7 such contingency factors (their relevance can be decided by yes and no answers) in a form of a decision making tree, which enable the leader to reach one of the five alternative leadership styles, from authoritative through group-based decision to delegation of the decision (A-autocratic, C-consultative, G-group-based, D-delegating)⁹. The authors later increased the number of possible leadership styles to seven.

Later, Vroom and Yago (1980) revaluated the model, increasing the number of contingency factors from the original 7 to 12, which however due to the complexity of the possible variant numbers, made the application of the model more difficult. Nevertheless, they defined eight such problem types, which enable the leader to make his/her adequate decision¹⁰

⁹ The seven leadership styles are as follows (House & Aditya, 1997):

1. A I: Leader solves the problem along using information that is readily available to him
2. A II: Leader obtains additional information from group members, and then makes decision alone. Group members' role is to ensure and hand the information
3. C I: Leader shares problem with most important group members individually, and leader makes decision without the group members' meeting collectively alone.
4. C II: Leader shares problem with group members collectively, but makes decision alone.
5. G I: Leader decides together with his important subordinate (the two of them).
6. G II: Leader meets with group to discuss situation, they create and evaluate decision alternatives together focuses and try to compromise in making the final decision.
7. D I: Leader delegates taking the decision.

¹⁰The 8 questions on contingency variables which influence the decision's effectiveness in the amended model by Vroom and Yago:

1. How relevant is the choice of decision alternative?
2. How important is subordinate commitment to the decision?
3. Does the leader have sufficient information to make a high quality decision on his own?
4. How well structured the problem is?
5. Is it reasonably certain that the subordinates would be committed to an autocratic and directive decision?
6. Do subordinates share the organizational goals to be attained in solving the problem?
7. Whether there is likely to be conflict among followers over solution alternatives?
8. Do subordinates have sufficient information to make a good decision, to raise it to a higher quality?

The developed, amended theory has been approved in praxis a several times (House & Aditya, 1997), but the model with all the variables included was not able to gain the complexity which characterise the leader's decision. As for its utilization in praxis, the model was criticised for the fact, that it is not likely that the individual leader can always find the specific leadership style from the 12 contingency variables and 7 leadership behaviours, adequate to the specific problem. In spite of this, the model has proven empirically many such new contingency variables, which are worth of consideration for the leader when choosing a leadership behaviour.

Drotter, Noel and Charan's Leadership Pipeline Theory

In corporate life (there are examples in Slovak and Hungarian large corporations too), at the establishment of competency models, the Leadership Pipeline Theory by Drotter, Noel and Charan (2001) gains ground.

The basic hypothesis of the model (Drotter, Noel & Charan, 2001) is, that on one hand different leadership passages require leaders with different competencies, and on the other hand, that the same competencies (in this case these are contingency factors) require different behavioural forms at the respective leadership passages.

Hence, leading has to appear at every leadership passage in a different way. The judgement of leader's effectiveness is dependent both on environmental variables, and on how the subordinates value the behaviour applied by the leader. The essential theory of the model is not new. The founding thesis of leadership pipeline appeared in 1970, in the work of Walt Malert, an HR consultant of General Electric.

Breakpoints of the model are different in each company, but can be summarized all in three contingency factors (Drotter, Noel & Charan, 2001):

- Skill requirements – those new capabilities, which are necessary for the fulfilment of new responsibilities
- Time application– those timeframes, which govern the individual's work and performance
- Work values – what the people believe is important, thus standing in the centre of their efforts.

These competencies were presented by the authors at different leadership passages (according to them, it is possible also to illustrate the differences between the specific

leader passages with 360 degree evaluations and gap-analyses in praxis). As an example let me illustrate this in the view of competency differences between the individual contributor and the front line leader (Drotter, Noel & Charan, 2001):

Table 2: The first passage: From managing self to managing others

Individual contributor	Front line leader
<p><i>Skill requirements:</i></p> <ul style="list-style-type: none"> • Professionalism • Team player • Relationship orientation with regard to individual success • Efficient utilization of organization processes and tools 	<p><i>Skill requirements:</i></p> <ul style="list-style-type: none"> • Planning • Work forming • Delegating • Performance monitoring • Coaching and feedback • Evaluation and motivation • Communication and creation of working climate • Contact management in the sake of the organization • Enquiring of resources
<p><i>Time application:</i></p> <ul style="list-style-type: none"> • Daily control • Execution of own short time tasks 	<p><i>Time application:</i></p> <ul style="list-style-type: none"> • Yearly planning • Own and subordinates' time management • Defining own and subordinates' priorities • Communication of time frames to suppliers, other organizations and customers
<p><i>Work values:</i></p> <ul style="list-style-type: none"> • Achievement of results by own professionalism • High quality work delivered • Incorporation of company's values 	<p><i>Work values:</i></p> <ul style="list-style-type: none"> • Achievement of results by others' work • Success of direct subordinates • Managerial work and regulation • Success of the entire unit • Me, as a manager • Projected integrity

Source: based on Drotter, Noel & Charan (2001)

The practical significance of the model is primarily that it had helped to understand and made palpable, beside values connected to time, leader skill and work, the view of

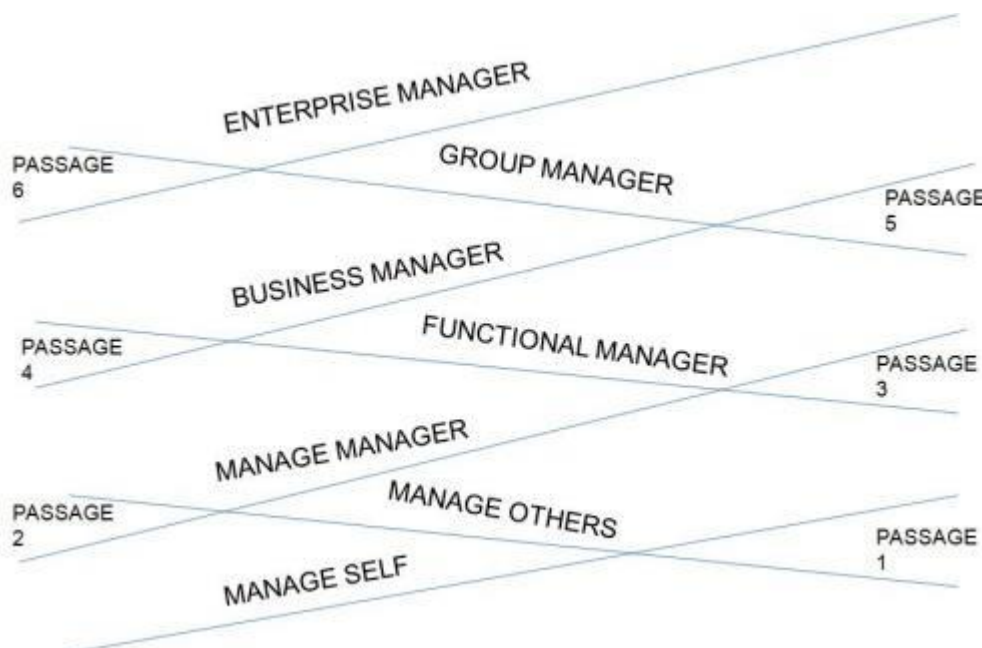
leadership styles' changes at different leadership passages. The model is dynamic, supports practical application, establishment, planning and realization of training-development programs, leader coaching productivity management, competencies as well as the establishment of selection system.

At the same time it supports professionally established career growth. It helps the directed succession-training, helps to find those stepping stones, which are critical for the achievement of the respective passages of leadership. It is helpful in acknowledgement and abolishment of factors, which hinder the realization of effective leadership style.

The model's deficiencies and limits are hidden primarily in its application in small enterprises. The model provides basically a large company approach reflecting on a six-levelled corporate-leading hierarchy, and although the authors tried to scetch a simplified version of it, which is claimed to be applicable in smaller organisations with flatter organisational structure, in fact in small enterprises leadership stages often cannot be unambiguously separated. Moreover, due to the long term application of the model, its empirical justification is problematic.

The following figure illustrates the model:

Figure 4: Drotter, Noel and Charan's leadership pipeline



Source: Drotter, Noel and Charan (2001): Leadership pipeline, pp. 25.

As a whole we can say, that the contingency theories built on behaviour theories and made the leadership behaviour dependent upon situational factors. The contingency theories became most widespread from between leadership theories, most of the researches originate in these theories. Besides the diversification and their application in different scales in the spheres of corporate life and science, we can state, that:

- The contingency theories do not mention such cases, when leading style itself is irrelevant, or when specific contingency factors substitute or negate leader behaviour.
- The situational factors in the respective models have not been distinguished in all cases, their operationalization is not precise in all cases and it is not clear if they are regarded to be dependent or independent variables.
- Most of the contingency theories is used in corporate praxis up to now, and are part of leadership training programmes, thanks to the fact, that they enabled practical assessment of specific leadership styles and leadership operationalization. Several models appear as elements of leadership-development trends, in the companies' human resources systems in the course of time.
- Part of the contingency theories served as a foundation at the development of new leadership paradigm theories, primarily due to their diversification and complex approach. We can mention here the path-goal theory, which served as a basis at developing charismatic leadership theory.

3.2.2 Leadership theories originated from the new leadership paradigm

The new leadership paradigm theories appeared from the 80s, utilizing the basic ideas of previously created theories, built on each other, getting as a result rather diversified and complex theories. What they have in common, is that all of them, without an exception, build on “trust”, on a factor which presents the most burning question connected to leadership of nowadays’ companies (Dirks & Ferrin, 2002). Many of their research results claim that there is a significant relationship between organization trust and the leadership style appearing on the autocratic-democratic leadership scale, while the democratic leadership style is the one that significantly enhances trust between the leader and his followers (Kovač & Jesenko, 2010). Most of the theories of new leadership paradigm have the following in common:

- In contrary to the theories presented above, which focus on rationality, theories based on the new leadership paradigm, build on the emotional relationship between the leader and subordinate, and strictly distinguish the paradigm of management and leadership.
- They bring into the front communication on future views as well as ethical approach to leadership.
- The theories of new leadership paradigm often develop based on ideas of the theories presented above, (e.g. of trait leadership theories, or of contingency theories’ results and approaches), while they have a more complex methodological and theoretical background.
- Cognitive approach of the new leadership paradigm has helped and continues supporting the development of new theories and research methods.
- Theories often look for the dark sides of leadership, and are questioning the limits of its influencing, directing powers (Useem, 2001) ¹¹ of leadership or the importance of leadership and its application in every case.
- From scientific theoretical point of view, the theories build on interpretative paradigm, emphasising understanding the leader’s behaviour, while in the

¹¹ Leadership resembling to the Bible’s picture of God was captured as such panacea or general factor from which all organization happenings were rooted while the importance of other factors was almost neglected.

theories' research methods, multivariable statistical analyses, computer simulation and qualitative depth interviews are present too.

There are two clearly distinguished streams within new leadership paradigm theories' hypotheses (Huczynski and Buchanan, 1998):

- The charismatic, heroic and visionary leader's appreciation (often called as inspirational leadership theories)
- The appreciation of informal leadership

Leadership researches in the present assume, that leaders do not differ in their leadership style, philosophy, personality, but rather in their acting logics and decision-making (Tichy & Bennis, 2007), in other words, how they perceive their environment, the situation, how they react in critical situations, when their power and safety is endangered, thus creating field of concern for leadership developers.

Rooke and Torbert (2005) with their measuring method of filling sentences Leadership Development Profile came to the result that corporate and individual performance changes in accordance with logics of acting. Different leaders present different logics of action, which differ in their interpretation of the environment, in how the leaders reacted when their safety was questioned. There were seven types of action logics distinguished:

- Opportunist: self centred, manipulative
- Diplomat: observes the norms, avoids conflicts
- Expert: logical, striving for reasonable effectiveness
- Achiever: by team-work achieves strategic objectives
- Individualist: creates unique solutions, combines corporate and competitive action logic
- Strategist: enforces short and long time possibilities, evokes changes
- Alchemist: induces social changes

The authors claim that from the leadership's viewpoint the least successful are the Opportunist and the Diplomat, and the most successful the Strategist and the Alchemist.

In the overview of the theories based on the new leadership paradigm, I structure them according to the point of view, if they build on the above-presented theories and how they connect to the scientific approaches distinguished by Huczynski and Buchanan (1998). Based on this, I have included the following theories into my thesis proposal:

- Charismatic leadership theories
- Transformational and transactional leadership theories
- Leadership research made with cognitive tools
- Contemporary neo-leadership approaches

The essence of the inspirational, charismatic, transactional and transformational leadership theories are partially common, respectively, they build on each other. However, since the charismatic leadership appears separately in connection to the GLOBE research, as a universally endorsed leadership style, it is necessary to illustrate it separately. The theories presented in this chapter cannot be viewed as complete, in their final form, since their operationalization is still going on in the present, along with their refinement and the justification of their hypotheses. Their statements develop and gain ground in the neo-leadership approaches of the present days too.

3.2.2.1 The Charismatic Leadership Theories

Although the term of charismatic leadership originates in the new leadership paradigm, the term itself is not a new one. The so called “Big Man” theories claim that leaders are born and not educated and at the same time they assume that the “big” leaders appear when there is the greatest need for them.

The roots of analysing charisma reach to the times of Weber, who viewed charisma as a divine gift, and the charismatic leader as “self-appointed”, who is followed by miserable and desperate people trusting in his unique knowledge. Stable, hierarchical organizations and employee loyalty to the leader were assumed to accompany charisma.

In accordance with the initial researches, charismatic leadership gains ground if, in times of crisis, the classical task solution techniques and values become questionable. (Weber, 1987).

Charismatic leadership in this view cuts itself adrift from the usual ones, overrules the routine- based solutions. When mentioning charismatic leadership, in the neo-charismatic literature of the present, fantasy, feelings, visions come to life, while views, that charisma is not only satisfying the leader's needs but the needs of the whole society, can be detected too (Allert and Chatterjee, 1997).

One characteristic feature defining charismatic leadership theories of the present is, that the employees' trust in their leaders is significantly higher than that of the public, which has been supported by business studies of the last years (Robbins, 2002). The economic crisis has only deepened this abyss.

This difference can be explained in two ways:

- First, by the law of the cognitive dissonance. Our inner need is to harmonize our deeds, attitudes beliefs and thoughts (Bakacsi, 2001). The employees want to believe that their leaders are more trustful than the average leaders they hear from.
- Second, because of the growth of public interest in corporate leaders, they spend more time for establishing the trust in them, and it is the employees who get information and experience the results of such efforts in the first place.

When talking about charismatic leadership theories, Robert House is mentioned almost every time, who is regarded to be one of the initiators of the new leadership paradigm with his theory created in 1976 and further developed since then. Other authors mentioned are Jay Conger and Rabindra Kanungo, who situated the charismatic leadership theory on behavioural science base. (Karácsonyi, 2006) The two theories differ in their content, in the quantity and direction of their general research, therefore I introduce them separately.

The researches built on the charismatic leadership studies, have their place in the leadership researches done by cognitive tools, since this scientific approach can be perceived as an improvement to the neocharismatic theories, and a new approach to them.

Though most of the theories assume that charismatic leadership style is not acquirable, several other studies claiming the opposite have born, namely that the behaviour of charismatic leaders is learnable (Conger & Kanungo, 2003, Richardson & Thayer, 1989).

Bennis (1984) having examined ninety effective and successful American leaders, stated, that they have four common competencies: they can create appealing visions; they are able to communicate it in a way that their employees understand and identify themselves with it easily; they demonstrate that they themselves follow the path presented in this vision consistently; are aware of their abilities and can utilize them for their advantage.

As a summary we can state, that charismatic leadership theories emphasise the importance of leader-employee relationship as a mutually affecting relationship system, the emotional identification with the leader and a presentation of an appealing vision communicated by the leader. Leadership is illustrated often as an attribution process that is realized in social or organizational context, through the skills of the employees, and can be often separated into passages. We can see in the theories both signs of the functional and the interpretative elements. With the help of the wide-ranged theoretical background, for justification of the theories, methods of multivariable statistical analyses and/or scales developed by the respective authors have been used in most cases (e.g. Conger and Kanungo).

I present from the charismatic leadership theories the following ones:

- Weber's charismatic leadership theory
- Robert House's charismatic leadership theory
- Conger and Kanungo behavioural based charismatic leadership theories
- Neo-charismatic leadership theories.

Weber's charismatic leadership theory

Max Weber has created the first such theory, which examined the social aspects of charismatic leadership and its contribution to societal changes (Weber, 1987; House, & Jacobsen, 2001).

He examined also the power aspect of leadership, as he defined leadership as a tool of power. Weber assumes that the legitimate authority has three clear types. These differ according to the legitimacy of authority primarily

1. Rational-legal: can be based on lawfulness – belief in the directive law or can be primarily

2. Traditional: derives from the unquestionably of long-established traditions, on legitimate personal power authorised by traditions, or
3. Charismatic: based on unique devotion towards a saint, hero or idol, or rather the order he has created or presented. The authority based charisma is called by Weber charismatic authority.

Max Weber as a path leading out from the dilemma caused by bureaucracy suggests, that on the top of the bureaucratic organizations charismatic leaders and on the top of industrial organizations self-responsible entrepreneurs shall be seated. In his most known speech in „Politics as a Vocation” Weber makes it clear which „inner charismatic characteristics” differ the real charismatic leader from the simply demagogue one. Passion, measure, responsibility, full devotion to the political task and service, assessment of the possibilities and risks of the situation, awareness of his own responsibility are those features, which makes all political activities and authority efforts meaningless. (Weber, 1987)

Weber’s charismatic theory is connected to the hypothesis presented in „The Protestant Ethic and the spirit of Capitalism” (Weber, 1987) about the interconnectedness of corporations and religion. According to his thesis, it were the protestan puritan religions, with Calvinism on the first lace, which created the entrepreneurs and workers working in the spirit of capitalism and thus they were the most important promoters of capitalism, while the worker’s needs are at the most bottom part of the imaginary Maslow pyramid. The followers have a notional and financial interest in subsistence of the community and its constant reanimation, while the directing group members, the accompanying members, the disciples, trusted people of the party have even greater notional and financial interest in sustaining the connection and building their everyday life on strong financial basis.

Weber’s bureaucracy theory and the charismatic leadership model interconnected with it, have faced several critics. The critics mainly have claimed that social scientists do not trust the charismatic leaders any more, they rather emphasise the establishment of communication practices, which enable to find logical solutions for the problems between the stakeholders. To ensure effectiveness such actions are introduced, which implement the order of democratic understanding and communicative rationalization of management into company regulations. (Ulrich, 1986, pp. 341)

Robert House's Charismatic Leadership Theory

Robert House (1976) is one of those theorists, who have attempted to define the characteristics of a charismatic leader. His theory was the first charismatic leadership theory following Weber's. It has been tested empirically and changed in the course of time, thus generating further researches. Some of them meant also clarification of some of its aspects (Karácsonyi, 2006)

According to the author the charismatic leadership can be defined from the complexity of leader traits, behaviour as well as the appearance conditions of charismatic leadership (these can be illustrated as situational conditions, including the followers' perception and attitudes as well) (House & Jacobsen, 2001). Three such personal characteristics were distinguished, which are typical for charismatic leaders: extremely high self-confidence, dominance, strong confidence in own beliefs. (1976).

House, Arthur and Shamir (1993) describe the follower's influencing by charismatic leaders as a four stage process:

- Leader presents an appealing, optimistic vision
- Leader communicates the strongly performance-oriented objectives, and has a determined standpoint that the followers are able to achieve them
- Leader passes on by his deeds and words all those new values which can serve as an example to follow
- At the end, with the aim to achieve his goals, the charismatic leader demonstrates self-sacrifice and by his behaviour that differs from the usual shows his courage and devotedness towards realizing the vision.

They described the influence of the charismatic leader as a four-staged process, where, beside the traits of the leader, a leader-employee social interaction is inevitable, as well as the presence of their attributes and situational conditions. House and Shamir state, that persuasion, belief, a will to influence others and self-confidence are the characteristic features of charisma (1993).

As an addition to this process, House and Jacobsen's study (2001) was born, by adding two further phases to the four staged process, thus creating a description of charismatic leadership as a six-stage process:

- Employee identification

- Arousal of employee activities
- Employee commitment
- Employee disenchantment
- Depersonalization of employee-leader relationship and its bureaucratization
- Alienation of employee-leader relationship

This process model develops the behavioural model mentioned above by describing the whole process of charismatic leadership, reaching beyond the mere influence on employees.

Conger and Kanungo's Charismatic Leadership Theory

According to the authors' charismatic leadership theory definition, employees empower the person whom they believe to present certain behaviour with heroic and exceptional abilities (Conger & Kanungo, 1988).

Conger et al. criticize that the theories previously published made employee attitude dependent on charisma, while neglected the approaches oriented at followers, becoming thus flatter and piecemeal.

Charismatic leadership is an attribute which originates in the employees' awareness of the leader's behaviour. As long as charisma is the employees' attribution, charisma can be depicted as an attribution process. In accordance with the theory, leadership can be described as behaviour too, similarly to the statements of the behavioural leadership theories. From this standpoint, the theory builds on behavioural leadership theories, while several elements of the traditional leadership paradigm can be found in it too. Some elements from it are similar to the cognitive theories' origins, namely that situational factors, environment but also followers are emphasised as well.

Although, several studies were aimed at description of these behavioural elements, Conger and Kanungo's charismatic leadership theory deals with them the most comprehensively. According to this theory, the charismatic leader from the non-charismatic differs in the followings (these are the so called key characteristics, which appear in different form and degree with the specific leaders):

- Vision, its articulation and expression
- Taking personal risk
- Sensitivity to environment

- Sensitivity to follower needs
- Unconventional behaviour

Conger and Kanungo built their charismatic leadership model based on the following hypotheses (1987):

- Charismatism is constituted of behaviours-conducts,
- Charismatic leaders express visions different from the common ones, the differences are however within the employees' acceptance limits,
- Charismatic leaders are risk-takers and self-sacrificing,
- Charismatic is charismatic also because it transforms the follower's attitudes,
- Charismatic leaders achieve the change of status-quo with new instruments, which can include high risk factor at some places, therefore, may be aimed against the interest of the leader himself,
- Charismatic leaders characterise current situation as unbearable, they exaggerate its mistakes, while express appealing and optimistic vision elements,
- Charismatic leaders are capable of realistic estimation of the existing resources,
- Charismatic leaders' power-based influence is greater, since it originates in expert and referent power, and thus it is much greater than any power originated from a formal hierarchical position,
- Charismatic leaders express their resoluteness towards goal achievement, and at the same time they pay attention to follower needs,
- Charismatic leaders' power manifestation is less characterized by search for consensus or directing; they influence followers mainly by personal manifestation,
- Characteristics of a charismatic leader cannot appear in a role of a manager or administrator, hence it appears only if the individual is a controller of changes and reforms,
- Stressful situations help the manifestation of charismatism, since those increase the dissatisfaction of employees with the current situation,
- Charismatic leaders possess such traits, which make them appealing to followers even without being in a stressful situation, therefore are adjudged by

them as charismatic. The subordinates see the leader charismatic, if his/her behaviour is identical with their interests.

Based on these hypotheses, charismatic leadership was illustrated as a process that can be divided into phases as follows:

- Assessment of the environment and status-quo
- Formulation and articulation of targets and visions, towards followers
- Realization: establishing and maintaining trust and genuineness in followers.

Authors examined separately also what is that makes employees follow a person possessing charismatic traits. According to their view, the reasons originate in pathologic needs on one hand and higher level needs on the other, (to learn from the leader with the aim of self-realization) and in the allurements of love-hate elements.

In spite of the fact that hypotheses of Conger and Kanungo's theory were not justified univocally, several further theories, created by cognitive instruments, build on it; first of all, based on projection, originating in the employee self-image and their attribution, stressing self-sacrifice and risk-taking characteristics of charismatic leadership, and applying them in corporate practice. The question, how charismatic's judgement changes from country to country, from organization to organization, (see further on the related questions of the GLOBE research in the related chapter) and how charismatic leadership influences both individual employees and employee groups, may serve as a subject of further researches.

Besides forming a vision, Shashkin (1988) identified the further behaviours of charismatic leaders: raising awareness towards original creative deeds; effective interpersonal communication; demonstration of credibility; self-esteem and manifestation of appreciation of others; risk-taking.

In sum, we can say, that charismatic leadership theories led to divergent approaches, generating thus several additional researches, creating theories, most of which are still not justified yet by empirical evidence. What the critical remarks generally voice – besides the dark sides of leadership introduced further on - are lack of contextual factors and the unclear influencing mechanism of charisma. They criticize (Yukl, 2002) the ambiguity and elusiveness of the term charisma, and that the influencing process which occurs thanks to the charismatic leader's behaviour is

ambiguous too. Influence of environmental factors has not been clarified yet either. Conger and Kanungo (1988) in the course of their research have, for instance, found such companies, which were productive during the economic boom and still had leaders endowed with charismatic features. Weber (1988) however claims that it is social and/or organizational crises, which help the formation of charisma. Statements, according to which appearance of charismatic leadership correlates with depth of organizational structure, are ambiguous and contradictory, since there is no clear evidence if flat or hierarchical organizations support more the emergence of charismatic leadership.

Neocharismatic leadership theories

Neocharismatic studies claim that charismatic leadership may and can be examined and understood only in organizational context, since charismatic leadership is both an interconnectional and attributional phenomenon.

Beyond the models of charismatic leadership presented above, they pay special attention to intuition and its role as well.

The nature and role of intuition is often presented through studies on chess. (March, 2005) It has been proven often that a grandmaster is able to play simultaneously with more than fifty opponents, while walking from one board to another. Analysis of the game showed, that grandmasters' intuition is based on perception of warning signals. These signals – which are very similar to those included in experiences gained through thousands of past games – show those weaknesses, which are caused by the opponent's placement of chess pieces. Intuition is simply the ability, which makes us realize those things, which are similar to our past experience.

The other approach, followed by neocharismatic leadership theories is examination of contextual factors. Conger (1993) claims that the challenging factors, such as the reviving economic competition, require appearance of new leadership skills, as well as of charisma.

Current neocharismatic leadership researches focus primarily on connecting charismatic leadership with the change of company competitiveness, efficiency increase. One of these studies is the Collins research, published in 2001, including 29 companies (Collins, 2001). The research focused on such 29 large companies, which were placed from “good” to “excellent” group (with the return on investment (ROI)

being the best in the last 15 years). The research has found that charismatic leaders of these companies differed in one personal feature compared to “classic” charismatic leaders of the theories presented above. All of them lacked the elements of ego-driven charisma. The research named this behaviour (with manifested modesty-paradoxical blend of personal humility, avoiding the spotlight and professional will, individual capability, team skills, ability to stimulate others to high performance) a Level five leadership.

Another concept, which emerges in connection to neocharismatic leadership theories, is heroic and super leadership. The main goal of researches examining heroic leadership was (Manz and Sims, 1991) to respond to the question, whether this is the most appropriate leadership for companies of today. Super leadership is placed above heroic leadership because its most important sign is the method of leading followers in a way they lead themselves. Hence, super leadership is when employees become self-lead (Manz and Sims, 1991).

3.2.2.2 Transactional and Transformational Leadership

The concept of transactional and transformational leadership can be associated with Bass and Burns (1985).

Since transformational leaders are charismatic too, the authors have found some overlap between charismatic and transformational leadership theories, thus transactional and transformational leadership can be perceived as a neocharismatic theory in a way. Several theories claim that charismatic leadership is a representative example of transformational leadership.

Bass (1985) assumes that charisma is not necessarily part of transformational leadership, and charisma itself is not enough to form transformational leadership. He described the transformational and transactional leadership as two opposite poles of one dimension, which even could be found in a leader’s behaviour simultaneously.

Most of the theories based on traditional leadership paradigm, e.g. the Ohio University Studies, Fiedler’s theory, the Path-Goal Theory and the Leader-participation Model as well, mention transactional leaders. Organizational changes made it inevitable that leaders are endowed with abilities and skills, which combine the communication of vision, its pursue and company transformation as well. (Connel et

al., 2005) Transformational leadership is the latest concept in the field, where transactional leader is the person, who motivates and leads his subordinates towards the direction of established corporate objectives, clarifies the responsibilities and competencies and completes current tasks at the same time. The word transaction refers to the business exchange type connection between the leader and the employee. This leader leads and motivates the followers towards the favoured goals by clarifying the goals, demonstrating his expectations, the employees in return follow and fulfil expectations. Transformational leadership theory claims that there is another leader, who inspires and connects follower's personal objectives with corporate goals in such form, that employees for the sake of the organization overcome their own interests, by seeing their self-realization in the achievement of corporate goals. This is a leader who thinks differently, inspires followers by blending their personal objectives with corporate priorities, who has a deep and exceptional influence on employees, who perceives company's success as his personal success. This leader is called by Bass transformational (1985). In contrary to the transactional leadership, that merely concentrates on fulfilling existing targets effectively, the transformational leadership equals to projecting the vision of change and simultaneously presenting the related change process (Connel et al, 2005). Nevertheless research results prove, that the transformational leadership has positive effect on all four elements of organization learning as well (Zagoršek et al., 2009).

The following table is an illustration of the differences between the two leadership styles.

Table 3: Transactional and transformational leadership

<i>Transactional leadership forms – behaviours of the leader (according to Bass, 1999)</i>	<i>Transformational leadership – behaviours of the leader (according to Bass, 1999, Avalio et al., 1991)</i>
Contingent reward: leader promises rewards for good performance, clarifies the attainable behaviour and projects it towards his subordinates.	Idealized influence by charisma: leaders influence is performed by his traits (charisma), and trustful actions. Subordinates identify themselves with the leader and therefore with the targets that is achieved because the leaders provides vision and sense of mission, instils pride, gains respect and trust.

Active management by exception: Active management based by exceptional situations – the leader intervenes, when he thinks its is necessary. The criteria of intervening or not is whether the subordinates follow the defined rules. Leader directs towards the attainable targets and takes corrective actions if finds deviations from rules.	Inspirational motivational leadership: the leaders projects inspiring targets towards his subordinates, communicates them with high expectations, ambition and optimism, expresses their importance and attainability.
Passive management by exceptions: leaders watches and takes corrective actions only if finds deviations from rules and standards set by the attainable goals.	Intellectual stimulation: the leader motivates his subordinates with promoting their intelligence, innovative thinking and therefore let them to achieve their high level needs while reaching more demanding corporate goals.
Laissez-faire leadership: leader only abdicates responsibilities and targets, doesn't take active actions.	Individualized consideration and personal attention: leader devotes his attention towards each of his subordinate, treats each employee's needs individually, coaches and advises them. Is in everyday connection with them.

Source: based on Bass, 1999, Avalio et al.1991

Anderson (1992) presents transformational leadership in time trend, as a changeover from traditional leadership. Pillai, Schreisheim and Williams (1999) believe, that transformational leadership increases trust within the group, by connecting employee objectives with corporate goals. Transformational leadership, similarly to the charismatic leadership, builds on attribution process. Bass and his colleagues (2003), having examined the connection between transformational leadership and corporate efficiency, identify a positive correlation between transformational leadership and organizational unit performance. Researchers used MLQ¹² questionnaires to measure nine dimensions or behaviours' appearance of transformational and transactional leadership.

¹² MLQ: Multifactor Leadership Questionnaire

Critical responses to transactional and transformational leadership, which are highly similar to critical responses to charismatic leadership, showing thus the similarity of these theories, are mainly as follows (Yukl, 2002):

- The theory pays little attention to the impact of environmental factors, does not describe the role of situational factors.
- Similarly to the critical reviews on charismatic leadership, the statement, that the influencing process occurring mainly at transformational leadership is not clarified, appears.
- Yukl assumes that beside the transactional and transformational leadership behaviours described above, the theory lacks further essential leadership behaviours. Thus the model cannot be claimed to cover all leader behaviours.
- It is not clear, how the behaviours presented in transactional and transformational leadership are interconnected; their individual effects have not been operationalized.

3.2.2.3 Leadership studies conducted by cognitive tools

Diversity of leadership theories created by cognitive science tools, does not allow us to introduce them in one general model with a single approach. However, they all include such approaches, which can be regarded as foundation stones of all of them, e.g. the statement „characteristics of leadership are to be found in followers’ mind” (Eden & Leviathan, 1975, quoted by Lord & Emrich, 2001, pp. 1). Leadership studies carried out by the means of cognitive science thus seize leadership through the projection of leader behaviour and its influence on personality of subordinates; and are oriented at revealing these factors. It is visible, that beside the diversity of research methods, they build on charismatic and mainly neocharismatic theories, emphasizing the interconnectedness of the individual and his/her leader, the importance of communication and metacognitive processes, and the relevance of situational factors - mentioned above in critical views of charismatic leadership- as well as its impacts on subordinate perception.

In the following part, I summarize implicit leadership theories, integrated theories and studies focusing on organizational changes.

Implicit Leadership Theory

According to the Implicit Leadership Theory (hereafter as ILT), individuals have inner convictions, beliefs, value judgements, according to which it is possible to differentiate a leader from followers, effective leadership from ineffective, and at the same time, these beliefs and value judgements appear differently in stable environmental conditions and in crisis (Phillips & Lord, 1981). Those models, which are born from this theoretical background, illustrate how cultures form and influence the way of citizens' collection, selection and storage of information on leaders.

The fundamental hypotheses of ILT are most apparent in the following statements:

- Subordinates endow leaders with different attributes and accept them according to the quality of connection between the leader's behaviour and the implicit leadership theory they held.
- ILT defines, moderates influences leadership and leader acceptance, the status and privileges subordinates ascribe to the leader.
- Chances of charisma detection grow in crisis situations, and subordinates judge charisma in different ways, depending on whether the leader is responsible for the crisis situation or not. (Lord & Emrich, 2001)
- Some environmental factors, like corporate or societal culture, are responsible for the differences in implicit leadership case by case. Accordingly, in different cultures different ILT theories are to be found. By this, the theory builds on the Value-Belief theory (McClelland, 1985), which says, that the values and beliefs of culture members determine how the followers perceive the behaviour they see and what kind of reaction it evokes in them, either on conscious or unconscious motivational grounds. The GLOBE research, introduced in details in the forthcoming chapters, builds on this theoretical approach too.

The Integrated Theory

The central belief of Integrated Theory is (House & Javidan, 2004) that attributes and entities that differentiate a specified culture foreshow organizational practices, leader attributes and behaviours that are most frequently enacted and most effective in that specific culture. Therefore, the theory examines leadership through the organization

culture's lenses, presenting the impact of leadership on the environment and of the environment on leadership. The theory builds on the following beliefs:

- Social norms and accepted values influence leader's behaviour.
- Leadership influences organizational form, culture and accepted practices
- Societal cultural values and practices affect organizational culture and practices
- Organizational culture and practices influence leaders' behaviour
- Societal and organizational cultures influence the process by which people come to share implicit theories of leadership
- Strategic organizational contingencies, such as environment, size, and technology determine organizational culture and organizational practices.
- Strategic organizational contingencies (about organizations, forms), determine the appearing leader attributes and behaviours within the organization.
- Relationship between strategic organizational contingences and organizational form, culture, and practices will be moderated by cultural forces.
- Acceptance of leader is a function of the interaction between CLTs and leader attributes and behaviours
- Effectiveness of leadership is dependent on the interaction of strategic organizational contingencies, leader behaviour and attribution.
- Acceptance of the leader by followers facilitates leader effectiveness.
- Leader's effectiveness, over time, will increase leader acceptance.
- Societal cultural practices are connected to nation's economic competitiveness.
- Societal cultural practices are related to the physical and psychological well-being of their members.

Contemporary Central-European leadership studies also emphasize on relevancy of integrated theories' believes. One Serbian research proves impact of implicit leadership behaviour on employees' productivity (Pečujlija et al., 2011). The obtained results support an integrated model's thesis on leaders' effectiveness which considers both his behaviour and attitude towards his followers.

From the large number of beliefs it can be seen that the complexity of the model mitigates its complex testing, thus rather emphasizing testing of the respective linkages between the individual beliefs (House & Javidan, 2004)

Studies Focusing on Organizational Changes

These studies primarily examine, what role, significance does leadership have in changes or how leaders and followers detect and evaluate leadership's presence during the change procedures. They operationalize effective leadership behaviour through case studies or historical events (Goodwin, 2009).

Their basis is the paradigm according which organization changes happen not on organization, but on individual, leader, partner, customer and suppliers level (Dublin, 2007, Beer et al., 1990), therefore they use cognitive, behavioural and psychological thesis (Dublin, 2007).

The challenge of change is to innovate mental work, not to replicate physical work (Duck, 1993). They assume as effective such change leaders, who can relieve their organization from active inertia (taking action but inability to take appropriate action) as inside-outsiders (Sull, 1999). Inside-outsiders are therefore assumed to be those, who are best suited to lead such a change effort, since they are not bound by the company's historic formula nevertheless they are engaged in change.

Although the theories build on studies, which answer questions on realization change management action steps (e.g. Zaltman-Duncan, or Nutt's tactics, 1977) their numbers are small, their results thus cannot be systemized (Lord & Emrich, 2001) and there is no consensus on factors that support or inhibit change processes either (Sirkin et. al., 2005).

3.2.3 Leadership Theories and Corporate Practices

Scientific theories presented above have gradually been implemented into corporate everyday life. The reason for it primarily was, that beginning with the initial researches on leadership, all were intended to provide answers for corporate problems. More complicated forms of business entities, complicated economic processes generated further questions and thus further theories too. In today's management literature those are typically the contingency theories, which mostly gain ground. Often, however, theories came to life just as mere justification of certain corporate and social structures, and have proven to be inapplicable or highly mistrusted by leaders; what often appears as a critical response to these theories.

Nevertheless, such models, which build on the existing, mainly contingency theories, and develop them further on, assess leadership in a very practical way, operationalizing them and making them tangible.

Groove (1995) interprets leadership style as a method leading. One typical feature of the model is its statement, that the situational factors altogether can create such situation, where no leadership style can be effective. According to the model there are two such situational factors, to which leadership has to be adapted. These are the employee's personal and/or group interests, and the complexity, uncertainty and ambiguity factor of the given workplace (this CUA factor can be high or low). When self-interests have a decisive role and the CUA factor's role is minor, the "rational" leadership style in accordance with the free market laws is appropriate (one has to be aware of the fact that the employee will react to the leader's leading ambitions according to his/her personal interests). When personal interest moves towards group interest, the most appropriate style of leadership is contractual agreement, or contract-based management. When group interest dominates and the role of CUA factor is increasing, leading method based on cultural factors is appropriate. Finally, when uncertainty-complexity factor is high and personal interest dominates, there is no efficient leadership behaviour, that can be defined beforehand.

The model is illustrated on the following figure 5 (Grove, 1995):

Figure 5: Grove's leadership model

Self-interest	Free market forces	Nothing works!
Personal interest		
Group interest	Contractual obligations	Cultural values
	Low	High
	CUA factor	

Source: Grove (1995)

Bogsnes (2012) uses transition from management to leadership to describe relation between the organization/environmental changes and leadership style. To cope with dynamic environmental changes there is a need employees to be both ready and eager to fulfil their tasks and simultaneously shift is needed from classic management towards the leadership. Those changes therefore necessarily lead to changes in company's processes. All these aspect are presented in his "beyond budgeting" concept.

Figure 6: Bogsnes „beyond budgeting” concept

Dynamic	Relative and directional goals. Dynamic planning, holistic performance evaluation	Beyond budgeting approach
Process		
Stable	Rigid, detailed, annual, centralized command and control, secrecy	Value based, autonomy, transparency, internal motivation
	“X”	“Y”
	X	Y
	Leadership	

Source: based on Bogsnes presentation on Human Asset Forum, Budapest, November 2012

3.2.4 Leadership as panacea?

When examining leadership and management assessment itself, we find plenty of mostly practical examples, which are used for presenting leadership's practical utilization by the authors. At the same time, a group of authors emphasizes the dark side of leadership. The appearance of these ideas can be distinguished by cultures (House, 2004); according to American, Arab, Asian, Anglo-Saxon, Eastern European, French, Russian and Latin-American approaches, leadership plays an important role in the society politically and organizationally too. At the same time, in German literature, leadership is presented rather sceptically, emphasizing its drawbacks and gradually demonstrating the relationship between ethics and leadership. Neither of the studies however answers fully the following questions:

- Does leadership provide panacea for companies' problems? Can companies operate without it effectively and if yes, in which situations?
- Does leadership have adverse effects, and if yes, which are these and how do they occur?

I divide researches and models designed to address these issues, showing the theories that focus on drawbacks of leadership and analyse ethical issues on one hand, and theories, which emphasize factors substituting leadership on the other.

Substitutes to leadership

When introducing contingency theories I have presented those theories, which demonstrate the appropriate leader behaviour in regard to the situational factors.

According to theoretical approach on substitutes for leadership, situational factors can alternate leadership. The environmental variables therefore influence leader behaviour and in some cases can substitute and replace it. (Wagner & Hollenbeck, 1998)

These theoretical approaches reveal those characteristics either of the organization or of the subordinates, which eliminate the necessity of leader intervention or in some cases, define or neutralize the task-oriented and/or relationship-oriented leadership.

Kerr and Jermier (1978) present those factors, along which leadership becomes unnecessary and irrelevant¹³. Although the necessity of leadership was researched in

¹³ Kerr and Jermier grouped the task and relationship-oriented leading neutralizers as follows:

- Characteristics of individuals

relation to environmental factors, according to their theory, influence of environmental factors occurs differently in case of task-oriented and relationship-oriented leadership theories, presented above in the chapter on behavioural leadership theories. I illustrate these contingency factors in Table 4.

The most important finding of their research is, that it makes explicit that leadership cannot be treated as an independent variable of organizational behavioural science and the leader does not have to appear necessarily as a formal leader, as in coherent groups the informal leader's role is evaluated higher. The formal leader in such coherent groups means an unnecessary cost and a hindering factor to the group's effectiveness as well.

Table 4: Leadership's substitutes and neutralizers

Defining characteristics	Relationship oriented leadership	Task oriented leadership
<i>Individual</i>		
Experience/training	No effect on	Substitutes for
Professionalism	Substitutes for	Substitutes for
Indifference to rewards	Neutralizes	Neutralizes
<i>Job</i>		
Highly structured task	No effect on	Substitutes for
Provides its own feedback	No effect on	Substitutes for
Intrinsically satisfying	Substitutes for	No effect on
<i>Organization</i>		
Explicitly formalized goals	No effect on	Substitutes for
Rigid roles and procedures	No effect on	Substitutes for
Cohesive work groups	Substitutes for	Substitutes for

Source: based on Kerr, S. and Jermier, J.M. (1978): Substitutes for Leadership, pp. 378.

-
- Characteristics of job
 - Characteristics of organization

The Dark Side of Leadership (from Charismatic leadership to Manic Depression)

Researches oriented at criticism of leadership, concentrate primarily on drawbacks of the charismatic and transformational leadership. I attempt to summarize these, demonstrating what characteristics are endowed by researchers to charismatic leaders, when analysing drawbacks of charismatic leadership (from the standpoint of the leader and the subordinate as well), respectively, how, at some places, charisma is linked with compulsiveness.

Conger (1990) in his article, „The Dark Side of Leadership” presents through corporate examples of those days, those reasons, which are responsible for the disastrousness of leadership. These reasons do not present leadership generally sceptically – it would be bizarre from one of the fundamental authors of charismatic leadership – but rather formation of mistaken visions, impressions, positioning personal ambitions in front of corporate goals and unsucccess connected to them, bad communication and manipulative influencing techniques, as well as mistakenly chosen leadership methods.

Bass (1990) presents the leadership behaviour pseudo-transformational when the leader misuses influence originated in his transformational being.

Maccoby (2000) claims in his work on narcissistic leaders, that there is something bizarre in common in leaders, who manage transformational processes of companies of today.

Unlike corporate leaders of the ‘50s, who avoided being in the spotlight, today’s top executives are narcissistic. Since corporate milieu gains gradually ground in societal life and since turbulent changes require charismatic and visionary leaders, the personal traits, which Freud calls as the narcissism’s characteristic features, appeared. Nevertheless narcissism’s characteristics can be productive and unproductive. The specific traits, as the ability of establishing an appealing vision, gaining commitment from followers, starting up changes, support leader success; while sensitivity to criticism, ignorance of environmental signals or their perception as personal attack, lack of empathy, rejection of own’s and other’s development, intense desire to compete, hinder it.

Several researchers tried to approach charismatic leadership from the psychology’s aspect (Kets de Vries, 1997). The aim of the research is to reveal typical

symptoms of hypomania (mild form of mania), which distinguish and distances the “everyday” leader from the charismatic.

Dionysus was the Greek god of wine, ecstasy and fertility. Dionysus’ worshippers got into ecstasy when offering sacrifice to their god. Similarly to Dionysus, there are leaders, who bring their employees into ecstasy, and according to the researchers such ecstatic state of mind of the leader looks like it was infectious.

As Weber (1987) could not explain this state, he regarded it divine, and a born ability. According to the authors, charisma is a transference process. When an „earthborn” meets a charismatic person, he does not behave as the real situation requires, but he feels meeting a personality, who used to be very important to him. This all appears as childlike idealization and internalization of abilities, as well as confusion of time and place (Kets de Vries, 1997). As past is formed into present, so the individual gets into a perpetual cycle where he feels a constant urge to relieve his hunger for an appealing, strong personality. This strengthens the person in his will to follow the visions formed by the charismatic person. Therefore, if the charismatic one is in a state of intense emotion, this state of mind becomes infectious to others too. Naturally, these states do not always result in efficient leadership and following. Therefore, an important part of the model is mapping these moods by that charisma can be operationalized, because due to this theory these individuals, to whom hypomanic features can be ascribed to, belong to charismatics either.

Kets de Vries claims hypomania, even though it is a level of mild mania, is a kind of manic depression. Its only difference from manic depression is that it lacks sharp heights and falls to depths.

Individuals in a hypomanic state have a special trait of supporting their opinions by arguments, and this way passing them on to others. Their thought flow is so rapid, that it is incomprehensible to others, they are extremely impatient on one side but extremely caring on the other, and social beings at the same time. They have a decreased need for sleep. Those days when their mood is high are days of creativity, while on days of depression they are unusable as leaders too. They claim that they feel well and their thoughts are beneficial, however they do not accept any help.

This „disease” is genetically coded (with twins the twin pair is usually coded too) and many such “patients” suffer from bipolar hypomanic depression too.

As a leader, these individuals dance between creative heights of Dionysus and catastrophes.

Offermann (2004) assumes that especially the charismatic leaders, since they possess appealing traits seen from the subordinates' point of view, are exposed to the risk that they incorrectly assess danger and react sceptically to objective obstacles. In these cases, those are the flattering followers, who misguide their value judgements and hinder the application of efficient leadership style.

Sprier, Fontaine and Malloy (2006) presume, that during the last decade the number of leaders, whose primary ambition was achievement of superior performance has increased. Although they achieved short-term positive results, they are detrimental to company performance in the long run; moreover, they are even destructive. Extensive performance orientation lies in leader's motivation. The authors hence claim, that leader's motivation influences the leader's leadership style too.

They ascribed the performance-motivation to one of the three inner motivators known by McClelland, namely the achievement motivation from the trio of achievement motivation, authority motivation and affiliation motivation. McClelland's researches showed, that to a certain extent all three types of motivations are present in each leader, while from the nineties achievement motivation's traceability began increasing dramatically.

McClelland and Burnham (1976) studied those samples in their research, which are worn by efficient leaders. Due to their studies, efficient leaders' autocratic motivation is strong, but this should be compensated first of all by maturity and high level of self-control, what, due to the traits already presented, are pushed to background in case of charismatic leaders.

In the last two decades of leadership theories we have encountered several analysing ethical issues of leadership behaviour. From these, especially the ones which primarily discuss ethical and unethical characteristics of charismatic leadership, intensified. Nevertheless there is just limited understanding of what exactly the ethical leadership is and the body of empirical research on ethical leadership is only slowly beginning to build up (Remišová & Lašáková, 2011). The question is, why now? Why the importance of ethical questions of leadership has increased? One reason is, that there is greater interest in corporate and management ethics in general, see the increasing number of corporate Codes of Ethics. The other reason might be, that the information revolution made it possible to gain much more information on charismatic leaders (deceased including) thus making it possible to judge their behaviour not only from positive but also from negative samples' point of view. Howel and Avolio (1992)

summed up these standpoints by defining those factors, by which ethical charismatic leaders can be distinguished from unethical: utilization of power, method of vision formation, communication style with subordinates, their development and intellectual stimulation, moral attitude towards ethical rules.

3.2.5 Summary of Pluralist Views on Leadership Theories

Overall, we can say, that scientists follow pluralistic approaches in recent leadership researches, because pluralist are those views, which – although it can be reduced by the high degree of Americanization, since most of the theories and researches originate there (most of the last fifty years' leadership researches were conducted in the United States, Canada and Western Europe, (Yukl, 2002)) - are demonstrated in connection to leadership theories:

- We encounter the first differences already in the question of what kind of problems should be solved (the theories are based on definitions of different scientific theories, these grab leadership with different complexities, while define and operationalize them differently)
- Most of the terminology and tools are constant in the specific theories, but they are applied in different ways.
- The leader-subordinate relationship seizes one from the group's standpoint and another from the individual's point of view.

Although a kind of transition line can be found between some theories, followed by an emergence and formation of further theories, we meet rival paradigms, which simply do not function in the same "world", seeing things differently and observing them from different aspects. In my opinion, between theories of different taxonomies and structure, not choice, but study may present a connection. From the point of view of leadership theories, this requirement seems to be met, as contemporary leadership scientists like to build on existing theories without rejecting any of them. Scherer's (2002) isolationism is interesting in this context, namely the finding that a rational choice among paradigms is impossible, thus theories, including leadership theories, have to be well-founded within the given paradigm.

4. An introduction of the research plan

The 21st century is said to be the century of the global world, of the global leadership (McFarland, Senen & Childress, 1993). Although the theories described in the previous chapter showed, that the statement saying that the efficacy of a company depends on the leadership is dubious, I still believe, that an efficient international leadership is vitally important for the success of companies active in the global environment.

Several decades after the birth of capitalism, even at the beginning of the last century, scientists kept their distance from any kind of scientific studies, which would be aimed at the scrutinizing of scientific essence of leadership. The whys could be searched for in:

- The objective factors of influence in those times were: one-man or family properties, low level of technology, free competition, little concentration of manufacture and its characteristics.
- Subjective attitude, i.e. an idea spread between the entrepreneurs, that leadership is an “art” that depends on the individuals missing any laws and scientific bases.

With the development of capitalism, the significance and complexity of capitalism gradually grew to a level, where mere traditions and ingrained habits proved to be not satisfying any more, since were not able to assure the required behaviour of groups and individuals within the corporation.

In the post-socialist countries of the present, this tendency appeared only from the 90s, along with the privatisation, the inflow of foreign capital and the breakup of the socialist system of state-directed economy.

Being an inhabitant of Slovakia, I have experienced these processes of transition.

Since the method of science, including natural sciences too, is to try out different solutions to the basic problems, (Popper, 1976), my main objective is, as a corporate leader, as a Hungarian living in Slovakia, as an individual coming from a mixed, Hungarian and Slovak cultural environment, to deepen the knowledge necessary for intercultural relations and their understanding.

In my experience as a corporate leader, I have often experienced lack of theoretical knowledge, which could help the leaders to create an effective style of leadership, as in other cultural environment, therefore its possibilities of embedding into the leadership

practice are rather limited. To find the optimal leadership style is ending up in several cases in imitation of western leaders. This way, similarly to the process described by Parkinson (2000) of the eastern (i.e. Asian) leaders, “if the leaders are educated, it is because that they turned western, and if turned western, they are no more typical”, and they do not motivate their employees either. Nevertheless, leaders turn global and are not born global (Ehrlich, 2002) thus a scientific support of this process is not in vein.

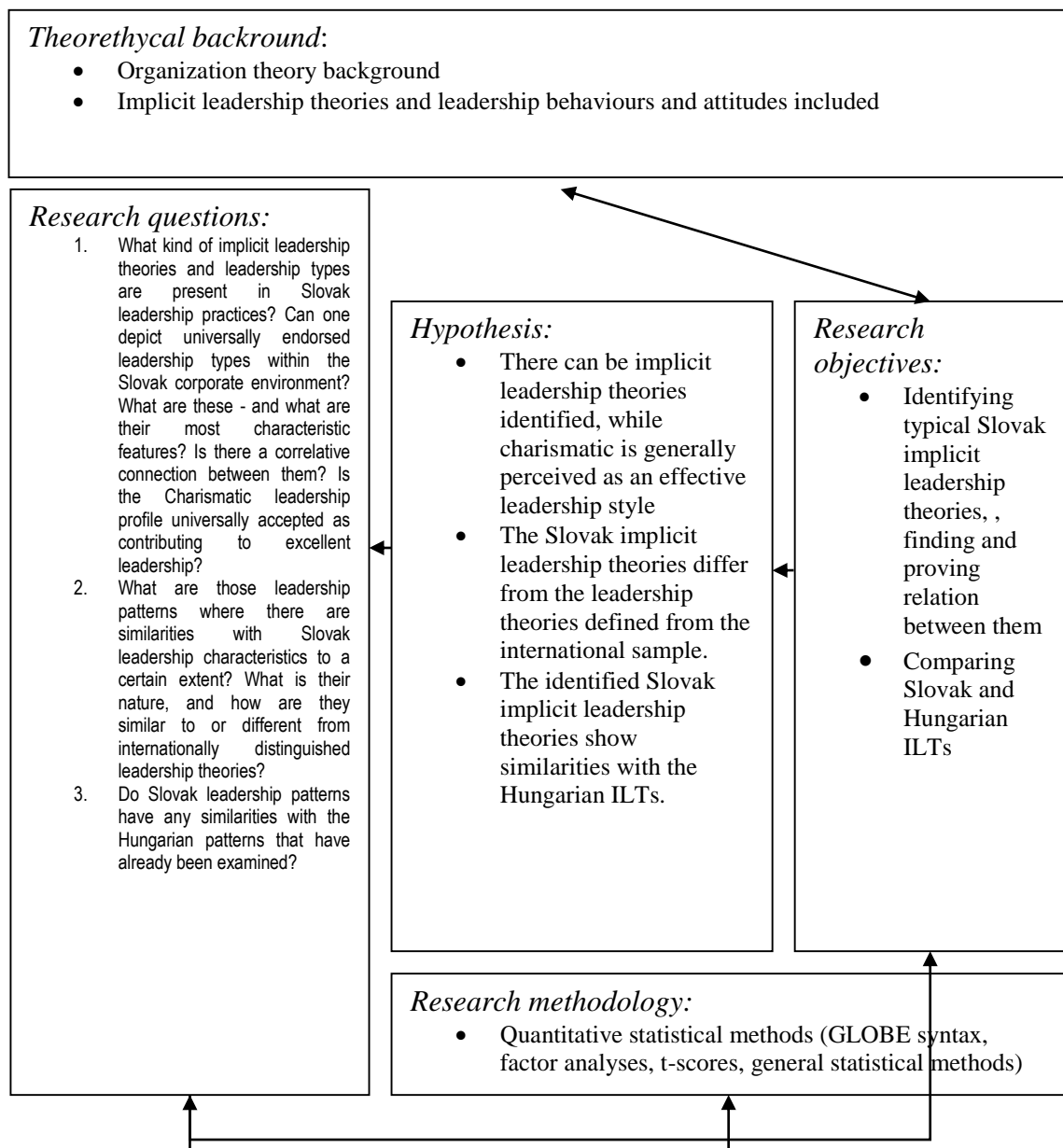
I base my work on the methods of the GLOBE research, of its Slovak database, compiled by Zsuzsanna Csiba and myself between 2007 and 2012. My research from the terminological and also from the terminological frame point of view is interlocked with the GLOBE research. Methodologically, I chose quantitative statistical analytical method, based on which a broader interpretation of the results is enabled, having on mind, that the GLOBE research is a pioneering in the filed of leadership researches in Slovakia.

In my research I shall quote from the GLOBE research Hungarian results, especially as, according to one of my hypothesis, there is possible to indentify an implicit leadership theory in Slovakia, where the expected leadership features would be similar to the Hungarian sample as well as because the Hungarian and Slovak leadership characteristics show similarities due to the coexistence of these nations in the same country for multiple centuries. I would like to devote special space in my research to the analysis of the acceptance of the charismatic leadership – being often mentioned in public life - since the charismatic attribute, as a justification of a commonly accepted leadership style, appeared in the House research too (Hartog, House, Hanges, Dorfman & Ruiz-Quintanilla. 1999). Therefore, for me personally, the acceptance of the charismatic leadership style in Slovakia is going to be the most intriguing part of the research.

4.1 The research model of the thesis

The frame of the research model of the thesis are described in Chapters 2 and 3, i.e. research objectives, questions, theoretical background, research methods, are described either partially (research questions) or fully (theoretical background). Introduction of the research model is aimed at revealing the relationship background of the elements of the model, thus answering the research questions and realizing the research objectives.

Figure 7: Description of the thesis' general research model*



Source: Own construction

* The table includes the shortened form of the hypothesis that will be explained in details further on.

I assume as the most important goal of my research the realization of its objectives based on the theoretical approach. According to this I am going to show such implicit leadership theories, which are typical for Slovak companies. I intend to set basis of further studies to justify the relationship that appears in the statements of implicit leadership theories. According to it, the environmental variables, e.g. the local and global economic situation, have an influence on perceiving individual leadership behaviour by the employees (e.g. in the crisis the likelihood of expectation and acceptance of charisma grows, the national culture influences organization leadership). Beside the international comparison, questions can be raised, which are relevant just by themselves from the point of view of the Slovak leadership relations analysis. Though culture influences in two ways the performance of our organisations: it can be a kind of prosperous foundation, which the leaders can use as an important leading tool of the acts of organisation members, but it can be a negative force with drawback effect too, which even in the new, changed case maps maintains, conserves older, unfavourable behaviours, and „although the development of Central Europe, with Slovakia form 1990 is effected by this bias:

- on the one hand we inherited strong, long term created culture that to change is rather difficult and long procedure and therefore substantially represents inhibiting pressure on change processes,
- on the other hand there is more than ever need for creating such a value base, that besides other leadership tools helps to cope with dynamic changing environment and challenges, performing changes, creation of competitive behavioural patterns” (Bakacsi & Takács, 1998),

I have not set the analysis of influence of culture to the leadership in Slovakia as a target. The reason is first of all, that the Slovak adaptation of the GLOBE research began in the last couple of years, what means that the database is not sufficient yet to enable answering the questions from the aspects of culture, and secondly, that I have found several unanswered questions while working on revealing the leadership variables.

Nevertheless I will refer to the relation between the Slovakian culture variables and operationalized implicit leadership theories at the stage of interpreting my research results.

The hypothesis of the thesis

Having described the research objectives, classified them within the organisation theory and introduced the leadership theories, I intend to formulate the research questions as hypotheses. I created the hypotheses bearing in mind that at this moment the corporate sample I have collected is still small (when writing the thesis it is 73 questionnaires of 14 corporations), and I am aware of the fact that further correction of the hypotheses will become necessary along with the increase in the number of samples.

The theory of implicit leadership is based on more, interconnected fundamental suppositions, therefore there can be real connection between the hypotheses discussed below. The supplementary *question* next to the hypotheses is aimed at a deeper revelation and interpretation of the hypotheses.

1. Based on the Slovak GLOBE samples there could be implicit leadership theories that differ from the international sample of implicit leadership theories. Along with this, charismatic leadership behaviour is declared to be - within the GLOBE study - generally accepted as effective.
2. The expected Slovak leadership style is similar to the Hungarian one, though the Hungarian sample is rather special, being different from the central-eastern European cluster. Since the GLOBE research was undertaken in the Hungary too, and its results are known, the leadership styles of these countries might be compared - and I believe that the fact of coexistence over many centuries within the borders of one state will be detectable in these variables. The Slovak sample was gathered from areas possessing a Hungarian minority (the Bratislava, Nitra and Trnava regions), thus there are implicit leadership theories that are comparable with Hungarian ILTs.

So what are the commonly-held leadership style's most characteristic features?

The aim of the next Chapter is to show, how the hypotheses and questions that I have raised, fit into the GLOBE research. I am going to review the objectives of the GLOBE research and how my research supports these objectives, and also the attainment of the research objectives I have presented.

4.2 Connection between the GLOBE research and the thesis

The original thought of the Project GLOBE study (Global Leadership and Organization Behaviour Effectiveness), as an international, methodologically multilayered and multiphase research, was drawn in the summer of 1991, and the research itself –following the endeavour to reveal its theoretical background – began in October, 1993.

Its main objective was to deepen the knowledge necessary for cross-cultural communication. The research shows how each of 62 societies scores on nine major attributes of cultures and 21 first and six second order leadership factors and is aimed at justifying the hypothesis that there are such cultural dimensions that are associated with economic competitiveness and prosperity of the country, as well as the economic and psychological well-being. Compared to other intercultural studies, project GLOBE differs in several aspects. The most important aspect is, that the research does not presuppose the existence of such methodology, by which culture and leadership can be measured the most appropriately. It introduces several measuring methods instead, with an aim to be able to prove empirically the most appropriate one.

In the first phase, research instruments were developed, that assist the development of culture and leadership scales and their validation. In the second phase, culture dimensions and the implicit leadership theories embedded into it were examined. In the third phase, the influence of the leader's behaviour on the corporate effectiveness and on the attitude of the employees were examined, while in this interrelationships culture was regarded as an intermediary variable (Hanges & Dickson, 2004).

Since in my research I work based on the theoretical layer of the GLOBE research and its research methodology, I have decided to present its important elements here. The said research gives the basis of research questions and analysis of hypotheses, outlined in the previous chapters. I devote a separate part to the statements and research findings of GLOBE study, connected to leadership.

Project GLOBE is an international, cross-cultural research program, conducted in 62 countries, including some of the Central-Eastern European countries, i.e. Hungary, Czech Republic, Slovenia and Poland¹⁴. A major objective of the program is to answer

¹⁴ Later, in 2006, Romania was added to the GLOBE map

six fundamental questions (somewhat unwrapping the main objective I have mentioned above):

- Are there leader behaviours, attributes and organisational practices, which are universally accepted and effective across cultures?
- Are there leader behaviours, attributes and organisational practices, which are universally accepted and effective in only some cultures?
- How do attributes of societal and organisational cultures influence whether specific leader behaviours will be accepted and effective?
- How do societal and organizational cultures affect selected organizational practices?
- How do attributes of societal cultures affect the economic, physical, psychological welfare of members of societies?
- What is the relationship between the societal cultural variables and international competitiveness of the societies? (House & Javidan, 2004)

The questions addressed by the research are meant to explore the correlation between the 9 core cultural dimensions defined by GLOBE, as an independent variable and the other dependant variables. Between the dependent variables the leadership dimensions derived from culturally endorsed implicit leadership theory can be found too.

As I have chosen as the objective of my research the research of Slovak implicit leadership theories, further on, I would like to deal with the leadership dimension of the GLOBE research.

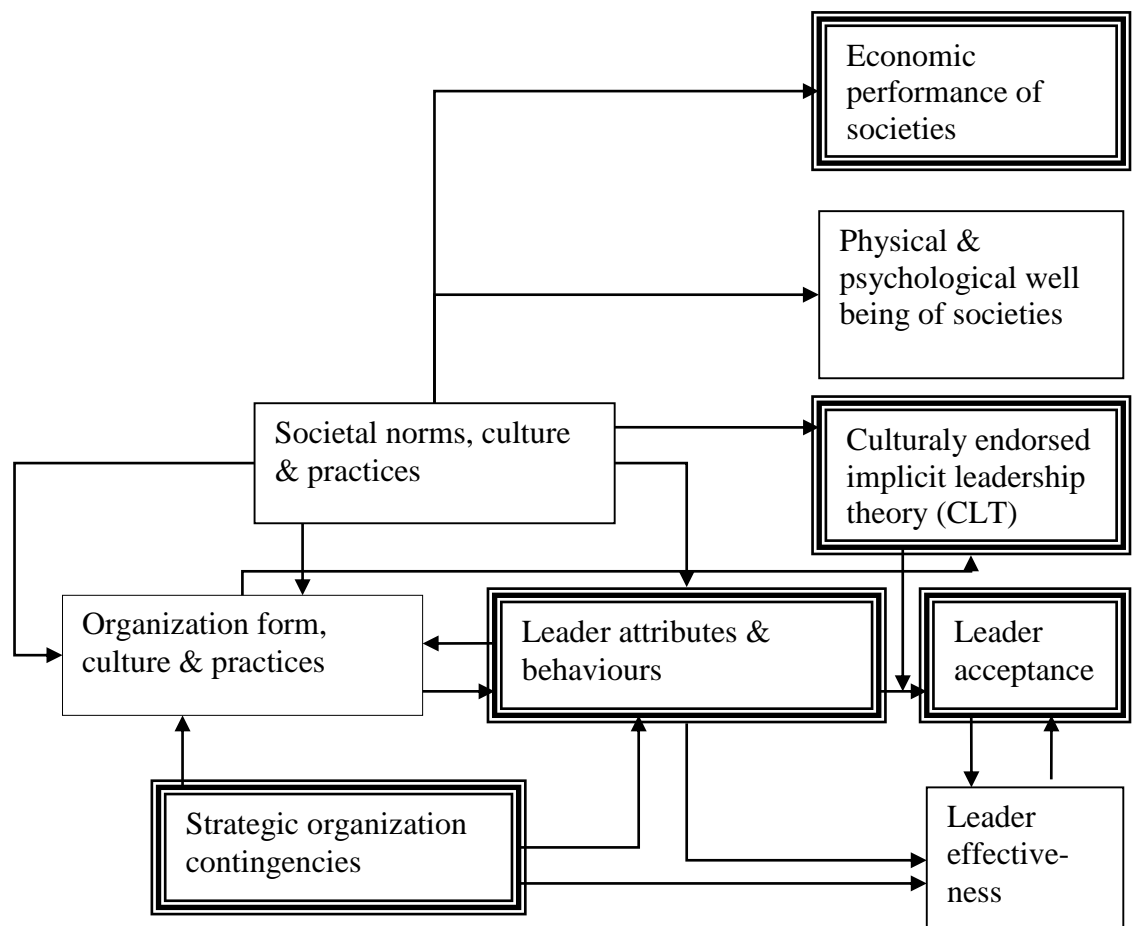
The theoretical background of the GLOBE research connected to leadership, is consisted of the implicit leadership theory (Lord & Maher, 1991), value-belief cultural theory (Hofstede, 1995), implicit motivational theory (McClelland, 1985) and the structural contingency theory of organisational form and effectiveness (Donaldson, 1993). Based on this model and the research model described in my thesis and introduced in the previous chapter, I define the research model in which I operationalize my research questions (Figure 8.).

The definition of leadership defined in the Project GLOBE by the researchers taking part in the project is based on the implicit leadership theory. According to this theory individuals have implicit beliefs, convictions, and assumptions concerning attributes and behaviours that distinguish leaders from followers, effective leaders from

ineffective (House, Wright & Aditya, 1997). According to this, a universal leadership definition of GLOBE, which at the same time had merged different aspects says, that leadership is the ability of an individual to influence, motivate and enable others to contribute toward the effectiveness and success of the organisations of which they are members (House & Javidan, 2004).

What is striking from this definition is, that what the researchers defined is rather the organisational leadership definition, not the generally seen one.

Figure 8: The research model of the GLOBE study – highlighted the area of my research



Source : based on House, R.J. at al. (2004)

The questionnaire includes 112 leadership attributes. These attributes (behaviours and successful behavioural items) were derived from leadership theories, focus-group surveys, interviews and analyses. These characteristics were by factor analysis yielded into 21 leadership subscales and through a second order factor analysis grouped into 4 factors. For conceptual reasons these two variables have been divided into two subscales and thus final six global leadership dimensions were reached. (House & Javidan, 2004). See the leadership variables and their yielding by factor analysis in Table 5.

Measurement of the variables mentioned above was conducted on a 7 levelled Likert scale, by which the respondent can decide, how the given behaviour aids or inhibits a person from being an outstanding leader. Furthermore, the questionnaire applies several refinements of the original scale: usually the end points of the individual questions were labelled and therefore the mean of the scale has a relatively changing meaning, while often the scale is reversed too. The reliability of the specific variables was measured by the Cronbach alpha coefficient, commonly used in sociological research practise¹⁵.

¹⁵ Cronbach's α is defined as: $\alpha = Np/[1+p(N-1)]$, where N is the number of variables of the given index, p is the average of the correlation coefficient between the answers to the specific questions (Carmines & Zeller, 1979). With the increasing number of questions (*ceteris paribus*, i.e. with the stable correlation coefficients) due to the character of the formula, in case of small number of variables the value of α shows a growing tendency.

Table 5: The 21 first order and 6 second order leadership prototype scales and their attribute items

SECOND ORDER SCALES	First order leadership scales forming second order scales <i>Items forming first order scales</i>
CHARISMATIC	<p>Charismatic Visionary <i>Foresight, prepared, anticipatory, plans ahead</i></p> <p>Charismatic Inspirational <i>Enthusiastic, positive, morale booster, motive arouser</i></p> <p>Charismatic Self-sacrificial <i>Risk Taker, Self-Sacrificial, Convincing</i></p> <p>Integrity <i>Honest, Sincere, Just, Trustworthy</i></p> <p>Decisive <i>Willful, decisive, logical, intuitive</i></p> <p>Performance oriented <i>Improvement-oriented, excellence-oriented, performance-oriented</i></p>
TEAM ORIENTED	<p>Collaborative Team orientation <i>Group-oriented, collaborative, loyal, consultative</i></p> <p>Team integrator <i>Communicative, team builder, informed, integrator</i></p> <p>Diplomatic <i>Diplomatic, worldly, win-win problem solver, effective bargainer</i></p> <p>Malevolent* <i>Hostile, dishonest, vindictive, irritable</i></p> <p>Administratively competent <i>Orderly, administratively skilled, organized, good administrator</i></p>

* reverse scored scales

SELF PROTECTIVE (NARCISTIC)	Self-centered <i>Self-centered, nonparticipative, loner, asocial</i> Status consciousness <i>Status-conscious, class-conscious</i> Conflict inducer <i>Normative*,secretive, intragroup competitor</i> Face saver <i>Indirect, avoids negatives, evasive</i> Procedural <i>Ritualistic, formal, habitual, procedural</i>
PARTICIPATIVE	Autocratic* <i>Autocratic, dictatorial, bossy, elitist</i> Nonparticipative <i>Non delegator, micromanager, nonegalitarian, individually oriented</i>
HUMANE ORIENTATION	Modesty <i>Modest, Self-effacing, patient</i> Humane orientation <i>Generous, compassionate</i>
AUTONOMOUS	Autonomous <i>Individualistic, independent, autonomous, unique</i>

Source: Based on Hanges & Dickson, 2004, pp. 131, 137 & Bakacsi & Sarkadi-Nagy, 2003

One of the objectives of Project GLOBE is to show, if there are such culturally accepted leadership dimensions, which are valued differently in different cultures.

Shaw (1990) states that several cross-cultural researches allude to the fact, that in different societal and cultural environments, different leadership beliefs, values and styles appear. Therefore the research introduces the secondary leadership variables, as CLT (Culturally Endorsed Implicit Leadership Theory) variables. As these tend to describe behaviour “groups”, compared to specific leadership variables, we can say, that at the same time they represent leadership styles too. Due to this reason in course of my research it is necessary to conduct first and second order factor analysis too

(identification of specific leadership factors of the Slovak culture), to separate such leadership factors, which can be used to explain most of the sample's variance.

4.3 The research process

The GLOBE questionnaire is basically constructed of two versions of the questionnaire. In both versions there are common variables describing preferred leadership style (2nd and 4th questionnaire blocks). There is a difference in the ALPHA and BETA questionnaire versions, where the ALPHA form measures the characteristics of organisation culture and the BETA form the As Is national culture (1st questionnaire blocks) and the Should Be (3rd questionnaire blocks). I use the Gamma form of questionnaire in my research, since this is the most complete, and includes the ALPHA and the BETA questionnaires as well.

Respondent sampling is given by a system prescribed by the originators of the research: middle managers of three industries (food processing, commercial bank sector, telecommunications). Nevertheless my sample consists other industrial sectors well therefore creating not entirely GLOBE compatible sample. The survey is conducted with middle managers of companies operating in Slovakia, at least in two sectors from the three industries mentioned above. The companies in the sample do not have to be inevitably in Slovak ownership, but to avoid the distortion of variables it is required that the respondents are saved of foreign management's influences, i.e. the middle managers should not be in daily contact with the foreign management (since this could result in taking over the cultural and leadership value system, thus ending in results of leadership, which are not Slovak, but foreign instead). Sample consist 73 middle managers. I obtained questionnaires form middle manager respondents, in differentiated industrial structure from the task environment's point of view. I choose the companies in the sample with an aim to have several cultures represented, among them ones with purely domestic ownership on one hand (including both state-owned and privately-owned ones) and mixed ownership on the other hand (with foreign ownership and multinational owned companies). To enhance the relevance and representativeness of research, it is advantageous if the companies are not situated in only one region of Slovakia, but are dispersed within the country. I refer to success of achieving this target in the chapter describing the limitations of my research.

4.3.1 Steps of the empirical work

In the sampling frame there are middle managers from the three above-mentioned and other additional industries further stipulated. I managed to obtain responses from 73 middle managers. The GLOBE defines middle managers as leaders, who, in a five-level hierarchy scale, are situated between the uppermost (the No.1 leader), and the lowermost level (individual contributor, executor) of hierarchy, while in a scale with more than five levels, responses from the middle managers from the levels between the uppermost two and the lowermost two can be included into the sample.

The sampling is done by questionnaires; and I translated the original questionnaire from English to Slovak (vetted by Anna Lašáková, PhD, Comenius University, Bratislava)) according to GLOBE requirements, and back-translated to English by an independent expert, finally I had it validated by the research supervisors.

Data gathering was a joint effort of me and Zsuzsanna Csiba¹⁶: we personally administered the questionnaires and analysed them together. Nonetheless, beside primary data gathering I also used secondary data obtained from the Slovak Statistical Office's database – and such secondary data helped me to make an outlining of the Slovak organizational environment.

In the course of the research I intend to use quantitative statistical – multivariable statistic analyses, and I shall conduct general statistical analytic examinations. The examination of correlation coefficients will ensure the examination of correlations laid down in the hypotheses, and the differentiation of leadership prototypes. By means of factor analysis I try to elaborate the specific Slovak leadership factors, which I compare with the primary and secondary scales of GLOBE. I analyse the characteristics of the sample with general statistical methods and the distribution of specific variables as well.

¹⁶ Zsuzsanna Csiba had concentrated on cultural issues while I did analyses of leadership styles

4.3.2 Application of research results in praxis

The results of the GLOBE research hold out a promise to have new, completing results of analyses and descriptions of cross-cultural researches, effective leadership theories, organizational practices, and the relationship between the economic and psychological well-being in the Slovak society. Furthermore, while the research results may have the ability to answer several theoretical questions on the level of society, answer several practical questions too. I am obliged to submit the results my research to the central GLOBE database, thus supporting the birth of new publications in the field. Except for this, the GLOBE centre gives a free hand in further utilization of the results. Through the published results the Slovak commercial world can benefit too, since they can assist in the revelation and understanding of the preferred leadership style in the Slovak Republic.

5. Analysis of the research questions

5.1 Introduction of the research environment

The Slovak Republic was created on the 1st January, 1993, as an independent, democratic, constitutional, parliamentary state, due to the split of the Czechoslovak federation. Geographically it is situated in the Carpathian basin, bordered by Poland to the north, Ukraine to the east, Hungary to the south and the Czech Republic and Austria to the west. The history of the Slovaks in the Carpathian basin is probably connected to the Slavic tribes, who arrived in the territory in the 6th and 7th centuries and the Slovaks can be viewed as the surviving successors of these tribes. The history of the Slovaks thus intertwined with the history of other nations in the Carpathian Basin, namely the Hungarians, Czechs and with some of the Slavs from the Balkan. It's history was influenced mostly by the Hungarian and Polish Kingdoms, later by the Czechs, in the 20th century.

The Slovak language belongs to the Indo-European language family, to the Western Slavic language group; its parent languages were the proto-Slavic and Old Slavic languages. The codificator of the Slovak language standard was a Catholic priest and poet, Anton Bernolák (Encyklopedický ústav SAV, 2001), who lived for long years in a town inhabited mostly by Hungarians, in Érsekújvár (at present a town located in Slovakia, called Nové Zámky). In 1787, he established the Slovak language standard based on the Western Slovak dialect containing some Central Slovak elements and thus defined the grammatical standards of the language. However, the Slovak language standard was declared as official only later, in 1843. Although the nearest language relatives are the Polish and the Czech, and though coexistence with the Czech for more than half a century influenced strongly the Slovak language (and certainly the Slovak influenced the Czech language similarly), the Czech should not be regarded as an ancestor of the Slovak language.

When looking at Slovakia from the perspective of the almost recent European reunion, there is a tendency to analyse it along with other states of the so-called Central-Eastern-European cluster, i.e. with Slovenia, the Czech Republic, Hungary, Estonia, Lithuania, Latvia, Romania, Bulgaria and Poland (Makó, et al, 2011). This is possible mainly because of the ex-communist state structure, the following similar transformational processes, the Soviet influence and the single-party state, the centrally

planned economy and the transformation from the dual hierarchy to a capitalist market economy and parliamentary democracy.

From economics point of view, the Visegrad Group (Slovakia, Czech Republic, Poland, and Hungary) is the motor of the region, the population of these countries gives the overwhelming part of the region's inhabitants. The states of V4 were also the pioneers of the economical transformation process in the region and at the same time the share of direct foreign investments to these countries was up to 75% of the foreign investment coming to the region since 1989 (Wood, 2002). Therefore one of the aims of my leadership research is, to show the influence of this capital inflow on the leadership styles through the Slovak leadership "prototypes", as described in Chapter 1

5.2 An introduction of the Slovak GLOBE research environment and sample

The already mentioned implicit and integrated leadership theories pointed out the connection between the leadership and the leader's environment. In this chapter I would like to show the dimensions of those Slovak economic through secondary data, which may influence the implicit leadership theories that were created in Slovakia. I shall compare the data from the sample with these secondary data, so that the composition of the crowd in the sample could be comparable also from the aspect of representativity, with the Slovak environment.

According to the census in 2011, Slovakia has 5 397 036 inhabitants, from which 2 627 772 are men and 2 769 264 women (portal.statistics.sk). The percentage of unemployed is 13,7%, i.e. 368 thousand unemployed (86,3% of the active population is working). In the three industries analysed by GLOBE, namely in the financial-insurance, IT-telecommunication industries there are 3.5 thousand, and 4.5 thousand unemployed, (based on the industry to which the latest employer belongs), whereas the employees in these industrial sectors are approx. 141 thousand (IT – 60.7 thousand, financial-insurance 50.3 thousand, food industry 30 thousand). This makes just a little more than 6% of the country's 2,3 million employees (there are no relevant data of numbers of unemployed in food industry). 54,4% of inhabitants lives in cities and 45,6% in villages. According to the data above it is eye striking, that although until the change of regime, Slovakia was regarded as an agricultural country, since then, the

food industry has weakened significantly. This is especially true, if we compare the number of employees in the agriculture and forestry, i.e. 350 thousand before the change of regime and 56 thousand after. I suppose, these turbulent changes influenced the creation of Slovak implicit leadership theories, making them non-homogeneous, in some cases similar to the international sample.

The ratio of elementary school graduates is 15%, of technical school graduates (without secondary school leaving certificate) is 13,4%, of apprentice training centre graduates (without secondary school leaving certificate) is 9,7% of vocational school graduates (with secondary school leaving certificate) is 3,5%, of specialized secondary school graduates (with secondary school leaving certificate) is 20,2%, of general grammar school graduates with secondary school leaving certificate is 4,4% and of higher secondary school graduates is 1,5% of the inhabitants . The ratio of graduates of Bachelor Studies is 2,3%; of Masters studies (including medical and technical school graduates at tertiary level) is 10,8%, and of PhD Studies graduates is 0,7% of all inhabitants, while the share of inhabitants without any school graduation or unknown educational level graduates is 18,5% (portal.statistics.sk)

The graduation data of middle managers from the collected sample are: 12 leaders are secondary level graduates (16%), 58 are higher education graduates (79%), and 3 leaders did not answer the question.

49% of the Slovak GDP comes from three counties from the eight, the Bratislava, Nitra and Trnava County, where all companies from the research sample are located. The data collection was conducted also in this region, since all the 73 middle level leaders work there.

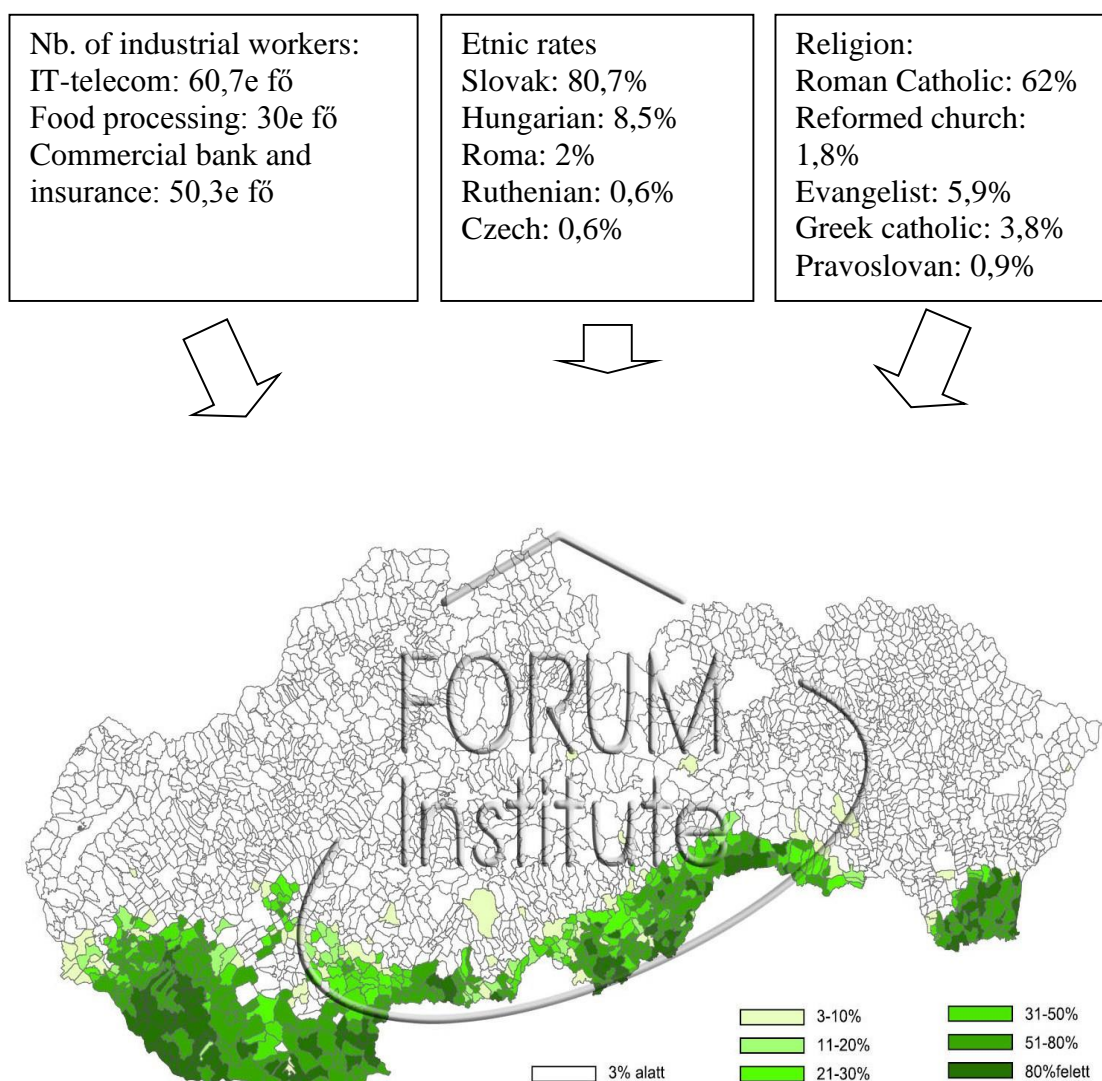
The share of residents with mother tongue different than Slovak is almost 15%, whereas according to the census data from 2011, 7,5% did not name their mother tongue. From the respondents 9,4% claimed Hungarian, 2,3% claimed Romany, 1% Ruthenian and 0,7% claimed Czech.

As for nationalities, little more than 12% claimed other than Slovak nationality, whereas, according to the census data from 2011, the share of residents who did not name their nationality was 7,3%. 8,5% claimed Hungarian, 2,0% Roma, 0,6% Ruthenian and 0,6% claimed Czech nationality.

From the middle level managers in the sample, 51 had Slovak, and 17 other than Slovak nationality (5 did not answer the question). 18 of them used other than Slovak language in their homes, 5 of them grew up in a bilingual, Slovak-Hungarian family.

The residents of Slovakia are more religious than the European Union's average, since only 13,4% claimed too be without any religious affiliation, 10,6% did not answer the question, while 62% are Roman Catholic, followed by the believers of the Evangelic Church of Augsburg confession, the Greek Catholic Church and the Reformed Christian Church. As for the managers appearing in the sample, 29 (43.3%) said they were Roman Catholic, 3% Evangelical and Reformed church believers, while the number of respondents without any religious affiliation - including persons who did not answer the question - was 53.7%, i.e. 36 people.

Figure 9: Ethnic map of Slovakia showing the 2011 census data (including the general environmental factors having an influence on the Slovak Implicit leadership)



In the following table (table 6.) the statistical data describing the economic environment and the research sample are included. This comparison helps to gain some information of the representativity of the sample before the detailed research analysis is done and the research questions are answered.

Table 6: The Slovak economic environment and the characteristic features of the research sample.

Variables	Characteristics of the Slovak economic environment in %	Characteristics of the Slovak research sample in %
Industrial sector		
Finance	2,17	19,2
Food processing	1,30	41,1
IT/telecom	2,63	4,1
Demography		
Male	48,7	83,1
Female	51,3	16,9
Graduation		
Secondary	52,7	16
Higher-doctoral	13,8	79
Nationality		
Slovak	80,7*	75
Other	12	25
Religion		
Catholic	62	43,3
Protestant	7,7	3
Non religious	13,4	53,7

*7,3% of the residents did not named its nationality at the 2011 census

Source: Own research results

From the table it is clear that the sample coincides with Slovak societal-industrial conditions merely as regards nationality distribution. With my hypothesis aiming to depict relations between Hungarian-Slovak ILTs, I will build on this link.

5.3 The situation of Hungary and Slovakia within the EU member states with regard to the factors influencing leadership

The aim of one of my research questions is to present the similarity between the Hungarian and Slovak leadership theories through examining the hypothesis that says, that the Slovak and Hungarian leadership theories are similar because of the coexistence of these two nations in one country for several centuries. Before moving to the detailed analysis, let me review a couple of research results, which predict such similarity.

It has already been analysed and presented, that before the 1990s the dominant leadership style in Eastern-Central Europe was the paternalistic (permissive and authoritative) (Bakacsi, 2002).

Further, in the Eastern-Central European countries with higher distance indicator levels than the European average, the appearance of self-protective leadership behaviour is probable (House & Javidan, 2004)

The results of the GLOBE research revealed, that although the Eastern European cultural cluster shows relatively high values in such generally accepted leadership theories as the charismatic or the value centred theory, in the participative (secondary variable) leadership values it lags behind the world average (the participative leadership variable's definition according to the GLOBE research is: the extent to which the leaders involve others into their decision-making and into the decision implementation processes). The secondary dimension includes two variables, the autocratic and the non-participative variables coded with inverse values (House & Javidan, 2004). Consequently, Hungary and the Eastern European cluster in general, are far from the new management paradigm. (Bakacsi & Heidrich, 2011).

From the aspect of organisation model application, Hungary and Slovakia does not belong to the average countries within the 27 EU member states, while on the other hand they show certain similarities with each other. As for the share of innovative and learning organizations, Hungary together with Cyprus and Estonia are among the leading ones within the new member states. Nevertheless, they show average or above the average results compared to those of the EU member states, concerning the Taylor mass production model. Meanwhile, the same organisational model distribution is characteristic to the Slovak companies too. Slovakia belongs to those countries, where

the share of lean organisations is higher than the EU average. At the same time, the share of companies following the Taylor mass production model is higher than the EU average. However, Hungary's position is stronger with regard to the lean, innovative and learning organisations than Slovakia's. (Makó et al, 2008).

Table 7: The respective EU member states and the corporate-production models applied

Models of work organization	New EU member states	EU-15
Discretionary learning organizations (post-Fordism)	Hungary , Estonia, and Malta	Austria, Belgium, Germany, Sweden, Denmark, Netherlands, France, Luxemburg, and Finland
Lean organization (Neo-Fordist work organization)	Estonia, Latvia, Lithuania, Czech Republic, Poland, Romania, Slovenia, Slovakia , and Cyprus	Belgium, Luxemburg, UK, Ireland, Denmark, Spain, Finland, Malta, Portugal and Greece
Taylorist/Fordist work organization (mass production)	Bulgaria, Czech Republic, Hungary , Lithuania, Romania, Slovakia , Cyprus	Cyprus, Greece, Spain, Italy, and Portugal
Traditional or non-coded work organization	Bulgaria, Czech Republic, Hungary, Lithuania, Slovakia, and Cyprus	Cyprus, Ireland, Greece, UK, Portugal, and Spain

Source: Makó, et al. (2008)

One of the factors influencing corporate leadership is the society's structure in relation to the population's qualification. This however predicates the share of the knowledge-intensive sector as well. In this regard Hungary and Slovakia demonstrate the following employment data (table 8)

Table 8: Rate of the knowledge intensive industrial sector in Slovakia and Hungary comparing to the EU average

Types of services	Hungary			Slovakia			EU-27 average		
	2000	2005	2008	2000	2005	2008	2000	2005	2007
Knowledge-intensive high-technology services	3.09	3.15	3.28	2.97	2.67	2.77	3.21	3.28	3.29
Knowledge-intensive market intensive services (excluding financial intermediation and high-tech services)	4.68	5.95	6.45	3.31	4.72	5.44	6.81	7.79	8.27
Knowledge-intensive financial services	2.23	2.06	2.44	1.77	2.17	2.27	3.11	2.96	2.97
Other knowledge-intensive services	16.5	17.07	16.55	16.43	15.87	14.24	17.22	18.45	18.43
Knowledge-intensive services	26.5	28.22	28.73	24.48	25.43	24.71	30.36	32.47	32.96
Less knowledge-intensive services	33.27	34.44	34.67	31.35	31.08	31.78	33.45	33.89	33.77
Services sector total	59.77	62.66	63.40	55.83	56.51	56.49	63.81	66.36	66.73

Source: Eurostat Data Explorer

(<http://epp.eurostat.ec.europa.eu/portal/page/portal/statistics/themes>)

It is visible from the table above that Slovakia lags behind Hungary and EU-average in respect to all knowledge-intensive sector. This fact somehow coincides with the application of Taylorist and neo-Fordist work organizations. Although in this work I do not aim to study the connection between the corporate or national culture and the implicit leadership theories, it is important to mention here, in connection with the factors influencing the Slovak and Hungarian leadership, Hofstede's (1995) four organisational models based on the power distance and uncertainty avoidance Index. Hungary with low power distance scores and high uncertainty avoidance could be regarded as belonging to the „well-oiled machine” type of organization characterised

by high regulation degree and the central role of production units (Bakacsi, 2004). Compared to it, in these two dimensions Slovakia has exactly the opposite values. Thus, for Slovakia the „family” type organization is typical, having high power distance scores and low uncertainty avoidance index scores, with immediate control and “paternalistic” behaviour of the organization members (Hofstede, 2013). Within the organization the typical leading method is immediate control. It seems that we are able to find factors influencing the Hungarian and Slovak implicit leadership, which are typical for both states and on the other hand such, which are different. I have to interpret my research results with consideration to the aforementioned.

Taking into account the fact that the data collected is not GLOBE-conforming (besides the three abovementioned industries, there is a heavy-industry company and a state administration institute in the sample) and since the latest validated GLOBE sample in Hungary (except for the 2011 year longitudinal survey; see Bakacsi & Heidrich, 2011) is based on original GLOBE-conform data from 1995, I decided to use the not fully GLOBE research-conforming sample to compare it with the Slovak one, therefore compiled a deliberate sample with targeted variability from the Hungarian GLOBE research sample gathered since 2000¹⁷ with; this was to test my second hypothesis (Table 9). I have shaped the sample further with the aim of getting a comparable one as regards volume and also one with a targeted variance (i.e. it should consist of at least 7 industrial sector enterprises, including ones from the 3 sectors defined in the GLOBE research, and also heavy industry; none of the industries should represent more than 25% of the sample).

¹⁷ The sample was provided to me by Mr. Dr. Gyula Bakacsi from University of Corvinus Budapest

Table 9: The sample created from the Hungarian sample gathered after year 2000

Industrial sector		Distribution in Hungarian sample in %
	Commercial financial services	7,0
	Food processing	13,9
	Heavy industry	17,4
	Pharmaceutical industry	23,4
	Public sector	3,0
	Other services and retail	19,4
	IT sector	15,9
	Summa	100,0

Source: Own construction

5.4 The steps of the data analysis

I have considered the following circumstances at choosing the steps of the data analysis:

- The content of research questions and hypothesis and the statistic analysis that can be connected to them by relevance
- The size of the sample, its limitations and possibilities
- The correlation and mutual supplementation of statistical tests.

In summary, given all of the aforementioned, I utilised the following statistical tests and steps for data analysis:

- General statistical methods and analyses. The means, standard deviations, distributions and frequencies of leadership and company indicators.
- GLOBE syntax.
- Identifying Slovak leadership prototypes via factor analysis and comparing them with second-order GLOBE leadership variables as well as with factor analysis results generated from data collected after 2000 in Hungary.
- Comparison of Slovak first and second-order GLOBE leadership variables with the first and second-order GLOBE leadership variables in Hungary.
- Testing the reliability of the first-order leadership scale gained via GLOBE syntax by the Cronbach alpha coefficient (not assuming equal variance between the variables).
- Compression of secondary scales based on data from a factor analysis and a study of the reliability of leadership scales using the Cronbach alpha coefficient.
- Testing correlations of Hungarian and Slovak leadership factors with independent-sample t-tests.

During the data analysis I have conducted supplementary analyses, which I do not mention in this thesis, the results however can be found in the data medium attached. All data regarding the results were written to the data medium attached.

5.5 Process of data analysis and examination of research questions

In this chapter I examine the research questions with the statistical methods presented above. To make it transparent, I answer the respective research questions in separate consecutive subchapters. The supplementary analyses are presented in the output tables attached.

5.5.1 An introduction to the Slovak implicit leadership theories

I formulated as a research question: What kind of implicit leadership theories and leadership types are present in Slovak leadership practices? Can one depict universally endorsed leadership types within the Slovak corporate environment? What are these - and what are their most characteristic features? Is there a correlative connection between them? Is the Charismatic leadership profile universally accepted as contributing to excellent leadership?

Successful leadership dimensions are in GLOBE study presented as normative in group members' perception, reflecting how should be successful leader not how he actually is (Catana & Catana, 2011). Meanwhile the creators of the questionnaire constructed the questions in the way that there are control questions in all question groups, which are aimed to filter out those respondents, who did not answer the questions carefully enough.

I did not fill in the missing data, on one hand due to the sample volume and to the fact that values were missing only in a relatively small ratio of 3/72, compared to the overall number of elements in the sample, as well as because if there was a missing value, the whole leadership part was thus not answered. I examined only those cases where all the data were filled in.

When applying descriptive statistics Table 10. shows eye-catching data, namely the average values of the primary (21) leadership factors. The anticipated features, behavioural patterns were arranged into a descending order, from the biggest to the smallest value. These values are between 1 and 7, due to the 7-levelled Likert scale I used to measure the respective variables. It is visible that the Diplomatic is the most accepted as supporting while Self-centered is generally accepted as inhibiting effective leadership. Distinguishly Malevolent is generally acknowledged as prohibiting effective leadership having the lowest standard deviations. Diplomatic has the third

lowest standard deviation. From the means and standard deviation scores it is evident, that the factors supporting effective leadership has in summary lower standard deviations and from that two are Charismatic factors, namely Charismatic Inspirational and Charismatic Visionary.

Table 11. describes the results of the second order prototypes defined by GLOBE, according to the answers, as well as their comparison with the results of the Slovak GLOBE student survey (Remišová & Lašáková, 2011; Csiba, 2012). The GLOBE project adapted as a Student research was conducted in a university environment, having 400 university students answering the questionnaire.

Table 10: The results of first order leadership prototypes

	N	Minimum	Maximum	Mean	St. deviation
Diplomatic	69	4,00	6,80	5,6572	,51673
Charismatic Inspirational	69	4,00	7,00	6,0584	,61945
Charismatic Visionary	69	4,33	7,00	5,9902	,60753
Performance oriented	69	3,33	7,00	5,9275	,84959
Integrity	69	3,00	7,00	5,8961	1,01363
Group integrator	69	4,00	7,00	6,1111	,57502
Administratively competent	69	3,25	7,00	5,6800	,78143
Decisive	69	3,50	7,00	5,6353	,70727
Collaborative Team orientation	69	2,00	6,83	5,3068	,76942
Charismatic Self/sacrificial	69	2,00	6,50	5,2874	,92879
Status consciousness	69	2,50	7,00	4,6449	1,06792
Humane orientation	69	2,00	6,50	4,3333	1,14297
Conflict inducer	69	2,33	6,33	3,9807	,93390
Autonomous	69	1,25	6,00	3,8913	1,12987
Modesty	69	2,00	6,00	4,3841	,66085
Procedural	69	2,20	5,20	3,6949	,74617
Autocratic	69	1,00	6,33	2,8734	1,08931
Nonparticipative	69	1,00	5,25	2,8297	1,05239
Face saver	69	1,00	5,00	2,7440	1,00999
Malevolent	69	1,00	3,67	1,6340	,55897
Self-centered	69	1,00	4,75	2,1896	,81898

Source: Own research results

Since one of my hypothesis is that there is a connection between the Slovak and Hungarian leadership styles, I reflect later on to the results of the GLOBE research conducted in Hungary since 2000. As mentioned above, I have compiled the Hungarian sample, so that it would in volume as well as in construction be comparable to the sample I gained.

The secondary order leadership prototype scales have been created through factor analysis, taking the typical features of the international sample into consideration, and by this, simplifying the demonstration of the differences and/or connections of the leadership styles in the respective countries (Table 11).

Table 11: Results of the secondary leadership scales defined by GLOBE at the own research sample

Second order leadership scales	GLOBE Slovakia	GLOBE Slovakia student (Csiba, 2012)	GLOBE Slovakia student (Remišová & Lašáková, 2011)	GLOBE Hungary sample deliberately created
Charismatic	5,79	5,87	5,57	5,85
Team oriented	5,82	5,81	5,65	5,79
Self protective (Narcistic)	3,45	3,71	3,04	3,39
Participative	5,15	4,56	5,16	5,20
Humane Orientation	4,36	4,78	4,75	4,96
Autonomous	3,89	3,98	3,82	3,43

Source: Own construction

According to the results above, among second-order leadership prototype scales the Charismatic leadership style seems to be the one accepted as best supporting effective leadership. This result coincides with the results of GLOBE's international study - so my hypothesis related to the general acceptance of the Charismatic leadership prototype is proved.

The reliability of leadership scales enabling a comparison with leadership scales pertaining to the international sample was examined via use of Cronbach alpha coefficient values. The overall reliability of the international sample's scales is high (Hanges & Dickson, 2004). The leadership prototype scales gathered by factor analyses from the international sample is a reliable tool for measuring Slovak implicit

leadership prototypes - as 12 from the 21 leadership scales have a reliability score of over 0.5 (Table 12), and there is function-based correlative relationship between them. The Integrity, Autocratic, Charismatic Visionary and Malevolent factor has the highest reliability score. Given this, I thought I would be able to separate implicit Slovak leadership prototypes by myself. The method used was a Varimax rotation along the principal axis factoring, with common and separate factors in the model explaining the covariance of variables (Kovács, 2004); this was a methodology the statistical model presupposed as existing behind the correlation system of variables. The rotation helped to increase the unambiguity of relations between variables by avoiding multiple correlations. To analyse this common variance, I used the SPSS Principle axes factoring methodology (PAF). When defining Slovak implicit leadership theories via factor analyses, I have taken into account the correlations between the 112 first-order and 21 second-order leadership prototypes. The most inter-correlating first-order leadership variables are presented in Table 12.

Table 12: The correlation between the first order leadership factors

THE FIRST ORDER LEADERSHIP FACTORS	Cronbach Alpha	THE LEADERSHIP FACTOR THE MOST CORRELATING WITH THE FIRST ORDER LEADERSHIP FACTOR AND THE EXTENT OF THE CORRELATION	
Performance orientation	0,509	Charismatic Visionary	0,564
Autocratic	0,783	Malevolent	0,651
Modest	0,287	Decisive	0,494
Charismatic Self-sacrificial	0,483	Charismatic Visionary	0,574
Collaborative Team orientation	0,682	Charismatic Inspirational	0,734
Decisive	0,315	Team integrator	0,523
Face saver	0,302	Integrity	-0,524
Charismatic Visionary	0,758	Charismatic Inspirational	0,734
Humane orientation	0,272	Collaborative team orientation	0,310
Integrity	0,786	Malevolent	-0,602
Administratively competent	0,608	Team integrator	0,554
Autonomous	0,619	Autocratic	0,523
Status consciousness	0,550	Performance orientation	0,320
Charismatic Inspirational	0,751	Team integrator	0,734
Malevolent	0,786	Autocratic	0,651
Conflict inducer	0,286	Collaborative team orientation	0,594
Diplomatic	0,010	Team integrator	0,506
Procedural	0,491	Face saver	0,420
Nonparticipative	0,652	Autocratic	0,559
Team integrator	0,535	Charismatic Inspirational	0,566
Self-centered	0,462	Autocratic	0,605

Source: Own research results

The generated output table's correlation matrix shows that many variables intercorrelate (Table 13). Therefore these correlations have to be taken into consideration when finalising or explaining the factors generated through factor analysis.

Table 13: The results of factor analyses after Varimax rotation on the Slovak sample

	Factor				
	1	2	3	4	5
Performance orientation	,004	,218	,621	-,046	,293
Autocratic	,738	-,179	,037	-,292	,296
Modesty	-,038	,425	,300	,374	-,517
Charismatic Self-sacrificial	-,038	,024	,729	,365	-,163
Collaborative Team orientation	-,232	,752	,144	,247	,024
Decisive	,106	,504	,508	,026	-,167
Face saver	,699	,025	-,222	-,066	-,014
Charismatic Visionary	-,340	,385	,725	,046	,078
Humane orientation	-,091	,140	,105	,567	-,031
Integrity	-,541	,413	,216	,342	,015
Administratively competent	-,368	,594	,176	-,067	,111
Autonomous	,545	-,018	,071	-,104	,228
Status consciousness	,306	,352	,167	-,250	,194
Charismatic Inspirational	-,205	,579	,539	,103	,017
Malevolent	,672	-,464	-,111	-,003	,146
Conflict inducer	,500	,038	,141	,032	,629
Diplomatic	,165	,677	,141	,206	-,126
Procedural	,541	-,006	-,135	,202	,075
Nonparticipative	,709	,031	-,045	-,017	-,090
Team integrator	-,316	,486	,480	-,237	-,211
Self-centered	,692	-,168	-,032	-,109	,053

Extraction Method: Principal Axis Factoring.

Rotation Method: Varimax with Kaiser Normalization.

Source: Own research results

I conducted Kaiser-Meyer-Olkin (KMO) and Barlett's khi-square test to examine sample's adequacy for factor analysis separately (Table 14).

Table 14: Results of the sampling adequacy test

Kaiser-Meyer-Olkin Measure of Sampling adequacy		,787
Bartlett's test of sphericity	Approx. Chi-Square	767,708
	Df	210
	Sig.	,000

Source: Own research results

With regard to 0 significance, I could rule out the hypothesis of variables' independency, whereas the KMO index result implies, that my data are suitable for defining a latent variable. 5 factors explain 67% of the variance, therefore I do not conduct more factor analysis with filtering out the specific variables. (the communality is lower than 0.4 only in case of 4 from the 21 variables, see Table 14). For defining the factors I used summarizing scales, corresponding with the GLOBE research team method.

Table 15: Communality of first order leadership factors

First order leadership factors	PAF communalities
Performance orientation	,522
Autocratic	,752
Modesty	,682
Charismatic Self-sacrificial	,693
Collaborative Team orientation	,702
Decisive	,551
Face saver	,543
Charismatic Visionary	,799
Humane orientation	,361
Integrity	,627
Administratively competent	,537
Autonomous	,366
Status consciousness	,345
Charismatic Inspirational	,678
Malevolent	,700
Conflict inducer	,668
Diplomatic	,563
Procedural	,357
Nonparticipative	,515
Team integrator	,667
Self-centered	,522

Source: Own research results

When creating the main factors, I had to take into account the fact that due to the volume of the sample there would be variables with a factor weight of lower than 0.75, thus lessening reliability. I decided not to filter out the low communality variables, though, as, firstly, the sample's volume did not let me do a factor analysis for all primary variables; and, secondly, because when creating the factors I wanted them to be able to be explained by as many secondary factors as possible (so that they might become an object for further examination and analysis), for as long as their reliability allowed, while also noting that a scale created with more variables is better recognizable.

After doing the factor analysis, I outlined five main factors and, then, with regard to the correlation between variables, four implicit leadership theories:

- Benevolent paternalistic team leader (Eastern-European paternalistic leader)
- Self-centered oligarch
- Moderate change leader (level 5 leader – see in theoretical background chapter, page 52)
- Humane orientation

Table 16: Results of the principle axis factoring – total variance explained

Factor	Rotation sums of squared loadings		
	Total	% of Variance	Cumulative % of Variance
1	6,747	32,129	32,129
2	3,440	16,683	48,512
3	1,625	7,740	56,252
4	1,325	6,310	62,562
5	1,0803	5,145	67,707

Source: Own research results

The factors Modesty and Humane orientation (which explain the human-oriented implicit leadership theory) have their communality lower than 0,5 (therefore they explain the rather low percentage of the main component, thus they do not have an explanatory power). Consequently, the Humane orientation implicit leadership theory is neither generally accepted as supporting effective, nor as inhibiting effective leadership, and at the same time it has only a low reliability (reliability lower than 0,5).

Hence, I tried to assort these two factors to the other implicit leadership theories, through the interpretation of the primary leadership variables correlating with them, creating thus three scales defined by primary factors:

- Benevolent paternalistic team leader (Eastern-European paternalistic leader)
- Self-centered oligarch
- Moderate change leader (level 5 leader – see in theoretical background chapter, page 52)

I tested the reliability of the scales specifically by the Cronbach alpha coefficient. When examining the Benevolent paternalistic team leader ILT and the Moderate change leader scales' reliability, I realised, that two low communality variables were the cause of poor reliability of the scales defined. I therefore decided, that in spite of its low variability, I leave the Humane orientation scale as an independent one.

The scales and the first order leadership factors characterising them, as well as the scale reliabilities are summarized in the following table (Table 17).

Table 17: The implicit leadership theories typical for the Slovak leadership practice

Name of the major factor (implicit leadership theory)	First order leadership factors compiling the scale	Reliability of the scale (Cronbach alpha)
BENEVOLENT PATERNALISTIC TEAM LEADER (EASTERN- EUROPEAN PATERNALISTIC LEADER)	Collaborative team orientation Decisive Integrity Administratively competent Status consciousness Charismatic Inspirational Diplomatic Team orientation	0,782
SELF-CENTERED OLIGARCH	Autocratic Face saver Autonomous Malevolent Procedural Nonparticipative Self-centered Conflict inducer	0,813

MODERATE CHANGE LEADER (LEVEL 5 LEADER)	Performance orientation	0,523
	Charismatic Self-sacrificial	
	Charismatic Visionary	
HUMANE ORIENTATION	Modesty	0,229
	Human orientation	

Source: Own research results

Although the names of the implicit leadership theories, specified from the Slovak GLOBE sample are subjective, they greatly rely on the leadership theories introduced in the theoretical part of the thesis. As an answer to my first hypothesis, *I succeeded to specify (in spite of the limited number of elements of the sample) such implicit leadership theories, which are typical for the Slovak economic environment.* The results of the descriptive analysis of the implicit leadership theories refer to the acceptability as well as to the appearance of the specific theories as effective or limiting factors. According to the GLOBE research principles, such implicit leadership theories, which have an average value higher than 6 in the sample of 62 countries, can be viewed as universally accepted as supporting efficient leadership if individual score is more than 5 in 95% of countries. On the other hand, those, which have an average lower than 3 in the complete sample's average values, can be viewed as universally accepted as inhibiting the efficient leadership if individual score is less than 3 in 95% of countries. International sample's universally accepted factor scores are high and low enough within the Slovak sample. These factors therefore fit to the internationally accepted function. Therefore I transferred this analogy back to national level, applying same logic.

Based on the analysis, it is evident, that none of the scales fits these criteria.

Nevertheless, there are such distinctive scales, which show values near to these criteria (the Benevolent paternalistic team leader and the Moderate change leader).

The results of my examination show that in Slovakia, the typical organisational structure is the „family” type, having great power distance and weak uncertainty avoidance, and with typical features as immediate control, fatherly behaviour of the organisation members. Hence, such implicit leadership theory is operationalizable, which can be characterised by immediate control within the organisation, status-aware leading method, while it appears as an implicit leadership theory supporting efficient leadership.

Table 18: The descriptive analyses of the identified Slovak implicit leadership theories

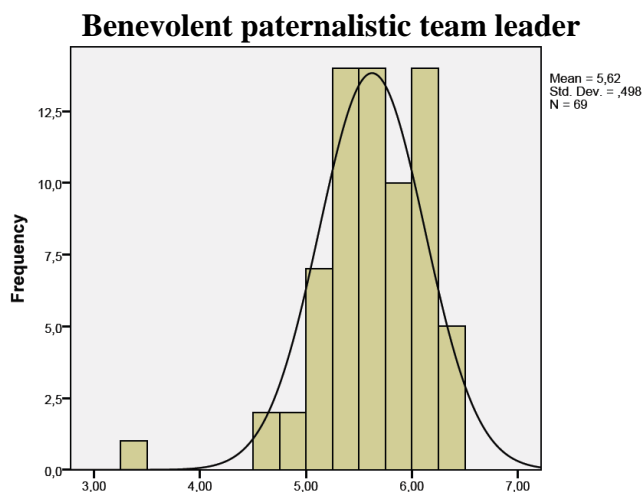
	Mean	St. deviation	Rate of above 5 scores in %	Rate of below 3 scores in %
Benevolent paternalistic team leader	5,62	0,49	92,8%	0%
Self-centered oligarch	2,96	0,65	0%	56,5%
Moderate change leader	5,74	0,65	92,3%	0%
Humane orientation	4,36	0,75	11,6%	4,3%

Source: Own research results

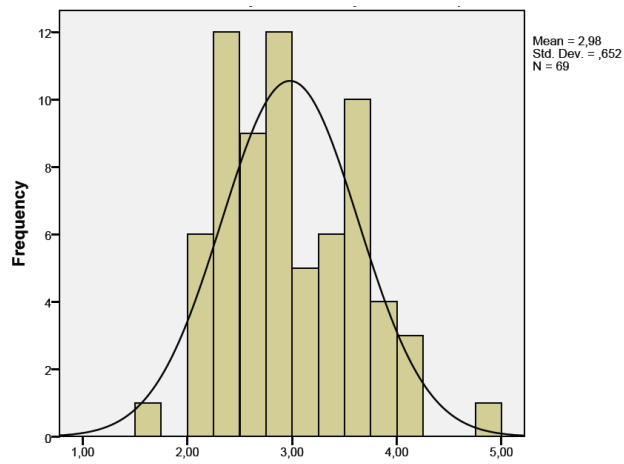
From the results of analyses it is observable, that all three primary leadership factors representing charisma are part of a scale, which has high reliability and average value, thus being near to a universally accepted leadership theory. Similarly, the low values of standard deviation rates are visible at the implicit leadership theory of the Benevolent paternalistic team leader what does not imply to a specific (distinguished from normal distribution) distribution within the sample.

I regarded it worth to graphically visualise the distribution of the respective implicit leadership theories within the sample (Figure 10).

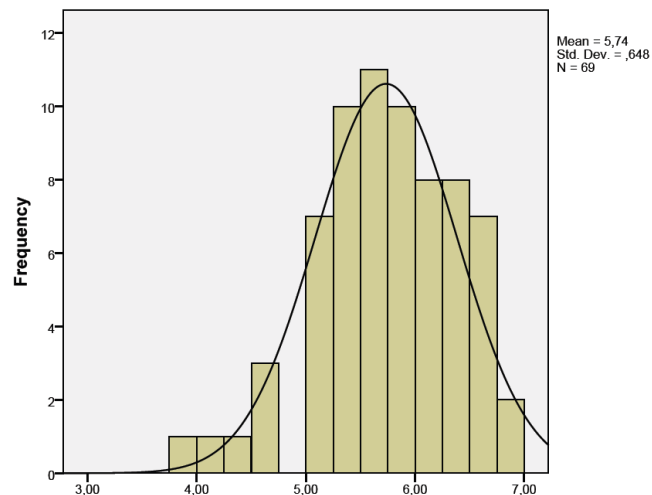
Figure 10: Distribution of implicit leadership theories within the Slovak sample



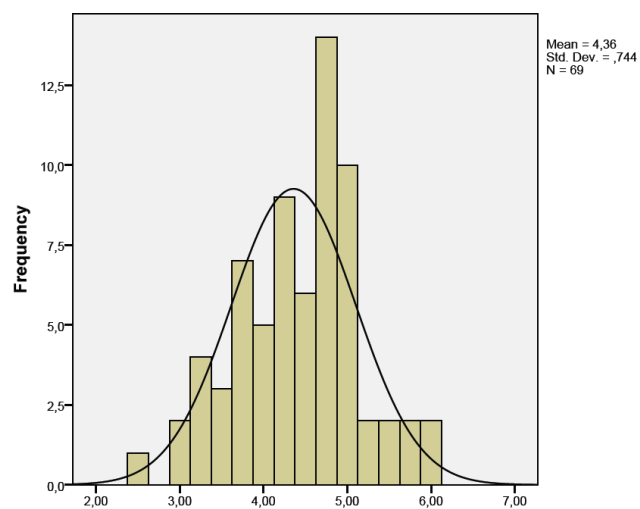
Self-centered oligarch



Moderate change leader



Humane orientation



Source: Own research results

It is noticeable that the Benevolent paternalistic team leader is assumed to support effective leadership more, though there was a small number of respondents who saw it as inhibiting effective leadership; and the same is true for the Moderate change leader implicit leadership theory. The Self-centred oligarch seems to rather inhibit effective leadership (its modus is above 3); and the Humane-orientation ILT gives us a normal distribution that is above 4. It is evident that the Humane-orientation ILT cannot be seen as either supporting or inhibiting effective leadership.

5.5.2 The differences and similarities between the Slovak implicit leadership theories and the leadership theories operationalized in international studies

I formulated as a research question: What are those leadership patterns where there are similarities with Slovak leadership characteristics to a certain extent? What is their nature, and how are they similar to or different from internationally distinguished leadership theories?

When comparing the Slovak implicit leadership theories with the international sample, it is visible, that the implicit leadership theories created during the analysis of my sample unambiguously differ from the implicit leadership theories defined based on the international sample. Similarity can be found at the „Humane Orientation” scale with low reliability. I demonstrate this in the following table, where the table includes only those implicit leadership theories defined from the international sample, which have similar attributes to the implicit leadership theories defined by me (Table 19).

Table 19: Comparison of the Slovak and international implicit leadership theories

The Slovak implicit leadership theories and factors that create them		Implicit leadership theories created from the international sample and factors that create them	
Major factor (implicit leadership theory)	First order leadership factors creating the scale	Second order factors (implicit leadership theories)	First order leadership factors creating the scale
Benevolent paternalistic team leader (Eastern-European leader)	Collaborative team orientation Decisive	Team oriented	Collaborative team orientation Administratively

	Integrity Administratively competent Status consciousness Charismatic inspirational Diplomatic Team integrator		competent Diplomatic Team integrator
Self-centered oligarch	Autocratic Face-saver Autonomous Malevolent Procedural Non participative Self-centered Conflict inducer	Self-protective (narcistic)	Conflict inducer Face-saver Procedural
Moderate change leader (level 5 leader)	Performance orientation Charismatic Self- sacrificial Charismatic - Visionary	There is no identical ILT	
Humane orientation	Modesty Humane orientation	Humane orientation	Modesty Humane orientation

Source: Own research results

The results here are not surprising. I noted when discussing the reliability of primary leadership factors that more than half of them (12/21) possessed high reliability. Thus, an interpretation of specific factors by middle-level managers will in part be the same as their interpretation by managers from the international sample. Nonetheless, the appearance of a Eastern-Middle-European leadership style is visible even within the framework of such a low-numbered sample results; and this is what the already-mentioned correlation coefficients point to.

Though not completely corresponding to GLOBE research principles, I was able to outline and define the most typical Slovak implicit leadership theories - which differ from more international, implicit leadership theories. Also, the implicit leadership theories of the “Benevolent paternalistic team leader”, the “Self-centred oligarch” and the “Humane-oriented” do show similarities with the leadership scales emanating from the international sample. Thus, *I have been able to prove my second hypothesis as well.*

5.5.3 Similarities and differences between the Slovak and Hungarian implicit leadership theories

I formulated as a research question: Do Slovak leadership patterns have any similarities with the Hungarian patterns that have already been examined?

When creating my hypothesis, my starting point is a presupposition, that the Hungarian and Slovak coexistence left in the respective countries their traces on the accepted leadership theories and that on the operationalizable implicit leadership theories show similarities. I suppose, that because the Slovak sample comes from the Bratislava, Trnava and Nitra counties, where the Hungarian minority is present in the highest percentage, there is a significant similarity between the specific leadership theories. I shall test my supposition, that there is no significant difference between the operationalizable leadership theories, during a hypothesis test.

First, I tried to define implicit leadership theories by factor analysis, using varimax rotation, from the Hungarian sample I have compiled from the sample gained after 2000, which shows similarities with the Slovak sample in its construction patterns (does not coincide with the GLOBE sample compiled after 1995). The sample was compiled in order to have targeted variance similar to the Slovak one in both number, incorporated industries and timing (see Table 20).

Table 20: Comparison of the Slovak and Hungarian sample

Industry		Distribution of the Slovak sample in %	Distribution of the Hungarian sample in %
	Commercial financial services	19,2	7,0
	Food processing	41,1	13,9
	Heavy industry	27,4	17,4
	Pharmaceutical industry	0	23,4
	Public sector	4,1	3,0
	Other services and retail	6,8	19,4
	IT sector	1,4	15,9
	SUMMA	100,0	100,0

Source: Own research results

If it was possible to create such implicit leadership theories, that I had defined from the Slovak sample, I would have analysed them as two samples, with the help of the identification number of the country, as an independent variable, with one of the non-parametric tests, the Mann-Whitney test.

Based on the results of the factor analysis, it can be said, that from the Hungarian sample it is not possible to determine such implicit leadership theories, as from the Slovak one (see Table 21).

Table 21: The results of factor analyses after Varimax rotation on the Hungarian sample

	Factor				
	1	2	3	4	5
Performance orientation	,721	-,020	-,59	,151	-,135
Autocratic	,095	,648	-,194	,023	,183
Modesty	,313	,152	,372	,494	-,106
Charismatic Self-sacrificial	,369	,033	,085	,295	,108
Collaborative team orientation	,282	,055	,675	-,006	,019
Decisive	,692	,086	-,009	,088	-,018
Face-saver	-,126	,622	-,010	,167	,111
Charismatic Visionary	,816	-,156	,247	,096	,066
Human orientation	-,048	-,064	,671	,182	,018
Integrity	,415	-,157	,473	,039	-,177
Administratively competent	,709	,049	,141	,182	-,131
Autonomous	-,125	,269	,051	-,167	,415
Status consciousness	,504	,334	,354	,089	,086
Charismatic Inspirational	,644	-,111	,477	-,107	,236
Malevolent	-,196	,672	-,171	,053	-,039
Conflict inducer	,209	,333	-,039	,144	,481
Diplomatic	,458	,003	,091	,470	-,034
Procedural	,214	,623	,216	-,114	,112
Non participative	,104	,716	,189	-,089	,031
Team integrator	,807	-,136	,250	-,027	,127
Self-centered	-,238	,530	-,166	,105	,293

Source: Own research results

With factor analysis I could identify the following implicit leadership theories, having variables with high level communality (12/21). The KMO & Bartlett test shows a significant difference too between the factors, while 63% of the whole variance can be explained by five factors. The similarities and differences between the implicit leadership

theories based on the comparison of first order leadership factors are shown on the Table 22.

Table 22: The comparison of the Slovak and Hungarian implicit leadership theories

The Slovak implicit leadership theories and factors that create them		The Hungarian implicit leadership theories and factors that create them	
Major factor (implicit leadership theory)	First order leadership factors creating the scale	Major factor (implicit leadership theory)	First order leadership factors creating the scale
Benevolent paternalistic team leader (Eastern-European paternalistic leader)	Collaborative team orientation Decisive Integrity Administratively competent Status consciousness Charismatic inspirational Diplomatic Team integrator	Diplomatic	Modesty Integrity Diplomatic
Self-centered oligarch	Autocratic Face-saver Autonomous Malevolent Procedural Non participative Self-centered Conflict inducer	Self-centered Oligarch	Autocratic Face-saver Autonomous Malevolent Procedural Non participative Self -centered Conflict inducer
Moderate change leader (level 5 leader)	Performance orientation Charismatic Self-sacrificial Charismatic - Visionary	Old fashioned change leader	Performance orientation Charismatic Self-sacrificial Administratively competent Status consciousness Decisive Charismatic – Visionary Charismatic – Inspirational Team integrator

Humane orientation	Modesty Humane orientation	Humane oriented team leader	Collaborative team orientation Humane orientation
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Source: Own research results

The implicit leadership theories that can be defined from the Hungarian sample are apparently different from the Slovak to a certain degree. However, the “Self-centered oligarch” is completely identical in both samples.

Therefore, I decided to compile the two samples into one sample and I compare the Hungarian and Slovak leadership factors with t-tests ($p < 0,05$), presenting the significant and less significant differences.

To get a more accurate and more explanatory results, I do not compare Hungarian and Slovak leadership styles through the 6 secondary leadership factors gained from the international sample, but also based on the 21 primary variables. The role of the secondary factors can be relevant only from the point of view of interpretation.

I use an independent sample t-test, where the grouping variable is the country identification number (1=Slovakia, 2=Hungary), and the dependent variables are the results of the answers on respective leadership variables measured on the Likert scale (Table 23).

Table 23: Comparison of the Slovak and Hungarian sample results

Second order scales	Identificator	N	Mean	St. deviation
Team oriented	1,00	69	5,8242	,48424
	2,00	201	5,7841	,45122
Self-protective (Narcissistic)	1,00	69	3,4508	,60853
	2,00	201	3,3929	,60099
Participative	1,00	69	5,1484	,94537
	2,00	201	5,2048	,80683
Humane orientation	1,00	69	4,3587	,74351
	2,00	201	4,9668	,73787
Autonomous	1,00	69	3,8913	1,12987
	2,00	201	3,4391	1,00674
Charismatic	1,00	69	5,7902	,57042
	2,00	201	5,8503	,53689

Source: Own research results

In Table 24 I describe only those primary and secondary leadership factors, in case of which the Slovak and Hungarian sample differs significantly.

Table 24: The first and second order leadership factors differing the most comparing the Slovak and Hungarian sample

Leadership factor	Slovak (1) / Hungarian (2) sample	N	Mean of effectiveness	St. deviation	t-test	Sig
Modesty	1 2	69 201	4,3841 4,8789	0,66085 0,75249	-4,856	0,000
Charismatic Self- sacrificial	1 2	69 201	5,2874 5,0174	0,92879 0,95560	2,040	0,042
Collaborative team orientation	1 2	69 201	5,3068 5,5464	0,76942 0,66501	-2,479	0,014
Humane orientation	1 2	69 201	4,3333 5,0547	1,14297 1,05332	-4,802	0,0
Integrity	1 2	69 201	5,8961 6,2521	1,01363 0,67959	-3,279	0,01
Administratively competent	1 2	69 201	5,6800 5,9204	0,78143 0,80110	-2,165	0,031
Autonomous	1 2	69 201	3,8913 3,4391	1,12987 1,00674	3,119	0,002
Malevolent	1 2	69 201	1,6340 2,0419	0,55897 0,64639	-4,674	0,000
Human orientation – second order	1 2	69 201	4,3587 4,9668	0,74351 0,73787	-5,895	0,0
Autonomous – second order	1 2	69 201	3,8913 3,4391	1,12987 1,00674	3,119	0,002

Source: Own research results

It is visible, that nevertheless among the average values of the specific variables there is significant difference in only 10 from 27 cases, the differences between the correlations of the respective variables in 3 cases out of 4 resulted in different implicit leadership theories.

It is evident that the “Self-centred oligarch” implicit leadership theory is present in the Hungarian sample, which, in many variables, corresponds with the Slovak theory;

while there is no significant difference in the factors (except the Malevolent) defining this implicit leadership theory between the two countries. It seems to me that it will be easier to reach a consensus in the case of rejected leadership patterns and implicit leadership theories that inhibit effective leadership than with implicit leadership theories supporting effectiveness. A “Humane-orientation” and “Modesty” do not belong in either of the samples, i.e. they neither inhibit nor support effective leadership - though one must note that their standard deviation is highest for both samples.

6. Summary of findings and conclusions based on research results

Through quantitative research questionnaires, I succeeded to compile a pioneer Slovak database including such individual data, which create a picture of universally accepted supporting or inhibiting implicit leadership theories as well as of leadership behaviours, through the individuals, carriers of implicit leadership theories. Being a member of the Hungarian minority living in Slovakia and working at a leading position in a company which is active in Hungary and Slovakia as well, I am deeply interested in understanding and in the interpretation of these research results. This also is the reason, why one of my objects was to find correlation between the respective Slovak and Hungarian implicit leadership theories.

Nevertheless, based on the volume of the sample as well as on its concentration mainly on three Slovak counties, I cannot make conclusions with high confidence. I shall further analyse in more details the limits of the research later in this chapter.

Still, the research results can serve as a basis for further researches, and as a base line for conducting further leadership researches in Slovakia.

My research questions were oriented to the following areas, and were partially answered by my quantitative analyses through hypothesis testing:

1. I formulated as a research question:

What kind of implicit leadership theories and leadership types are present in Slovak leadership practices? Can one depict universally endorsed leadership types within the Slovak corporate environment? What are these - and what are their most characteristic features? Is there a correlative connection between them? Is the Charismatic leadership profile universally accepted as contributing to excellent leadership?

I was able to separate some typically Slovak implicit leadership theories. With the help of the correlative leadership behaviours creating them, I managed to present them in the form of four leadership types. Although, in accordance with the criteria of the GLOBE research neither of these can be perceived as universally acceptable, there are such main factors able to separate, which have values that are very close to the fulfilment of these criteria. The reliability of the 3 main factors is supporting this fact too. The Charismatic secondary leadership variable and the characteristics, which

create this variable are seen by the Slovak leaders, as a leading style, which supports effective leadership. The GLOBE student research results, already known and presented, also verify this.

The names for the Slovak implicit leadership theories are: *Benevolent paternalistic team leader*, *Self-centered oligarch*, *Moderate change leader*, *Human Oriented*. The Benevolent paternalistic team leader and the Moderate change leader leadership types are considered supporting, while the Self-centered oligarch leadership style is regarded as obstructing effective leadership. The Benevolent paternalistic team leader (Eastern-European leader) main factor is created of such leadership factors, as collaborative team orientation, decisive, integrity, administratively competent, status consciousness, charismatic inspirational, diplomatic, team integrator, on the other hand, the *Self-centered oligarch* main factor is created of autocratic, face-saver, autonomous, malevolent, procedural, non participative, self-centered, conflict inducer while the Moderate change leader main factor is created of performance orientation, self sacrificing charismatic and visionary charismatic first order leadership factors.

2. I formulated as a research question:

What are those leadership patterns where there are similarities with Slovak leadership characteristics to a certain extent? What is their nature, and how are they similar to or different from internationally distinguished leadership theories?

Despite the fact that the international influence was seen in the Slovak sample, the Slovak implicit leadership theories identified from my sample are clearly different from the implicit leadership theories defined from the international sample. There are similarities only in the „Human oriented” main factor, which, however, has a low reliability.

More than half of the primary factors (11/21) have high reliability index. Therefore the interpretation of the respective factors by middle management partially corresponds with the interpretation of the leaders from the international sample. In spite of this, the Eastern-Central-European leading characteristic features identified by me are significant and differ from the international sample.

3. I formulated as a research question:

Do Slovak leadership patterns have any similarities with the Hungarian patterns that have already been examined?

There were partially different implicit leadership theories definable from the Hungarian sample I compiled with targeted variance compared to the Slovak. Although between the average values of some first and some second order variables defined by the GLOBE research, the difference is significant in 10 cases out of 27, the difference in correlation of the individual variables resulted in different implicit leadership theories in 3 out of 4 cases. We can observe, that the Self-centered oligarch implicit leadership theory is present in the Hungarian sample too, and it has all the variables identical with the Slovak implicit leadership theory, while there is no significant difference in the variables enclosing the two countries' implicit leadership theory. Overall, however, we cannot separate such implicit leadership theories from the Hungarian, as we could from the Slovak sample.

The result of the definition of Slovak implicit leadership theories is also the fact, that the reliability of the respective leadership scales is high, even significant in three out of four cases, with the Cronbach alpha coefficient value higher than 0,725. The non-significant human oriented scale needs further validation. I reached the same conclusion analysing the Hungarian results too.

With widening the sample, additional analyses can be conducted, especially from the perspective of the relationship between culture and leadership, since the culture variables and the centralised, hierarchical, regulated and bureaucratic features observed in corporate organizational structures, suggest connections with the characteristics of the Benevolent paternalistic team leader (Eastern-European paternalistic leader) implicit leadership theory, which had been operationalised as the first one. Similarly, other culture studies in Slovakia have indicated a consultative culture characterised with high power distance index (Vargic, 2002), which, in some cases, resembles with the results of sample analyses of Czech and Polish samples.

I have repeatedly mentioned, that at the interpretation of the research results I had to be aware of the limitations my research has. These are primarily based on the research methodology, and on the characteristics of the sample itself, and can be summarized as follows:

- As the quantitative research usually, which limits the respondents to respond within the Likert scale, bears certain limitations regarding the interpretation of the results.

- The second limitation is derived from the volume of the sample itself. This limitation can be partially relieved by the expansion of the sample, nevertheless, at every quantitative analysis the question arises, if the volume of the sample complied by the researcher is big enough, mainly in the case of such a fragmented and multicultural country as Slovakia is.
- The third limitation rises from the fact that when analysing the results I have abstracted from everything else *ceteris paribus*. I differentiated between the respondents only based on their evaluation of the respective leadership factors. I have not examined other factors influencing their responses.
- In compliance with the GLOBE research methodology requirements, the sample includes responses of such Slovak corporate leaders, who are not in everyday contact with leaders from other countries. We cannot, however, forget the fact that due to the investment inflows mentioned above it was hard to find such corporate leader, who had not worked with any other foreign leader, or had not attended an intercultural training ever (in fact, 33 respondents of the sample actually had attended one) or was never influenced by any foreign management idea.

Conclusions and further directions of the research

The objective of my Ph.D. thesis was to identify the Slovak leadership characteristics, which are able to provide a feedback about the preferred leadership styles of the employees of Slovak companies, on which leaders can rely when creating their own leadership models, and which serve as basis for further research as well.

When formulating the research questions, I started out from the system of social and economical conditions/requirements surrounding the corporations and corporate leaders, presenting the organisational theoretical background of the research. When constructing the theoretical background I emphasised those leadership theories, which were relevant from the research's viewpoint, on which the GLOBE theories are mainly based on, therefore I presented in details mainly the contingency theories and the theories based on the new leadership paradigm. I deal in a separate chapter with the implementation of the theories into the corporate practice, introducing the current situation, focusing especially on the work of Central-Eastern European researchers. I hope that the part of the Chapter dealing with terminological separation of leadership and management shall help to see the borderline of the terms across the theoretical background more significantly.

I resorted to multifactor statistical analyses to examine and check my research questions using descriptive and explorational quantitative statistical methods, t-tests and factor analyses – which led to the following achievements:

- I succeeded in separating country-specific Slovak implicit leadership theories as being characteristic of the Slovak corporate environment; and via a factor analyses I was able to indicate correlative relations between them,
- from second-order leadership factors outlined in the GLOBE study, the Charismatic leadership profile is accepted as supporting effective leadership by Slovak managers,
- after comparing them with international sample results, I was able to note the similarities and differences between Slovak and internationally-distinguished implicit leadership theories,

- through the Hungarian sample (compiled after the year 2000), I succeeded in depicting similarities and differences between Slovak and Hungarian implicit leadership theories.

Nevertheless the sample's volume did not allowed me to answer other emerging research questions still I believe that the research results can serve as a basis for further researches, and as a base line for conducting further leadership researches in Slovakia. Both my research and researches already conducted still owe depicting the stages how leadership styles emerge during the economies' transformation process from the early 90s till our days.

I assume today this lag is hard to work off.

Although my research results, defined Slovak leadership styles were operationalized in relatively small sample, I believe those still can open further space for longitudinal researches depicting the effect of economic crises on accepted leadership styles and process of Slovak implicit leadership theories' development.

In Hungary, research aimed to depict this process has been already conducted, scrutinizing the extent of turning to participative leadership style in Hungarian companies (Bakacsi, Heidrich, 2011). Therefore with the growth of the sample's volume it will be fascinating to analyze the stability of the Slovak sample conducting forthcoming further researches.

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Appendix

1. The CD data medium containing data of statistical analyses
2. The Slovak GLOBE research questioner

1. Appendix

The CD data medium containing data of statistical analyses - instructions

The attached CD data medium contains all analyses presented in my thesis as well as all related complementary analyses in both SPV (generated by SPSS) and both PDF format.

The CD consists following files:

- Altalanos_statistikak_SK – general statistics SK
- ILE_SK – Slovak implicit leadership theories
- Altalanos_statistikak_HU – general statistics HU
- ILE_HU – implicit leadership theories HU
- Kapcsolat_ILE_SK_HU – ILT SK vs HU relations

2. Appendix

Dotazník

GLOBE Projekt

Medzinárodný výskum účinnosti vedenia a organizačného správania

(Global Leadership and Organizational Behavior Effectiveness Project)

Gamma dotazník

Úvod

Cieľom tohto výskumu je získať čo najviac poznatkov o národnej a organizačnej kultúre, o praxi vo vedení ľudí a o ponímaní vodcovstva. Vyplnenie dotazníka si vyžiada približne jednu hodinu. V rámci výskumu vyplní dotazník zhruba 300 vedúcich pracovníkov zo 65 krajín – vo všetkých krajinách ide o vedúcich pracovníkov z rôznych odborov.

Výsledky výskumu budú zverejnené vo viacerých vedeckých časopisoch a publikáciách. Výsledné informácie budú užitočné pre všetkých, ktorí využívajú obchodné alebo medzivládne vzťahy v krajinách, ktoré sa do výskumu zapojili. Výstupy sa využijú pre študentov a vedeckých pracovníkov ako učebný materiál na univerzitách a vysokých školách na celom svete. Veríme, že tieto publikácie budú nápomocné vedúcim pracovníkom pri zvyšovaní ich efektívnosti, spokojnosti s prácou a napomôžu tiež k lepšiemu porozumeniu obchodu a riadenia ľudí v odlišných kultúrach.

Boli by sme veľmi vďační, keby ste sa aj Vy zúčastnili nášho výskumu. Na nasledujúcich stránkach nájdete niekoľko tvrdení, na ktoré by ste mali uviesť odpovede, ktoré by odzrkadľovali Vaše presvedčenia, hodnoty, názory a Vaše vnímanie organizačnej kultúry a praxe charakteristickej pre Vašu organizáciu. Zaujímá nás, aké presvedčenia a hodnoty majú členovia Vašej organizácie a ako vnímajú rôzne spoločenské a organizačné praktiky. Nie je to test, na otázky v dotazníku neexistuje dobrá či zlá odpoveď. Vaše odpovede sú anonymné, bude sa s nimi zaobchádzať dôverne. Totožnosť respondentov ani názov Vašej organizácie nebudú nikde zverejnené.

V prípade akýchkoľvek otázok sa obráťte na nášho kolegu (od ktorého ste obdržali dotazník).

Ďakujeme za Vašu účasť na výskume!

Robert J. House

Vedúci výskumu

Profesor Wharton School
Mariland

Pensylvania Univesity

Paul Hanges

co-vedúci výskumu

Profesor University of Mariland

Michael Agar

co-vedúci výskumu

Profesor University of

Antonio Ruiz-Quintanilla

co-vedúci výskumu

Profesor Corenell University

Gyula Bakacsi

Corvinus University Budapest, Institute of Management

vedúci katedry Organizačného správania

Všeobecné pokyny k vyplneniu

V dotazníku Vám položíme otázky, ktoré sa vzťahujú na slovenskú spoločnosť, na vedúcich pracovníkov, na vedenie ľudí a na charakteristiky organizácie, pre ktorú pracujete. Vyplnenie dotazníka trvá približne 60 minút.

Dotazník obsahuje sedem blokov otázok. V prvom a treťom bloku sa nachádzajú otázky o spoločenskej situácii, hodnotách, presvedčeniach. Druhý a štvrtý blok sa koncentruje na manažment a riadenie. Piaty a šiesty blok sa zameriava na situáciu, hodnoty a presvedčenia vo Vašej organizácii. Siedmy blok otázok sa zaoberá demografickými údajmi o respondentoch výskumu.

Informácie o okruhoch otázok

V dotazníku sa nachádza viacero typov otázok. Prvý, tretí, piaty a šiesty blok obsahuje dva typy otázok. Prvý typ otázok je uvedený ako príklad:

A. Vo Vašej krajine je počasie vo všeobecnosti:

veľmi príjemné			stredne príjemné			menej príjemné
1	2	3	4	5	6	7

V tomto prípade zvýraznite prosím, to číslo medzi jednotkou a sedmičkou, ktoré stojí najbližšie k Vašim názorom o Vašej krajine. Napríklad, ak si myslíte, že je vo Vašej krajine počasie veľmi príjemné, tak zvýraznite jednotku. Ak si myslíte, že počasie je menej príjemné, ale bližšie k príjemnému, zvýraznite dvojku (vid. príklad).

Druhý typ otázok skúma, do akej miery súhlasíte s určitým tvrdením. Príkladom takýchto otázok je:

B. V tejto krajine je počasie veľmi príjemné.

Úplne súhlasím			Neviem sa rozhodnúť či súhlasím alebo nesúhlasím			Vôbec nesúhlasím
1	2	3	4	5	6	7

V tomto prípade zvýraznite to číslo medzi jednotkou a sedmičkou, ktoré sa najviac zhoduje s Vaším názorom. Napríklad, ak úplne súhlasíte s tým, že vo Vašej krajine je počasie veľmi príjemné, tak zvýraznite jednotku. Ak s tvrdením nesúhlasíte úplne, ale prikláňate sa k nemu, máte možnosť zvýrazniť dvojku alebo trojku na základe toho, do akej miery súhlasíte, resp. nesúhlasíte s daným tvrdením. Ak nesúhlasíte, máte možnosť zvýrazniť päťku, šesťku alebo sedmičku na základe toho, do akej miery nesúhlasíte (vid. príklad).

Druhý a štvrtý blok otázok obsahujú odlišné typy otázok. V týchto častiach dotazníka je uvedený súpis typov správania sa a vlastností, ktoré môžu charakterizovať

vedúceho pracovníka. Vašou úlohou je hodnotiť tieto vlastnosti a správanie na základe nižšie uvedenej stupnice. Pred uvedené vlastnosti a správanie napíšete to číslo zo stupnice, ktoré, podľa Vás, najlepšie vystihuje, do akej miery daná vlastnosť alebo správanie ovplyvňujú úspešnosť vedúceho pracovníka.

STUPNICA

- 1 = správanie a vlastnosť „**veľmi bráni**“ tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
- 2 = správanie a vlastnosť „**do určitej miery bráni**“ tomu aby, sa niekto stal vynikajúcim vedúcim pracovníkom.
- 3 = správanie a vlastnosť „**nepatrne bráni**“ tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
- 4 = správanie a vlastnosť „**nemá vplyv na to**“, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
- 5 = správanie a vlastnosť „**v malej miere prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
- 6 = správanie a vlastnosť „**do určitej miery prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
- 7 = správanie a vlastnosť „**vo veľkej miere prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.

Napríklad: Ak si myslíte, že výška bráni tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom, tak vedľa „Vysoký“ vľavo na čiaru napíšete jednotku (vid. príklad), dvojku alebo trojku podľa toho, do akej miery si myslíte, že výška bráni, aby sa niekto stal vynikajúcim vedúcim. Ak, podľa Vás, výška prispieva k tomu, aby sa niekto stal vynikajúcim vedúcim, tak vedľa „Vysoký“ vľavo na čiaru napíšete päťku, šesťku alebo sedmičku podľa toho, do akej miery si myslíte, že táto vlastnosť prispieva k tomu, aby sa niekto stal vynikajúcim vedúcim. Nakoniec, ak, podľa Vás, výška nemá vplyv na to, aby sa niekto stal vynikajúcim vedúcim, tak vedľa „Vysoký“ vľavo na čiaru napíšete štvorku.

A. ____1____ Vysoký = Vyšší než priemer.

1. blok otázok – Aká je Vaša spoločnosť

Návod na vyplnenie

V tomto bloku otázok nás zaujíma Váš názor na normy, hodnoty a praktiky, ktoré sú charakteristické pre Vašu spoločnosť. Inými slovami, zaujíma nás, aká je slovenská spoločnosť – a nie aká by podľa Vás mala byť.

V tomto dotazníku neexistujú dobré či zlé odpovede a odpovede ako také neindikujú dobrý či zlý stav spoločnosti.

Prosíme, aby ste otázky zodpovedali zvýraznením čísla, ktoré najviac zodpovedá Vašej mienke o slovenskej spoločnosti.

Otázky 1. bloku:

1-1. V tejto spoločnosti sa dôraz kladie na systematickosť a dôslednosť aj na úkor inovácií a experimentovania.

Úplne súhlasím	Neviem sa rozhodnúť či súhlasím alebo nesúhlasím	Vôbec nesúhlasím
1	2 3 4 5 6	7

1-2. V tejto spoločnosti sú ľudia vo všeobecnosti: agresívni

1	2 3 4 5 6	7 nie sú agresívni
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1-3. V tejto spoločnosti je cestou k úspechu:

plánovať vopred		prijat' udalosti, ako sa prihodia
1	2 3 4 5 6	7

1-4. V tejto spoločnosti je akceptovanou normou:

plánovať do budúcnosti		prijat' daný stav
1	2 3 4 5 6	7

1-5. V tejto spoločnosti sa vplyv osôb zakladá v prvom rade:

na ich schopnostiach a prínose pre spoločnosť		na moci vyplývajúcej z ich pozície
1	2 3 4 5 6	7

1-6. V tejto spoločnosti sú ľudia vo všeobecnosti:

asertívni		neasertívni
1	2 3 4 5 6	7

1-7. V tejto spoločnosti lídri podporujú skupinovú lojalitu aj na úkor cieľov jednotlivca.

Úplne súhlasím	Neviem sa rozhodnúť či súhlasím alebo nesúhlasím	Vôbec nesúhlasím
1	2 3 4 5 6	7

1-8. V tejto spoločnosti sa stretnutia:

plánujú dostatočne vopred
(min. 2 týždne dopredu)

sú spontánne
(plánované menej ako hodinu vopred)

1 2 3 4 5 6 7

1-9. V tejto spoločnosti sa ľudia vo všeobecnosti:

veľmi starajú o druhých
druhých

vôbec nestarajú o

1 2 3 4 5 6 7

1-10. V tejto spoločnosti sa ľudia vo všeobecnosti:

usilujú o dominanciu

neusilujú sa o dominanciu

1 2 3 4 5 6 7

1-11. V tejto spoločnosti sú deti hrdé na výsledky svojich rodičov.

Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím

Vôbec nesúhlasím

1 2 3 4 5 6 7

1-12. Hospodársky systém tejto spoločnosti je vypracovaný tak, aby maximalizoval:
záujmy jednotlivca spoločné záujmy

1 2 3 4 5 6 7

1-13. V tejto spoločnosti sa od podriadených očakáva, aby:

bez otázok poslúchli
svojho nadriadeného

položili svojmu nadriadenému
otázky, ak s niečím nesúhlasia

1 2 3 4 5 6 7

1-14. V tejto spoločnosti sú ľudia vo všeobecnosti:

tvrdí

vľúdni

1 2 3 4 5 6 7

1-15. V tejto spoločnosti sú adolescentní študenti podnecovaní, aby neustále zlepšovali svoj
výkon.

Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím

Vôbec nesúhlasím

1 2 3 4 5 6 7

1-16. V tejto spoločnosti je život väčšiny ľudí pevne štruktúrovaný, objaví sa v ňom málo
neočakávaných udalostí.

Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím

Vôbec nesúhlasím

1 2 3 4 5 6 7

1-17. V tejto spoločnosti sa k ďalšiemu vzdelávaniu podnecujú viac chlapci ako dievčatá.

Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím

Vôbec nesúhlasím

1 2 3 4 5 6 7

1-18. V tejto spoločnosti sa väčšina odmien zakladá:

iba na efektívnom výkone na efektívnom výkone a na iných faktoroch
(napr. na služobnom veku (napr. na služobnom veku alebo
alebo politických politických konexiách)

na iných faktoroch ako
efektívny výkon

1 2 3 4 5 6 7

1-19. V tejto spoločnosti občania vedia, čo sa od nich očakáva, nakoľko spoločenské
požiadavky a predpisy sú vypracované do detailov.

Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím

Vôbec nesúhlasím

1	2	3	4	5	6	7
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1-20. V tejto spoločnosti sa inovácie, ktoré vedú k zlepšeniu výkonu vo všeobecnosti:
 zásadne odmeňujú do určitej miery odmeňujú nie sú odmeňované
 1 2 3 4 5 6 7

1-21. V tejto spoločnosti sú ľudia vo všeobecnosti:
 veľmi vnímaví voči ostatným vôbec nie sú vnímaví voči ostatným
 1 2 3 4 5 6 7

1-22. V tejto spoločnosti sa kladie väčší dôraz na telovýchovné programy:
 pre chlapcov pre dievčatá
 1 2 3 4 5 6 7

1-23. V tejto spoločnosti sú rodičia hrdí na individuálne výsledky svojich detí.
 Úplne súhlasím Nevie sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím
 1 2 3 4 5 6 7

1-24. V tejto spoločnosti sú vypracované zákony a predpisy pre:
 takmer každú situáciu niektoré situácie veľmi málo situácií
 1 2 3 4 5 6 7

1-25. V tejto spoločnosti sú ľudia vo všeobecnosti:
 veľmi priateľskí veľmi nepriateľskí
 1 2 3 4 5 6 7

1-26. V tejto spoločnosti sa ľudia na vedúcich pozíciách snažia:
 zvyšovať svoj spoločenský odstup od ľudí na nižších pozíciách znižovať svoj spoločenský odstup od ľudí na nižších pozíciách
 1 2 3 4 5 6 7

1-27. V tejto spoločnosti prináležia k hierarchickej pozícii a statusu určité privilégia.
 Úplne súhlasím Nevie sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím
 1 2 3 4 5 6 7

1-28. V tejto spoločnosti bývajú starší rodičia pod jednou strechou so svojimi deťmi.
 Úplne súhlasím Nevie sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím
 1 2 3 4 5 6 7

1-29. V tejto spoločnosti je veľmi dôležité byť akceptovaný ostatnými členmi skupiny.
 Úplne súhlasím Nevie sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím
 1 2 3 4 5 6 7

1-30. Väčšina ľudí v tejto spoločnosti:
 žije radšej pre prítomnosť než pre budúcnosť žije radšej pre budúcnosť než pre prítomnosť
 1 2 3 4 5 6 7

1-31. V tejto spoločnosti kladú ľudia väčší dôraz na:
 riešenie aktuálnych problémov vypracovanie plánov do budúcnosti
 1 2 3 4 5 6 7

7

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ženy

1

2. blok otázok - Správanie sa vedúceho

Návod na vyplnenie

Pravdepodobne poznáte vo svojej organizácii ľudí, ktorí sú mimoriadne úspešní pri motivovaní, ovplyvňovaní ľudí a umožňujú Vám, iným ľuďom či skupinám prispieť k organizačnému úspechu alebo úspešnému splneniu úlohy.

Takýchto ľudí možno nazvať „vynikajúci vedúci pracovníci“.

Na nasledujúcich stranách sú uvedené typy správania a vlastnosti, ktorými možno opísať vedúcich pracovníkov. Vedľa každého typu správania alebo vlastnosti možno nájsť krátku vysvetlivku.

Prosíme Vás, aby ste uvedené správanie a vlastnosti hodnotili na základe nižšie uvedenej stupnice tak, že napíšete to číslo vedľa správania a vlastnosti vľavo na čiaru, ktoré, podľa Vás, najlepšie vystihuje, do akej miery daná vlastnosť alebo správanie ovplyvňujú vo všeobecnosti úspešnosť vedúceho pracovníka.

STUPNICA

- 1 = správanie a vlastnosť „**veľmi bráni**“ tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
- 2 = správanie a vlastnosť „**do určitej miery bráni**“ tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
- 3 = správanie a vlastnosť „**nepatrne bráni**“ tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
- 4 = správanie a vlastnosť „**nemá vplyv na to**“, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
- 5 = správanie a vlastnosť „**v malej miere prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
- 6 = správanie a vlastnosť „**do určitej miery prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
- 7 = správanie a vlastnosť „**vo veľkej miere prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.

Otázky 2. bloku:

Vlastnosť/správanie

Definícia

- | | |
|-------------------------------------|--|
| ___2-1 Diplomatický | = Je skúsený v otázkach medziľudských vzťahov, taktný. |
| ___2-2 Vyhýbavý | = Zdrží sa negatívnych pripomienok, aby si udržoval dobré meno a vzťahy. |
| ___2-3 Sprostredkovateľ | = Pomáha riešiť konflikty medzi jednotlivcami. |
| ___2-4 Rozkazovateľ | = Hovorí podriadeným, kto má čo robiť rozkazovacím tónom. |
| ___2-5 Pozitívny | = Obyčajne je optimistický. |
| ___2-6 Pretekár skupiny | = Skúša prekonať výkon ostatných členov vlastnej skupiny. |
| ___2-7 Autonómny | = Koná nezávisle, nespolieha sa na iných. |
| ___2-8 Nezávislý | = Nespolieha sa na iných; je sám sebe pánom. |
| ___2-9 Nemilosrdný | = Trestajúci, neúprosný, neľútostný. |
| ___2-10 Precitlivelý | = Je ľahké ho raniť, uraziť. |
| ___2-11 Orientuje sa na zlepšovanie | = Hľadá možnosť ako neustále zlepšovať výkon. |
| ___2-12 Inšpirujúci | = Inšpiruje iných ako sa motivovať k tvrdej práci. |

STUPNICA

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 4 = správanie a vlastnosť „**nemá vplyv na to**“, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
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- | | |
|--|--|
| ___2-13 Anticipujúci | = Predvída, pokúša sa predpovedať udalosti, zaoberá sa budúcnosťou. |
| ___2-14 Riskujúci | = Je ochotný investovať do takých aktivít, ktorých úspech nie je zaručený. |
| ___2-15 Úprimný | = Priamy, hovorí to, čo si myslí. |
| ___2-16 Hodnoverný | = Zaslúži si dôveru, možno veriť, že dodrží slovo a možno s ním počítať. |
| ___2-17 Zaujíma sa o dianie | = Zaujíma sa o súčasné udalosti vo svete, má prehľad. |
| ___2-18 Vyhýba sa vnútro-
skupinovým konfliktom | = Vyhýba sa hádkam s členmi tímu. |
| ___2-19 Administratívne zručný | = Je schopný plánovať, organizovať, koordinovať a kontrolovať veľké skupiny, (počtom prevyšujúce 75 osôb). |
| ___2-20 Spravodlivý | = Koná podľa toho, čo je správne a férové. |
| ___2-21 Win/Win riešiteľ | = Je schopný nájsť riešenia, ktoré uspokojia ľudí s rozdielnymi a konfliktnými záujmami. |
| ___2-22 Zrozumiteľný | = Je ľahko pochopiteľný. |
| ___2-23 Zaujíma sa sám o seba | = Sleduje svoje vlastné záujmy. |
| ___2-24 Tyran | = Rozkazuje, správa sa ako tyran, despota. |
| ___2-25 Integrátor | = Zjednocuje ľudí a veci, vytvára jednotné, funkčné celky. |
| ___2-26 Pokojný | = Nedá sa ľahko vystresovať. |
| ___2-27 Provokatér | = Podnecuje nepokoj. |
| ___2-28 Lojálny | = Zastane sa priateľov, podporuje ich aj vtedy, keď majú značné problémy a ťažkosti. |
| ___2-29 Jedinečný | = Neobvyklá osobnosť, svojim správaním sa odlišuje od väčšiny ostatných. |
| ___2-30 Spolupracujúci | = Spolupracuje s inými. |

STUPNICA

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- | | |
|--------------------------------|--|
| ___ 2-31 Povzbudzujúci | = Dodáva odvahy, dôveru a nádej prostredníctvom opätovnej podpory. |
| ___ 2-32 Budovateľ morálky | = Prostredníctvom povzbudzovania, chválenia a budovania dôvery zvyšuje morálku podriadených. |
| ___ 2-33 Arogantný | = Povýšenecký, bezočivý. |
| ___ 2-34 Poriadny | = Pracuje organizovane a metodicky. |
| ___ 2-35 Pripravený | = Je prichystaný na nastávajúce udalosti. |
| ___ 2-36 Autokratický | = Rozhoduje sa diktátorským spôsobom. |
| ___ 2-37 Tajnostkár | = Je náchylný zamlčať informácie pred ostatnými. |
| ___ 2-38 Asociál | = Vyhýba sa ľuďom alebo skupinám, radšej je sám. |
| ___ 2-39 Bratský | = Snaží sa byť dobrým priateľom pre podriadených. |
| ___ 2-40 Veľkorysý | = Je ochotný zabezpečiť iným čas, peniaze, zdroje a pomoc |
| ___ 2-41 Formálny | = Koná podľa pravidiel a konvencií. |
| ___ 2-42 Skromný | = Nevystatuje sa, hovorí o sebe len málo. |
| ___ 2-43 Inteligentný | = Bystrý, chápe veci rýchlo, ľahko sa učí. |
| ___ 2-44 Rozhodný | = Rozhoduje sa rýchlo a jeho rozhodnutia sú pevné. |
| ___ 2-45 Konzultant | = Najskôr konzultuje s ostatnými, až potom koná. |
| ___ 2-46 Popudlivý | = Náladový, ľahko sa rozčúli. |
| ___ 2-47 Samotár | = Pracuje a koná osve. |
| ___ 2-48 Prejavuje entuziazmus | = O svojej práci sa vyjadruje s nadšením pozitívne. |
| ___ 2-49 Vyhýba sa riskovaniu | = Nechce riskovať, nerád riskuje. |
| ___ 2-50 Pomstychtivý | = Chce sa pomstiť, keď sa udeje chyba. |
| ___ 2-51 Súcitný | = Obracia sa k iným s empatiou, je náchylný zľutovať sa. |
| ___ 2-52 Poddajný | = Pokorný, tichý, poslušný. |
| ___ 2-53 Egocentrický | = Zaujatý sám sebou, myšlienkami orientovaný na seba. |

STUPNICA

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pracovníkom.

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___2-54 Nehovorí na rovinu = Nehovorí otvorene, vyjadruje sa v metaforách, alegóriách a príkladoch.

___2-55 Drží si odstup = Zdržanlivý, uzavretý, je ťažké spriatelieť sa s ním.

___2-56 Intelektuálne podnecuje = Povzbudzuje iných, aby rozmýšľali; narúša stereotypy, postoje a presvedčenia iných.

___2-57 Dbá na okolie = Pri rozhodovaní sleduje dôsledky svojich rozhodnutí na okolie.

3. blok otázok – Aká by mala byť Vaša spoločnosť

Návod na vyplnenie

V tomto bloku otázok nás zaujíma Váš názor na to, aké normy, hodnoty a praktiky **by sa mali uplatňovať v slovenskej spoločnosti.**

Opäť pripomíname, že v tomto dotazníku neexistujú dobré či zlé odpovede a odpovede ako také neindikujú či je daná spoločnosť dobrá alebo zlá.

Prosíme, aby ste otázky zodpovedali zvýraznením čísla, ktoré najviac zodpovedá Vašej mienke o slovenskej spoločnosti.

Otázky 3. bloku:

3-1. V tejto spoločnosti **by sa mal** klásť dôraz na systematickosť a dôslednosť aj na úkor inovácií a experimentovania.

Úplne súhlasím	Neviem sa rozhodnúť či súhlasím alebo nesúhlasím	Vôbec nesúhlasím				
1	2	3	4	5	6	7

3-2. V tejto spoločnosti **by** ľudia **mali byť** podnecovaní k tomu, aby: boli agresívni

neboli agresívni

1	2	3	4	5	6	7
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3-3. Som presvedčený/á, že ľudia, ktorí sú úspešní **by mali**:

plánovať vopred	prijat' udalosti tak, ako sa prihodia					
1	2	3	4	5	6	7

3-4. Som presvedčený/á, že v tejto spoločnosti **by** akceptovanou normou **malo byť**: plánovať do budúcnosti

prijat' daný stav

1	2	3	4	5	6	7
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3-5. Som presvedčený/á, že v tejto spoločnosti **by sa** vplyv osôb **mal** zakladať v prvom rade:

na ich schopnostiach a prínose pre spoločnosť	na moci vyplývajúcej z ich pozície					
1	2	3	4	5	6	7

3-6. V tejto spoločnosti **by** ľudia **mali byť** povzbudzovaní k tomu, aby: boli asertívni

neboli asertívni

1	2	3	4	5	6	7
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3-7. Som presvedčený/á, že v tejto spoločnosti **by** lídri **mali** podporovať skupinovú lojalitu aj na úkor cieľov jednotlivca.

Úplne súhlasím	Neviem sa rozhodnúť či súhlasím alebo nesúhlasím	Vôbec nesúhlasím				
1	2	3	4	5	6	7

3-8. Som presvedčený/á, že v tejto spoločnosti **by** stretnutia **mali byť**:
 plánované dostatočne vopred (min. 2 týždne dopredu) spontánne (plánované menej ako hodinu vopred)

1	2	3	4	5	6	7
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3-9. V tejto spoločnosti **by** ľudia **mali byť** povzbudzovaní k tomu, aby sa:
 veľmi starali o druhých vôbec nestarali o druhých

1	2	3	4	5	6	7
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3-10. V tejto spoločnosti **by** ľudia **mali byť** povzbudzovaní k tomu, aby sa:
 usilovali o dominanciu neusilovali o dominanciu

1	2	3	4	5	6	7
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3-11. V tejto spoločnosti **by** deti **mali byť** hrdé na výsledky ich rodičov.
 Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1	2	3	4	5	6	7
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3-12. Domnievam sa, že hospodársky systém tejto spoločnosti **by mal** maximalizovať:
 záujmy jednotlivca spoločné záujmy

1	2	3	4	5	6	7
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3-13. Som presvedčený/á, že podriadení **by mali**:
 bez otázok poslúchať svojho nadriadeného položiť otázky svojmu nadriadenému, ak s niečím nesúhlasia

1	2	3	4	5	6	7
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3-14. V tejto spoločnosti **by** ľudia **mali byť** povzbudzovaní k tomu, aby boli:
 tvrdí vlúdni

1	2	3	4	5	6	7
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3-15. Domnievam sa, že adolescentní študenti **by mali byť** podnecovaní k tomu, aby
 neustále zlepšovali svoj výkon.
 Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1	2	3	4	5	6	7
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3-16. Domnievam sa, že človek, ktorého život je pevne štruktúrovaný a zriedkavo sa v ňom
 objaví neočakávané udalosti:
 by za to mal byť veľmi vďačný stráca týmto veľa vzrušenia

1	2	3	4	5	6	7
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3-17. Som presvedčený/á, že k ďalšiemu vzdelávaniu **by sa mali** podnecovať viac chlapci
 než dievčatá.
 Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1	2	3	4	5	6	7
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3-18. Som presvedčený/á, že väčšie odmeny **by sa mali** zakladať:
 iba na efektívnom výkone na efektívnom výkone a na iných faktoroch na iných faktoroch ako
 (napr. na služobnom veku alebo politických konexiách) (napr. na služobnom veku alebo politických konexiách) efektívny výkon

1	2	3	4	5	6	7
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3-19. Domnievam sa, že spoločenské požiadavky a predpisy **by mali byť** vypracované do detailov, aby občania vedeli, čo sa od nich očakáva.

Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím
1 2 3 4 5 6 7

3-20. Domnievam sa, že inovácie, ktoré vedú k zlepšeniu výkonu **by mali byť**:

zásadne odmenené do určitej miery odmenené nemali by byť odmenené
1 2 3 4 5 6 7

3-21. V tejto spoločnosti **by** sa ľudia **mali** podnecovať k tomu, aby:

boli veľmi vnímaví voči ostatným neboli vôbec vnímaví voči ostatným
1 2 3 4 5 6 7

3-22. Domnievam sa, že **by sa mal** klásť väčší dôraz na telovýchovné programy pre:
chlapcov dievčatá

1 2 3 4 5 6 7

3-23. V tejto spoločnosti **by** rodičia **mali byť** hrdí na individuálne výsledky svojich detí.

Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím
1 2 3 4 5 6 7

3-24. Som presvedčený/á, že v tejto spoločnosti **by mali byť** vypracované zákony a predpisy pre:

takmer každú situáciu pre niektoré situácie veľmi málo situácií
1 2 3 4 5 6 7

3-25. Myslím si, že v tejto spoločnosti **by** lídri **mali**:

prípravovať podrobné plány ako dosiahnuť ciele ponechať ľuďom slobodu pri stanovení najlepšího spôsobu, ako dosiahnuť ciele
1 2 3 4 5 6 7

3-26. Myslím si, táto spoločnosť **by bola** efektívnejšie riadená, keby:

bolo oveľa viac žien na vedúcich pozíciách než je v súčasnosti bol približne rovnaký počet žien na vedúcich pozíciách tak, ako je v súčasnosti bolo oveľa menej žien na vedúcich pozíciách než je v súčasnosti
1 2 3 4 5 6 7

3-27. V tejto spoločnosti **by** sa ľudia **mali** povzbudzovať k tomu, aby boli:

veľmi priateľskí veľmi nepriateľskí
1 2 3 4 5 6 7

3-28. Som presvedčený/á, že ľudia na vedúcich pozíciách **by sa mali** snažiť:

zvyšovať svoj spoločenský odstup od ľudí na nižších pozíciách znižovať svoj spoločenský odstup od ľudí na nižších pozíciách
1 2 3 4 5 6 7

3-29. Do akej miery **by malo byť** pre členov tejto spoločnosti dôležité, aby táto spoločnosť bola ľuďmi z iných spoločností vnímaná pozitívne?

Vôbec by to nemalo byť dôležité Malo by to byť mierne dôležité Malo by to byť veľmi dôležité
1 2 3 4 5 6 7

3-30. Myslím si, že ľudia **by mali**:

žiť pre prítomnosť

žiť pre budúcnosť

1 2 3 4 5 6 7

3-31. V tejto spoločnosti **by** sa ľudia **mali** podnecovať k tomu, aby:

boli veľmi zhovievaví voči chybám

vôbec neboli zhovievaví voči chybám

1 2 3 4 5 6 7

3-32. Som presvedčený/á, že ľudia **by si mali** určovať náročné ciele.

Úplne súhlasím

Neviem sa rozhodnúť či súhlasím alebo nesúhlasím

Vôbec nesúhlasím

1 2 3 4 5 6 7

3-33. V prípade, že mladí ľudia nesúhlasia s dospelými, **mali by sa** starším prispôbiť.

Úplne súhlasím

Neviem sa rozhodnúť či súhlasím alebo nesúhlasím

Vôbec nesúhlasím

1 2 3 4 5 6 7

3-34. Členovia tejto spoločnosti **by**:

nemali byť hrdí na to,

mali byť mierne hrdí na to,

mali byť veľmi hrdí na to,

že sú členmi danej

že sú členmi danej

že sú členmi danej

spoločnosti

spoločnosti

spoločnosti

1 2 3 4 5 6 7

3-35. Domnievam sa, že moc **by mala byť**:

koncentrovaná hore

rozdelená v spoločnosti

1 2 3 4 5 6 7

3-36. V tejto spoločnosti väčšina ľudí uprednostňuje:

len individuálne športy

zopár individuálnych a

len kolektívne športy

zopár kolektívnych športov

1 2 3 4 5 6 7

3-37. Súhlasím, že:

súdržnosť skupiny je lepšia

súdržnosť skupiny je rovnako

individualizmus je lepší

než individualizmus

hodnotná ako individualizmus

než súdržnosť skupiny

1 2 3 4 5 6 7

3-38. Domnievam sa, že zlyhanie v škole **by malo byť** horšie pre chlapca než pre dievča.

Úplne súhlasím

Neviem sa rozhodnúť či súhlasím alebo nesúhlasím

Vôbec nesúhlasím

1 2 3 4 5 6 7

3-39. Myslím si, že možnosti pracovať na vedúcich pozíciách **by mali byť**:

dostupné viac pre mužov

dostupné rovnako pre

dostupné viac pre ženy

ako pre ženy

mužov i ženy

ako pre mužov

1 2 3 4 5 6 7

4. blok otázok - Správanie sa vedúceho (II. časť)

Návod na vyplnenie

Tento blok má rovnaký formát ako blok č. 2. Na nasledujúcich stranách Vás znova prosíme, aby ste zhodnotili správanie a vlastnosti vedúceho pracovníka. Na základe nižšie uvedenej stupnice napíšete to číslo vedľa správania a vlastnosti vľavo na čiaru, ktoré, podľa Vás, najlepšie vystihuje, do akej miery daná vlastnosť alebo správanie ovplyvňujú úspešnosť vedúceho pracovníka.

STUPNICA

- 1 = správanie a vlastnosť „**veľmi bráni**“ tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
2 = správanie a vlastnosť „**do určitej miery bráni**“ tomu aby, sa niekto stal vynikajúcim vedúcim pracovníkom.
3 = správanie a vlastnosť „**nepatrne bráni**“ tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
4 = správanie a vlastnosť „**nemá vplyv na to**“, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
5 = správanie a vlastnosť „**v malej miere prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
6 = správanie a vlastnosť „**do určitej miery prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
7 = správanie a vlastnosť „**vo veľkej miere prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.

Otázky 4. bloku:

Vlastnosť/správanie	Definícia
_____ 4-1 Opatrný	= Koná opatrne, neberie na seba riziko.
_____ 4-2 Organizovaný	= Metodický, systematický.
_____ 4-3 Rafinovaný	= Prefíkaný, zradný, úskočný.
_____ 4-4 Informovaný	= Má prehľad, je dobre informovaný.
_____ 4-5 Úspešný vyjednávač	= Je schopný úspešne vyjednávať, uzatvárať dohody za výhodných podmienok.
_____ 4-6 Samolúby	= Namyslený, je presvedčený o svojich schopnostiach.
_____ 4-7 Nespolupracujúci	= Nie je ochotný spolupracovať s ostatnými.
_____ 4-8 Logický	= Pri myslení uplatňuje zásady logiky.
_____ 4-9 Vedomý si postavenia druhých	= Uvedomuje si spoločenské postavenie iných.
_____ 4-10 Prezieravý	= Predvída možné budúce udalosti.
_____ 4-11 Plánuje dopredu	= Hľadá vpred a na udalosti sa pripravuje vopred.
_____ 4-12 Ctí si pravidlá	= Správa sa podľa pravidiel svojej skupiny.
_____ 4-13 Individuálne orientovaný	= Prisudzuje veľkú hodnotu ochrane individuálnych potrieb a považuje ich za dôležitejšie, než potreby skupiny.
_____ 4-14 Nie je za rovnocennosť	= Myslí si, že nie všetci sú si rovní; rovnakými právami a výsadami by mali disponovať len niektorí vyvolení.
_____ 4-15 Intuitívny	= Má schopnosť intuitívneho poznania podstaty vecí.

STUPNICA

- 1 = správanie a vlastnosť „**veľmi bráni**“ tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
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 6 = správanie a vlastnosť „**do určitej miery prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
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- | | |
|--|---|
| ____ 4-16 Nepriamy | = Nejde priamo k veci, v komunikácii používa príklady a metafory. |
| ____ 4-17 Koná podľa zvyku | = Vyznáva stálu, zvyčajnú rutinu. |
| ____ 4-18 Utiahnutý | = Je tichý, správa sa nesmelo. |
| ____ 4-19 Je schopný predvídať | = Úspešne predvída budúce potreby. |
| ____ 4-20 Aktivizuje k motivácii | = Aktivizuje a mobilizuje podriadených. |
| ____ 4-21 Citlivý | = Vníma aj najmenšie zmeny v nálade iných, diskusiu usmerňuje k obmedzeniu trápnych situácií. |
| ____ 4-22 Presvedčivý | = Je schopný presvedčiť iných o svojich názoroch. |
| ____ 4-23 Komunikatívny | = Často komunikuje s inými. |
| ____ 4-24 Orientovaný na dokonalosť | = Usiluje sa o výborný výkon, tak vlastný, ako aj svojich podriadených. |
| ____ 4-25 Procedurálny | = Riadi sa stanovenými predpismi a pravidlami. |
| ____ 4-26 Buduje dôveru | = Naplňa ostatných dôverou tým, že je k nim sám dôverný. |
| ____ 4-27 Orientovaný na skupinu | = Stará sa o blahobyť skupiny. |
| ____ 4-28 Uvedomuje si triedne hranice | = Je si vedomý triednych a skupinových hraníc a správa sa podľa nich. |
| ____ 4-29 Nezainteresovaný | = Nezaujíma sa o prácu s ostatnými. |
| ____ 4-30 Sebaobetavý | = V záujme cieľov alebo vízie je schopný priniesť osobné obete. |
| ____ 4-31 Trpezlivý | = Má trpezlivosť a preukazuje ju. |
| ____ 4-32 Poctivý | = Hovorí a koná čestne. |
| ____ 4-33 Dominujúci | = Usiluje sa o prevahu nad inými. |
| ____ 4-34 Taktný | = Stará sa o to, aby sa členovia skupiny neocitli v rozpakoch alebo zahanbení. |
| ____ 4-35 Dynamický | = Energický, nadšený, aktívne sa zapája do diania. |

STUPNICA

- 1 = správanie a vlastnosť „**veľmi bráni**“ tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
 2 = správanie a vlastnosť „**do určitej miery bráni**“ tomu aby, sa niekto stal vynikajúcim vedúcim pracovníkom.
 3 = správanie a vlastnosť „**nepatrne bráni**“ tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
 4 = správanie a vlastnosť „**nemá vplyv na to**“, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
 5 = správanie a vlastnosť „**v malej miere prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
 6 = správanie a vlastnosť „**do určitej miery prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.
 7 = správanie a vlastnosť „**vo veľkej miere prispieva**“ k tomu, aby sa niekto stal vynikajúcim vedúcim pracovníkom.

- | | |
|------------------------------------|---|
| ____ 4-36 Koordinátor | = Integruje a organizuje prácu svojich podriadených. |
| ____ 4-37 Elitár | = Verí, že malá skupina ľudí s podobným zázemím je nadradená a mala by užívať výsady. |
| ____ 4-38 Budovateľ tímu | = Je schopný získať členov skupiny pre spoluprácu. |
| ____ 4-39 Cynický | = Má tendencie myslieť si o ľuďoch a udalostiach to najhoršie. |
| ____ 4-40 Orientovaný na výkon | = Stanoví vysoký štandard výkonu. |
| ____ 4-41 Ambiciózny | = Tvrdso pracuje, stanovuje vysoké ciele. |
| ____ 4-42 Motivujúci | = Nabáda iných k tomu, aby, prinášajúc osobné obety, pracovali nad rámec povinností. |
| ____ 4-43 Mikro-vedúci | = Je supervízor, dbá na dohľadanie, trvá na tom, aby rozhodoval iba sám. |
| ____ 4-44 Nedelegujúci projektov a | = Nechce alebo nie je schopný vzdať sa riadenia úloh. |
| ____ 4-45 Nehovorí „nie“ to | = Vyhyba sa tomu, aby druhému povedal „nie“, aj keď nemožno splniť. |
| ____ 4-46 Vizionár | = Má predstavu o žiaducej budúcnosti. |
| ____ 4-47 Tvrdohlavý | = Má silnú vôľu, je odhodlaný, rázny a vytrvalý. |
| ____ 4-48 Vládca | = Dáva príkazy, netoleruje nesúhlas či námietky. |
| ____ 4-49 Nepoctivý | = Nečestný, neúprimný. |
| ____ 4-50 Nepriateľský | = Neprívetivý, voči ostatným sa správa odmietavo. |
| ____ 4-51 Orientovaný na budúcnosť | = Má na zreteli budúce ciele a podľa toho aj koná. |
| ____ 4-52 Dobrý administrátor | = Je schopný spravovať zložitú kancelársku prácu a administratívne systémy. |
| ____ 4-53 Spoľahlivý | = Je dôveryhodný. |
| ____ 4-54 Diktátorský | = Svoje hodnoty a názory vnucuje ostatným. |
| ____ 4-55 Individualistický | = Správa sa inak ako rovesníci. |
| ____ 4-56 Rituálny | = Postupy realizuje podľa predpísaného poriadku. |
| ____ 4-57 Enviromentalista | = Má rád prírodné prostredie, ktoré pri výkone svojej práce chráni. |

5. blok otázok – Aká je Vaša organizácia

Návod na vyplnenie

V tomto bloku nás zaujíma Váš názor na normy, hodnoty a praktiky, ktoré sú charakteristické pre organizáciu, v ktorej pracujete ako vedúci/a pracovník/čka. Inými slovami, zaujíma nás, **aká je Vaša organizácia** – a nie aká by podľa Vás mala byť.

V tomto dotazníku neexistujú dobré či zlé odpovede a odpovede ako také neindikujú dobrý či zlý stav organizácie.

Prosíme, aby ste otázky zodpovedali zvýraznením čísla, ktoré najviac zodpovedá Vašej mienke o Vašej organizácii.

Otázky 5. bloku:

5-1. V tejto organizácii sa dôraz kladie na systematickosť a dôslednosť aj na úkor inovácií a experimentovania.

Úplne súhlasím	Neviem sa rozhodnúť či súhlasím alebo nesúhlasím	Vôbec nesúhlasím				
1	2	3	4	5	6	7

5-2. V tejto organizácii sú ľudia vo všeobecnosti: agresívni

1	2	3	4	5	6	7
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nie sú agresívni

5-3. V tejto organizácii je cestou k úspechu:

plánovať vopred					prijíť udalosti, ako sa prihodia	
1	2	3	4	5	6	7

5-4. V tejto organizácii je akceptovanou normou:

plánovať do budúcnosti					prijíť daný stav	
1	2	3	4	5	6	7

5-5. V tejto organizácii sa vplyv osôb zakladá v prvom rade:

na ich schopnostiach a prínose pre organizáciu					na moci vyplývajúcej z ich pozície	
1	2	3	4	5	6	7

5-6. V tejto organizácii sú ľudia vo všeobecnosti:

asertívni					neasertívni	
1	2	3	4	5	6	7

5-7. V tejto organizácii vedúci pracovníci podporujú skupinovú lojalitu aj na úkor cieľov jednotlivca.

Úplne súhlasím	Neviem sa rozhodnúť či súhlasím alebo nesúhlasím	Vôbec nesúhlasím				
1	2	3	4	5	6	7

5-8. V tejto organizácii sa stretnutia zvyčajne:

plánujú dostatočne vopred (min. 2 týždne dopredu)					plánujú spontánne (sú plánované menej ako hodinu vopred)	
1	2	3	4	5	6	7

5-9. V tejto organizácii sa ľudia vo všeobecnosti:
 veľmi starajú o druhých
 druhých

1 2 3 4 5 6 7

vôbec nestarajú o

5-10. V tejto organizácii sa ľudia vo všeobecnosti:
 usilujú o dominanciu

1 2 3 4 5 6 7

neusilujú sa o dominanciu

5-11. V tejto organizácii sú členovia tímu hrdí na výsledky svojho vedúceho.

Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1 2 3 4 5 6 7

5-12. Systém odmen a miezd je v tejto organizácii vypracovaný tak, aby maximalizoval:
 záujmy jednotlivca spoločné záujmy

1 2 3 4 5 6 7

5-13. V tejto organizácii sa od podriadených očakáva, aby:
 bez otázok poslúchli
 svojho nadriadeného

1 2 3 4 5 6 7

položili svojmu nadriadenému
 otázky, ak s niečím nesúhlasia

5-14. V tejto organizácii sú ľudia vo všeobecnosti:
 tvrdí

1 2 3 4 5 6 7

vľúdni

5-15. V tejto organizácii sú zamestnanci podnecovaní, aby neustále zlepšovali svoj výkon.

Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1 2 3 4 5 6 7

5-16. V tejto organizácii je väčšina práce pevne štruktúrovaná, objaví sa v nej málo
 neočakávaných udalostí:

Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1 2 3 4 5 6 7

5-17. V tejto organizácii sa k zúčastňovaniu na profesionálnych rozvojových aktivitách
 podnecujú viac muži ako ženy.

Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1 2 3 4 5 6 7

5-18. V tejto organizácii sa väčšina odmen zakladá:

iba na efektívnom výkone na efektívnom výkone a na iných faktoroch na iných faktoroch ako
 (napr. na služobnom veku (napr. na služobnom veku alebo efektívny výkon
 alebo politických politických konexiách)

1 2 3 4 5 6 7

5-19. V tejto organizácii zamestnanci vedia, čo sa od nich očakáva, nakoľko pracovné nariadenia a predpisy sú vypracované do detailov.

Úplne súhlasím Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1 2 3 4 5 6 7

5-20. V tejto organizácii sa inovácie, ktoré vedú k zlepšeniu výkonu vo všeobecnosti:

zásadne odmeňujú do určitej miery odmeňujú nie sú odmeňované

1 2 3 4 5 6 7

5-21. V tejto organizácii sú ľudia vo všeobecnosti:

veľmi vnímaví voči ostatným vôbec nie sú vnímaví voči ostatným

1 2 3 4 5 6 7

5-22. V tejto organizácii fyzicky náročné úlohy väčšinou vykonávajú:

Muži ženy

1 2 3 4 5 6 7

5-23. V tejto organizácii sú vedúci pracovníci hrdí na individuálne výsledky členov skupiny, ktorú riadia.

Úplne súhlasím Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1 2 3 4 5 6 7

5-24. V tejto organizácii sú ľudia vo všeobecnosti:

veľmi priateľskí veľmi nepriateľskí

1 2 3 4 5 6 7

5-25. V tejto organizácii sa ľudia na vedúcich pozíciách snažia:

zvyšovať svoj spoločenský odstup znižovať svoj spoločenský odstup

od ľudí na nižších pozíciách od ľudí na nižších pozíciách

1 2 3 4 5 6 7

5-26. V tejto organizácii sú zamestnanci voči organizácii lojálni.

Úplne súhlasím Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1 2 3 4 5 6 7

5-27. V tejto organizácii si väčšina zamestnancov stanovuje odvážne ciele.

Úplne súhlasím Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1 2 3 4 5 6 7

5-28. Zamestnanci tejto organizácie:

nie sú vôbec hrdí na to, sú mierne hrdí na to, sú veľmi hrdí na to,

že pracujú v tejto že pracujú v tejto že pracujú v tejto

organizácii organizácii organizácii

1 2 3 4 5 6 7

5-29. V tejto organizácii sú ľudia vo všeobecnosti:

veľmi veľkorysí vôbec nie sú veľkorysí

1 2 3 4 5 6 7

5-30. V tejto organizácii sa skupinová súdržnosť:
hodnotí vyššie než hodnotí rovnako hodnotí nižšie než
individuálny záujem ako individuálny záujem individuálny záujem

1 2 3 4 5 6 7

5-31. V tejto organizácii si väčšina ľudí myslí, že práca by bola efektívnejšie riadená, keby:
bolo oveľa viac žien bol približne rovnaký počet bolo oveľa menej žien
na vedúcich pozíciách žien na vedúcich pozíciách na vedúcich pozíciách
než je v súčasnosti tak, ako je v súčasnosti než je v súčasnosti

1 2 3 4 5 6 7

5-32. Ak sa medzi členmi tejto organizácie vyskytnú vážne nedorozumenia, komu o tom
povedia?
Nikomu Len členom svojho Každému, komu
pracovného tímu o tom chcú povedať

1 2 3 4 5 6 7

5-33. Táto organizácia je voči svojim zamestnancom lojálna.
Úplne súhlasím Nevie sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1 2 3 4 5 6 7

5-34. Koľko percent vedúcich pozícií je v tejto organizácii zastúpených ženami?
menej ako 10% 10% - 25% 26% - 44% 45% - 55% 56% - 75% 76% - 90% viac ako 90%

1 2 3 4 5 6 7

6. blok otázok – Aká by mala byť Vaša organizácia

Návod na vyplnenie

V tomto bloku nás zaujíma Váš názor na to, aké normy, hodnoty a praktiky **by sa mali uplatňovať v organizácii, v ktorej pracujete ako vedúci/a pracovník/čka.**

Opäť pripomíname, že v tomto dotazníku neexistujú dobré či zlé odpovede a odpovede ako také neindikujú či je daná organizácia dobrá alebo zlá.

Prosíme, aby ste otázky zodpovedali zvýraznením čísla, ktoré najviac zodpovedá Vašej mienke o Vašej organizácii.

Otázky 6. bloku:

6-1. V tejto organizácii **by sa mal** klásť dôraz na systematickosť a dôslednosť aj na úkor inovácií a experimentovania.

Úplne súhlasím	Neviem sa rozhodnúť či súhlasím alebo nesúhlasím	Vôbec nesúhlasím				
1	2	3	4	5	6	7

6-2. V tejto organizácii **by** ľudia **mali** byť podnecovaní k tomu, aby: boli agresívni

neboli agresívni

1	2	3	4	5	6	7
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6-3. V tejto organizácii **by** ľudia, ktorí sú úspešní, **mali**:

plánovať vopred

prijímať udalosti tak, ako sa prihodia

1	2	3	4	5	6	7
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6-4. V tejto organizácii **by** akceptovanou normou **malo** byť:

plánovať do budúcnosti

prijímať daný stav

1	2	3	4	5	6	7
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6-5. V tejto organizácii **by sa** vplyv osôb **mal** zakladať v prvom rade:

na ich schopnostiach a prínose pre organizáciu

na moci vyplývajúcej z ich pozície

1	2	3	4	5	6	7
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6-6. V tejto organizácii **by** ľudia **mali** byť povzbudzovaní k tomu, aby:

boli asertívni

neboli asertívni

1	2	3	4	5	6	7
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6-7. Som presvedčený/á, že v tejto organizácii **by** vedúci pracovníci **mali** podporovať skupinovú lojalitu aj na úkor cieľov jednotlivca.

Úplne súhlasím	Neviem sa rozhodnúť či súhlasím alebo nesúhlasím	Vôbec nesúhlasím
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1	2	3	4	5	6	7
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6-8. V tejto organizácii **by** stretnutia **mali** byť:

plánované dostatočne vopred
(min. 2 týždne dopredu)

spontánne (plánované menej
ako hodinu vopred)

1	2	3	4	5	6	7
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6-9. V tejto organizácii **by** sa ľudia **mali** povzbudzovať k tomu, aby sa:

veľmi starali o druhých						vôbec nestarali o druhých
1	2	3	4	5	6	7

6-10. V tejto organizácii **by** sa ľudia **mali** povzbudzovať k tomu, aby:

boli dominantní			neboli dominantní			
1	2	3	4	5	6	7

6-11. V tejto organizácii **by** členovia pracovnej skupiny **mali** byť hrdí na výsledky svojho manažéra.

Úplne súhlasím	Neviem sa rozhodnúť či súhlasím alebo nesúhlasím	Vôbec nesúhlasím
1	2	3
4	5	6
7		

6-12. V tejto organizácii **by** systém odmien a miezd **mal** maximalizovať:

záujmy jednotlivca		spoločné záujmy				
1	2	3	4	5	6	7

6-13. V tejto organizácii **by** podriadení **mali**:
bez otázok poslúchať svojho nadriadeného

6-14. V tejto organizácii **by** sa ľudia **mali** podnecovať k tomu, aby boli:

6-15. V tejto organizácii **by** sa zamestnanci **mali** podnecovať k tomu, aby neustále zlepšovali svoj výkon.

Úplne súhlasím Nevieť sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1 2 3 4 5 6 7

6-16. V tejto organizácii, človek, ktorého práca je pevne štruktúrovaná a zriedkavo sa v nej objavia neočakávané udalosti:

by mal byť za to veľmi vďačný

stráca týmto veľa vzrušenia

1 2 3 4 5 6 7

6-17. V tejto organizácii **by** sa k zúčastňovaniu na profesionálnych rozvojových aktivitách **mali** podnecovať viac muži ako ženy.

Úplne súhlasím Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

1 2 3 4 5 6 7

6-18 V tejto organizácii by sa väčšie odmeny mali zakladať:						
iba na efektívnom výkone (napr. na služobnom veku alebo politických konexiách)	na efektívnom výkone a na iných faktoroch (napr. na služobnom veku alebo politických konexiách)	na iných faktoroch ako efektívny výkon				
1	2	3	4	5	6	7

6-19. V tejto organizácii **by** pracovné nariadenia a predpisy **mali** byť vypracované do detailov, aby zamestnanci vedeli, čo sa od nich očakáva.

Úplne súhlasím Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím
1 2 3 4 5 6 7

6-20. V tejto organizácii **by** inovácie, ktoré vedú k zlepšeniu výkonu **mali** byť:

zásadne odmenené do určitej miery odmenené nemali by byť odmenené
1 2 3 4 5 6 7

6-21. V tejto organizácii **by** sa ľudia **mali** podnecovať k tomu, aby:

boli veľmi vnímaví voči ostatným neboli vôbec vnímaví voči ostatným
1 2 3 4 5 6 7

6-22. V tejto organizácii **by** fyzicky náročné úlohy **mali** zvyčajne vykonávať:

muži ženy
1 2 3 4 5 6 7

6-23. V tejto organizácii **by** vedúci pracovníci **mali** byť hrdí na individuálne výsledky členov skupiny, ktorú riadia.

Úplne súhlasím Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím
1 2 3 4 5 6 7

6-24. Myslím si, že v tejto organizácii **by** vedúci pracovníci **mali**:

pripravovať podrobné inštrukcie ponechať svojim podriadeným
ako dosiahnuť ciele slobodu pri stanovení najlepšieho
spôsobu ako dosiahnuť ciele
1 2 3 4 5 6 7

6-25. Myslím si, táto organizácia **by bola** riadená efektívnejšie, keby:

bolo oveľa viac žien bol približne rovnaký počet bolo oveľa menej žien
na vedúcich pozíciách žien na vedúcich pozíciách na vedúcich pozíciách
než je v súčasnosti tak, ako je v súčasnosti než je v súčasnosti
1 2 3 4 5 6 7

6-26. V tejto organizácii **by** pracovná pozícia a postavenie v organizačnej hierarchii **mali** mať špeciálne privilégia.

Úplne súhlasím Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím
1 2 3 4 5 6 7

6-27. V tejto organizácii **by** zamestnanci **mali** byť voči svojej organizácii lojálni.

Úplne súhlasím Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím
1 2 3 4 5 6 7

6-28. Som presvedčený/á, že v tejto organizácii **by malo** byť veľmi dôležité, aby bol človek ostatnými členmi skupiny akceptovaný.

Úplne súhlasím Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím
1 2 3 4 5 6 7

6-29. Do akej miery **by malo** byť pre členov Vašej organizácie dôležité, aby vaša organizácia bola členmi iných organizácií vnímaná pozitívne?

Vôbec by to nemalo Malo by to byť Malo by to byť veľmi
byť dôležité mierne dôležité dôležité
1 2 3 4 5 6 7

6-30. V tejto organizácii **by sa** ľudia **mali**:
zaoberať súčasnými problémami

1 2 3 4 5 6 7 plánovať do budúcnosti

6-31. Do akej miery **by sa** zamestnanci tejto organizácie **mali** starať o to, ak by sa niekto,
kto nie je členom tejto organizácie, verejne negatívne vyjadroval k tejto organizácii?

Vôbec by ich to nemalo trápiť 1 2 3 4 5 6 7
Malo by ich to trápiť len mierne Malo by ich to veľmi trápiť

6-32. V tejto organizácii **by sa** ľudia **mali** podnecovať k tomu, aby:

boli veľmi zhovievaví voči chybám 1 2 3 4 5 6 7
vôbec neboli zhovievaví voči chybám

6-33. V tejto organizácii **by si** zamestnanci **mali** určovať náročné pracovné ciele.

Úplne súhlasím 1 2 3 4 5 6 7
Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

6-34. V tejto organizácii **by** kľúčové rozhodnutia **mali** byť vykonané:

vedúcimi pracovníkmi 1 2 3 4 5 6 7
zamestnancami

6-35. Domnievam sa, že v tejto organizácii je čas venovaný dosahovaniu konsenzu:

stratený 1 2 3 4 5 6 7
niekedy stratený, niekedy užitočný užitočne strávený

6-36. V tejto organizácii v prípade, že podriadení nesúhlasia s nadriadenými, **by si mali**
podriadení názory svojich nadriadených osvojiť.

Úplne súhlasím 1 2 3 4 5 6 7
Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

6-37. Zamestnanci tejto organizácie **by**:

nemali byť hrdí na to, že pracujú v tejto organizácii 1 2 3 4 5 6 7
mali byť mierne hrdí na to, že pracujú v tejto organizácii
mali byť veľmi hrdí na to, že pracujú v tejto organizácii

6-38. V tejto organizácii **by sa** ľudia **mali** povzbudzovať k tomu, aby boli:

veľmi veľkorysí 1 2 3 4 5 6 7
neboli vôbec veľkorysí

6-39. V tejto organizácii **by** príležitosť pracovať na vedúcich pozíciách **mala** byť dostupná:

viac mužom než ženám 1 2 3 4 5 6 7
mužom a ženám rovnako viac ženám než mužom

6-40. V tejto organizácii **by** ľudia **mali** pracovať:

iba na individuálnych projektoch 1 2 3 4 5 6 7
na individuálnych i tímových projektoch iba na teamových projektoch

6-41. V tejto organizácii **by** zlyhanie v práci **malo byť** horšie pre muža než pre ženu.

Úplne súhlasím 1 2 3 4 5 6 7
Neviem sa rozhodnúť či súhlasím alebo nesúhlasím Vôbec nesúhlasím

7. blok otázok - Demografické otázky

Na záver by sme Vám chceli položiť otázky, vzťahujúce sa na Vaše zázemie a pracovisko. Tieto otázky sú dôležité, nakoľko nám pomáhajú zistiť, či odlišné typy ľudí odpovedajú na otázky v tomto dotazníku odlišným spôsobom. Poskytnuté údaje NEBUDÚ použité na identifikáciu respondentov. Ak hociktorú otázku považujete za dôverný osobný údaj (najmä čo sa týka otázky 7-7 a 7-8) a preto by ste nechceli na ňu odpovedať, otázku jednoducho vynechajte a zamerajte sa na ostatné. Vopred Vám ďakujeme za poskytnuté odpovede.

Otázky o Vašom osobnom zázemí

7-1. Koľko máte rokov? Mám _____ rokov.

7-2. Vaše pohlavie? (označte jednu možnosť) Muž _____ Žena _____

7-3. Aké je Vaše štátne občianstvo? _____

7-4. V ktorej krajine ste sa narodili?

7-5. Koľko rokov bývate v krajine, v ktorej v súčasnosti žijete?
_____ rokov.

7-6. V koľkých krajinách, okrem krajiny narodenia, ste žili dlhšie ako 1 rok?
_____ krajina/y.

7-7. Akú máte národnosť?

7-8. Ste nábožensky veriaci/a? ÁNO/NIE

7-9. Ak ste odpovedali ÁNO na otázku 7-8, prosíme Vás, aby ste uviedli Vaše náboženstvo.

Otázky o Vašom rodinnom zázemí

7-10. V ktorej krajine sa narodila Vaša matka?

7-11. V ktorej krajine sa narodil Váš otec?

7-12. Akým(i) jazykom(i) ste počas Vášho detstva hovorili doma ?

Otázky o Vašom pracovisku

7-13. Ak máte skúsenosť s prácou na plný úväzok, uveďte, prosím, koľko rokov ste zamestnaný/á na plný pracovný úväzok? _____ rokov.

7-14. Koľko rokov ste pôsobili ako vedúci/a pracovník/čka? _____ rokov.

7-15. Ako dlho pracujete u terajšieho zamestnávateľa? _____ rokov _____ mesiacov.

7-16. Pracovali ste niekedy v nadnárodnej spoločnosti? ÁNO/NIE

7-17. Ste členom nejakého odborného združenia alebo siete (network)? ÁNO/NIE

7-18. Podieľate sa na aktivitách nejakej priemyslovej alebo podnikateľskej asociácie?
ÁNO/NIE

Otázky o Vašom vzdelaní

7-19. Koľko rokov súhrnne (ZŠ, SŠ, VŠ, ...) ste študovali? _____ rokov.

7-20. Ak ste vyštudovali nejaký odbor alebo špecializáciu, uveďte jeho/jej názov:

7-21. Dostali ste nejaké školenie o metódach západného manažmentu? ÁNO/NIE

Otázky o Vašej organizácii

7-22. Označte, akým druhom práce sa zaoberá Vami vedené oddelenie:

- ☐ Administratíva
- ☐ Technické činnosti, výroba alebo produkcia
- ☐ Financie alebo účtovníctvo
- ☐ Manažment ľudských zdrojov alebo personálny manažment
- ☐ Marketing
- ☐ Plánovanie
- ☐ Obstarávanie
- ☐ Výskum a vývoj
- ☐ Predaj
- ☐ Pomocné - obslužné činnosti (napr. údržba)
- ☐ Ostatné (uveďte): _____

7-23. Koľko ľudí patrí priamo pod Vaše vedenie?
_____ osôb.

7-24. Koľko ľudí pracuje na tom oddelení, kde ste vedúcim/cou?
_____ osôb.

7-25. Koľko hierarchických úrovní Vás delí od najvyššej vedúcej úrovne vo Vašej organizácii?
_____ úroveň/ne.

7-26. Koľko hierarchických úrovní je medzi Vami a radovými zamestnancami, ktorí sa vôbec nepodieľajú na riadení?
_____ úroveň/ne.

7-27. Aký(é) jazyk(y) používate pri výkone svojej práce?

Týmto sa náš dotazník končí. Ešte raz by sme Vám chceli poďakovať za účasť na tomto výskume. Veľmi si ceníme, že ste boli ochotní venovať svoj čas na jeho vyplnenie, čím ste nás podporili pri úspešnej realizácii výskumného projektu.

Nezabudnite prosím ULOŽIŤ vykonané zmeny v dokumente a poslať dotazník s vyznačenými odpoveďami na adresu

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